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ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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AUTHORITY: Implementing Articles 21 and 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5].

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429,

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effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 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 Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill.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; emergency expired January 16, 2005; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 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 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; peremptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011;

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amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015; amended at 40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. 12346, effective August 9, 2016; amended at 41 Ill. Reg. 8813, effective June 28, 2017; emergency amendment at 41 Ill. Reg. 8949, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14075, effective November 3, 2017; amended at 42 Ill. Reg. 8830, effective May 21, 2018; amended at 43 Ill. Reg. 14806, effective December 4, 2019; emergency amendment at 44 Ill. Reg. 8013, effective April 27, 2020, for a maximum of 150 days; emergency expired September 23, 2020; amended at 45 Ill. Reg. _____, effective _____.

SUBPART A: DEFINITIONS

Section 25.10 ~~Definitions~~ **Accredited Institution**

As used in this Part, the following terms have the meanings ascribed in this Section.

"Code" means the Illinois School Code [105 ILCS 5].

"CTE" means career and technical education.

"ECE" means early childhood education.

"ELIS" means the State Board's Educator Licensure Information System.

"ELS-CTEP" means an educator license with stipulations endorsed for provisional career and technical educator.

"EPP" means an educator preparation program.

"Institution" means either a regionally accredited institution of higher learning as specified in Section 21B-105 of the ~~School~~ Code ~~[105 ILCS 5]~~ when referring to an institution located within the United States or a not-for-profit entity approved by the Illinois Board of Higher Education ~~(see 105 ILCS 5/21B-105)~~. Accordingly, any coursework required for, or counted towards fulfilling the

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requirements for, a credential issued pursuant to this Part shall be completed at or accepted by a regionally accredited institution or an approved not-for-profit entity. ~~Approval, and approval~~ of preparation programs under Subpart C ~~of this Part~~ shall be available only to regionally accredited institutions or approved not-for-profit entities. Coursework completed in another country shall be subject to the provisions of Section 25.425 ~~of this Part~~.

"PEL" means a professional educator license.

"PK-12" means pre-kindergarten through grade 12.

"ROE" means regional office of education.

"SEPLB" means the State Educator Preparation and Licensure Board.

"State Board" means the Illinois State Board of Education.

"State Superintendent" means the State Superintendent of Education or a designee.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART B: LICENSES

Section 25.15 Types of Licenses; Exchange (Repealed)

~~Article 21B of the School Code [105 ILCS 5] establishes a new system of educator licensure to be implemented on or before July 1, 2013 that will replace the system of certification set forth in Article 21 of the School Code. The requirements of this Section apply to the initial exchange of Illinois teaching, special, administrative, school service personnel and other types of educator certificates for the corresponding license and endorsement authorized under Article 21B of the School Code and this Part.~~

- ~~a) The system of licensure to be established shall consist of the following licenses as set forth in Section 21B-20 of the School Code. The license that corresponds to each teaching, special, administrative, school service personnel or other types of educator certificates or approvals previously issued by the State Board of Education is as follows:~~
 - ~~1) Professional Educator License~~

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~~Any individual holding an initial, standard or master teaching certificate, special certificate, administrative certificate or school service personnel certificate prior to July 1, 2013 shall have that certificate converted to a professional educator license upon implementation of the new system of licensure.~~

- A) ~~Certificates subject to exchange are listed in Appendix C.~~
- B) ~~The current renewal and registration status of an individual's certificate (i.e., valid and active, valid and exempt, lapsed), as well as any sanctions (i.e., suspended or revoked) imposed on the certificate at the time of the exchange, shall be noted in the State Board of Education's electronic Educator Licensure Information System (ELIS) when the applicable endorsement is added to the professional educator license.~~
- C) ~~Each endorsement on a teaching or special certificate shall be recorded on the professional educator license issued pursuant to this Section.~~
 - i) ~~Any individual holding an Illinois teaching certificate with approval in bilingual education, English as a Second Language or English as a New Language issued pursuant to 23 Ill. Adm. Code 1.780 (Standards for Teachers in Bilingual Education Programs) shall have that approval recorded on the professional educator license as a comparable endorsement indicating the grade levels to be served and, as applicable, the transitional bilingual language of instruction.~~
 - ii) ~~Any individual holding an Illinois teaching certificate with approval issued under 23 Ill. Adm. Code 226.810 (Special Education Teaching Approval) for Learning Behavior Specialist I, early childhood special education or bilingual special education shall receive an approval letter that indicates the grade levels and age ranges of the students to be served.~~

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- iii) ~~Any individual holding an Illinois teaching certificate and short term emergency certification issued under Section 25.48 shall receive a short term emergency approval letter.~~
- iv) ~~Any individual holding an Illinois teaching certificate and approval under 23 Ill. Code 226.820 for school social worker, school psychologist or school nurse intern shall receive an approval letter indicating the school support personnel area of approval.~~
- D) ~~Each administrative or school service personnel certificate for which an endorsement will be issued pursuant to Section 21B-25 of the School Code shall be recorded on the professional educator license issued pursuant to this Section. As applicable, each endorsement issued on the administrative or school service personnel certificate also shall be recorded as a separate endorsement on the professional educator license.~~
- E) ~~Any individual holding a master certificate issued under Section 21-2 of the School Code shall be issued a professional educator license with a National Board for Professional Teaching Standards (NBPTS) master teacher designation. (See 105 ILCS 5/21B-65.) An NBPTS master teacher designation shall not qualify a licensee to teach in a particular field except as provided in this subsection (a)(1)(E).~~
 - i) *Any individual who, on or after July 1, 2012, has been issued a Master Certificate pursuant to Section 21-2 of the School Code or a National Board for Professional Teaching Standards designation on a Professional Educator License pursuant to Section 21B-65 of the School Code may work as a teacher only in an area for which he or she also holds the Illinois endorsement required for that position. (Section 21B-65 of the School Code) Therefore, after July 1, 2012, the area of NBPTS certification obtained by an individual shall be noted on the master certificate as a "NBPTS master teacher designation", rather than an Illinois endorsement, and that designation shall automatically transfer to the professional educator license.*

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ii) ~~Any individual who, prior to June 30, 2012, has been issued an endorsement for a particular area on a Master Certificate may work as a teacher in that area even without having been issued the Illinois endorsement required for that position. (Section 21B-65 of the School Code) An Illinois endorsement placed on a master certificate previous to July 1, 2012 will be shown as an endorsement on the professional educator license.~~

2) ~~Educator License with Stipulations~~

~~Any individual holding a provisional, alternative provisional (i.e., teaching or administrative), resident teacher, provisional vocational, temporary provisional vocational, transitional bilingual or visiting international certificate or holding approval to serve as a paraprofessional shall have that certificate or approval converted to an educator license with stipulations upon implementation of the new system of licensure. An educator license with stipulations shall be endorsed with one or more endorsements authorized under Section 21B-20(2) of the School Code. Each endorsement shall correspond to the certificate or approval that the individual held prior to July 1, 2013. That is:~~

A) ~~An individual holding a provisional certificate issued under Section 21-10(B) of the School Code shall be issued an educator license with stipulations endorsed for "provisional educator" and the area of endorsement (i.e., teaching, administrative or school support personnel) and, as applicable, for the grade levels and subject areas that are listed on the provisional certificate. In accordance with Section 21B-20(2)(A) of the School Code, a provisional educator endorsement for principals may not be issued, nor may any person with a provisional educator endorsement serve as a principal in a public school in this State.~~

B) ~~An individual holding an alternative provisional teaching certificate issued under Section 21-5b or 21-5c of the School Code shall be issued an educator license with stipulations endorsed for "alternative provisional educator" and for the content areas and grade levels currently on the alternative provisional teaching certificate.~~

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- C) ~~An individual holding an alternative administrative certificate issued under Section 21-5d of the School Code shall be issued an educator license with stipulations endorsed for "alternative provisional superintendent".~~
- D) ~~An individual holding a resident teacher certificate issued under Section 21-11.3 of the School Code shall be issued an educator license with stipulations endorsed for "resident teacher" and for the content areas and grade levels on the resident teacher certificate.~~
- E) ~~An individual holding a provisional vocational certificate issued under Section 21-10(C)(1) of the School Code shall be issued an educator license with stipulations endorsed for "career and technical educator" and for the content areas and grade levels on the provisional vocational certificate.~~
- F) ~~An individual holding a temporary provisional vocational certificate issued under Section 21-10(C)(2) of the School Code shall be issued an educator license with stipulations endorsed for "provisional career and technical educator" and for the content areas and grade levels on the temporary provisional vocational certificate.~~
- G) ~~An individual holding a transitional bilingual certificate issued under Section 14C-8 of the School Code shall be issued an educator license with stipulations endorsed for "transitional bilingual educator", as well as for the transitional bilingual language and grade levels indicated on the transitional bilingual certificate.~~
- H) ~~An individual holding a visiting international teacher certificate issued under Section 25-92 shall be issued an educator license with stipulations endorsed for "visiting international educator", as well as for the transitional bilingual language, content area and world language on the visiting international teacher certificate.~~
- I) ~~An individual holding a paraprofessional approval letter issued under Section 25.510 of this Part who either has an associate degree or has a minimum of 60 semester hours of college credit from a regionally accredited institution of higher education, or who~~

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~~has passed a test of basic skills required under Section 21B-30 of the School Code shall be issued an educator license with stipulations endorsed for "paraprofessional educator".~~

- J) ~~An individual holding paraprofessional approval issued under Section 25.510 who has fewer than 60 semester hours of college credit or has not passed a test of basic skills shall receive a paraprofessional approval letter issued by the State Superintendent of Education.~~
- 3) ~~Substitute Teaching License
Any individual holding a substitute teaching certificate issued under Section 21-9 of the School Code shall be issued a substitute teaching license.~~
- 4) ~~An individual holding an interim certificate endorsed in a school support personnel area pursuant to Subpart D shall not be issued a license but shall receive an approval letter issued by the State Superintendent.~~
- 5) ~~An individual holding an educational interpreter approval at the standard or master level issued pursuant to Section 25.550 shall receive an educational interpreter approval. An individual holding an educational interpreter approval at the initial level shall be issued an interim approval, which shall be valid for the period of time remaining in the validity period of the initial approval issued and shall not be renewed.~~
- b) ~~The applicable license, any endorsements on that license and the status of those endorsements (see Section 25.15(a)(1)(B)) shall be recorded in ELIS (see <https://www.isbe.net/Pages/Licensure.aspx>). The licensee may view the certificate exchange in the ELIS; no paper copies of his or her license will be issued.~~
- e) ~~The professional educator license or the educator license with stipulations received under this Section shall be valid for the period of time remaining in the validity period of the Illinois certificate that was exchanged for the license. After this initial validity period, provided that any conditions for renewal of the license are met:~~

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- 1) ~~all professional educator licenses are valid until June 30 immediately following five years of being issued (Section 21B-20(1) of the School Code); and~~
 - 2) ~~each educator license with stipulations is valid for the period of time set forth in Section 21B-20(2) of the School Code for the specific endorsement.~~
- d) ~~Applicability~~
- 1) ~~The provisions of subsection (c) do not apply to:~~
 - A) ~~A NBPTS' master designation on a professional educator license, which shall remain valid for the length of time that an individual's NBPTS certification is in effect (see Section 25.832);~~
 - B) ~~A substitute teaching license issued under this Section, which shall be valid until June 30, 2018, and may be renewed upon application and payment of the fee required by Section 21B-40 of the School Code to register the license;~~
 - C) ~~An educator license with stipulations endorsed for provisional career and technical educator issued under this Section, which shall be valid until June 30, 2018, and may be renewed for one, five-year period provided the licensee has completed a minimum of 20 semester hours of coursework from a regionally accredited institution and as otherwise provided in Section 21B-20(2)(F) of the School Code and Section 25.72 of this Part;~~
 - D) ~~Any educator license with stipulations endorsed for paraprofessional educator shall be valid until June 30 following five years of the license being issued pursuant to this Section.~~
 - 2) ~~An educator educational interpreter approval shall be valid until June 30 following five years of the approval being issued pursuant to this Section; this subsection (d)(2) does not apply to any interim approval issued.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.25 Requirements for the Professional Educator License

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The requirements of this Section shall apply to the issuance of professional educator licenses ([PEL](#)). All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval submitted under this Part 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) Each applicant shall:
 - 1) hold a bachelor's degree; and
 - 2) one of the following:
 - A) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative, or school support personnel) sought on the [PEL professional educator license](#) (see Subpart C). (Thirty-two semester hours of coursework or a combination of experience and coursework equivalent to 32 semester hours in the endorsement area sought is required for teaching endorsements.) Each applicant must complete coursework addressing:
 - i) *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation ~~children with learning disabilities~~the learning disabled* (Section 21B-20(1) of the ~~School~~ Code [105 ILCS 5]), which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:
 - understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provide opportunities that support the intellectual, social and personal development of all students;
 - understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and

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- understand instructional planning and design instruction based on knowledge of the discipline, students, community, and curriculum goal;
- ii) *methods of reading and reading in the content area* (Section 21B-20(1) of the ~~School~~ Code), which for teachers and administrators shall address each of the following standards:
 - varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency and strategy used in the content areas;
 - the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text and the purpose of the reading situation;
 - communication theory, language development, and the role of language in learning;
 - the relationships among reading, writing, and oral communication and understanding how to integrate these components to increase content learning;
 - the design, selection, modification, and evaluation of a wide range of materials for the content areas and the reading needs of the student;
 - variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
 - varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- iii) *methods of reading and reading in the content area* (Section 21B-20(1) of the ~~School~~ Code), which for school

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support personnel shall address each of the following standards:

- understands how students acquire reading competency;
 - understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
 - understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
 - uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable; and
- iv) complete a program satisfaction survey on [the State Board of Education's Educator Licensure Information System \(ELIS\)](#) before receiving his or her [PEL professional educator license](#); or
- B) pursuant to Section 21B-35 of the [School Code](#), hold a valid, comparable certificate or license in another state or country, or have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 [of this Part](#)), including:
- i) *coursework in the methods of instruction of the exceptional child* (Section 21B-35(a)(~~23~~)(A) of the [School Code](#)) in cross-categorical special education that meets the requirements of subsection (a)(1)(A);
 - ii) *coursework in methods of reading and reading in the content area* (Section 21B-35(a)(~~24~~)(A) of the [School Code](#)) that meets the requirements of subsection (a)(1)(B); and

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- iii) coursework *in instructional strategies for English language learners* (Section 21B-~~3534~~(a)(~~25~~)(A) of the ~~School~~ Code), which shall address bilingual education, English as a Second Language, or English as a New Language methods; or
- 3) pursuant to Section 21B-35 of the ~~School~~ Code, hold a valid, comparable certificate or license in another state or country, or have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:
 - A) *the methods of instruction of the exceptional child* (Section 21B-35(a)(~~23~~)(A) of the ~~School~~ Code) in cross-categorical special education, which shall meet the requirements outlined in subsection (a)(1)(A);
 - B) *the methods of reading and reading in the content area* (Section 21B-35(a)(~~24~~)(A) of the ~~School~~ Code), which shall meet the requirements outlined in subsection (a)(1)(C); and
 - C) *instructional strategies for English language learners* (Section 21B-35(a)(~~25~~)(A) of the ~~School~~ Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).
- 4) pursuant to Section 21B-35 of the Code, have demonstrated proficiency in the English language by either passing the English language proficiency test required by the State Board or providing evidence of completing a postsecondary degree at an institution in which the mode of instruction was English.
- b) Each applicant for a ~~PEL~~professional educator license endorsed in a teaching field shall have completed student teaching in conformance with the requirements of Section 25.620, except in the following circumstances:

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- 1) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education need not complete another student teaching experience.
 - 2) One full year's teaching experience on a valid certificate, ~~or a license, or~~ an approval in the PK-12 public schools shall be accepted in lieu of student teaching.
 - 3) Applicants holding a bachelor's degree and a valid, comparable certificate or license from another state or country do not need to provide evidence of student teaching.
- c) For the purposes of this Part:
- 1) a "valid, comparable certificate or license" means a current (not expired) certificate or license endorsed in the specific content area and grade levels for which Illinois licensure is sought that is equivalent to an Illinois PEL professional educator license; ~~and~~
 - 2) "one full year's teaching experience" means the equivalent of two 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; and-
 - 3) An "approval" is a credential valid for serving in a specific education area and grade range. Approvals can be issued on an existing educator license or may stand alone, as applicable to the particular approval.
- d) Evidence of teaching experience, as may be required under this Part, may be satisfied in one of the following ways:
- 1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained from ELIS may be used.
 - 2) 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 a PEL professional educator license endorsed for early childhood; also see subsection (d)(4)) may submit a letter documenting the nature and duration of the applicant's teaching.

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- 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 a [PEL professional educator license](#) endorsed for early childhood 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.
- e) Each applicant for a [PEL professional educator license](#) endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E, respectively.
 - f) The [PEL professional educator license](#) shall be endorsed in accordance with this Part.
 - g) Each applicant shall be required to pass the tests required for the [PEL professional educator license](#) as specified in Section 21B-30 of the [School Code](#) and Section 25.720 of this Part.
 - h) If a candidate has completed all of the requirements for an Illinois-approved educator preparation program at an Illinois institution of higher education as listed in subsection (h)(1), but has not successfully passed a teacher performance assessment (TPA), the candidate may be entitled for an educator license with stipulations endorsed for a provisional in-State educator by the institution where the program was completed.
 - 1) The candidate must have:
 - A) at least a bachelor's degree;
 - B) completed all components of an approved educator preparation program, excluding passing the TPA;
 - C) passed [the test of basic skills and](#) applicable content test, as required by Section 21B-30 of the [School Code](#); and

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- D) attempted a TPA and received a minimum score on that assessment, as established by the State Board in consultation with [SEPLBthe State Educator Preparation and Licensure Board](#).
- 2) The provisional in-State educator endorsement on an educator license with stipulations is valid for one full fiscal year after the date of issuance and may not be renewed.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.32 Teacher Leader Endorsement

The Section establishes the requirements for the receipt of a teacher leader endorsement valid for prekindergarten through grade 12 and for approval of educator preparation programs to provide the program required for receipt of the endorsement. The teacher leader endorsement is intended to increase the quality of leadership, as well as teaching and learning practices, and recognize the critical importance that leadership by teachers brings to the overall school improvement mission of the school and its personnel. The teacher leader endorsement will create a career path to retain and develop high-performing teachers for leadership roles; formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

- a) For the purposes of this Section, a teacher leader is defined as an individual with the capacity and skills to:
 - 1) harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;
 - 2) promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;
 - 3) model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention;
 - 4) provide guidance, coaching, mentoring, influence, direction, and support to teachers to improve the effectiveness of teaching and learning; and

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- 5) promote and influence change to improve school and student outcomes.
- b) A teacher leader may serve in a variety of roles within the school district, including, but not limited to:
- 1) curriculum specialist (i.e., identifying, designing, and implementing curriculum and school and district improvement);
 - 2) coach (i.e., providing coaching to other teachers and staff on instructional practice and methods);
 - 3) mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance);
 - 4) department chair or lead teacher;
 - 5) content specialist (i.e., leading instructional programs in a specific content area);
 - 6) teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned;
 - 7) program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction, or assessment); and
 - 8) other areas of responsibility as identified by school districts.
- c) A teacher leader endorsement on a ~~PEL professional educator license~~ will be available to persons who fulfill the requirements of Section 21B-25(2)(E) of the ~~School~~ Code [105 ILCS 5] and this Section. In order to receive a teacher leader endorsement, a candidate holding a ~~PEL professional educator license~~ shall:
- 1) have obtained a master's degree or higher from a regionally accredited institution; and
 - 2) ~~have passed the test of basic skills pursuant to Section 25.720; and~~

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- ~~23~~) have completed a program that meets the requirements set forth in this Section.
- d) Only institutions of higher education and not-for-profit entities that have been recognized under Subpart C to conduct educator preparation programs may apply to the State Board ~~of Education~~ for approval to offer a teacher leader endorsement program. Each program shall address at least the coursework listed in Section 21B-25(2)(E) of the ~~School~~ Code and this subsection (d).
- 1) Leadership, to address:
 - A) knowledge of leadership frameworks and models of shared governance;
 - B) understanding teacher evaluation models and training;
 - C) ability to hold self and others accountable for results; and
 - D) ability to lead teams in setting goals and achieving results.
 - 2) Designing professional development to meet teaching and learning needs, to include:
 - A) understanding, applying, and evaluating the specific needs of new teachers for induction and mentoring;
 - B) ability to coach teachers and staff;
 - C) ability to understand, apply, and evaluate models of effective professional development; and
 - D) ability to observe instruction and provide coaching, mentoring, or professional development feedback to teachers.
 - 3) Building school culture that focuses on student learning, to address:
 - A) understanding diverse learners (including students with Individualized Education Programs, English ~~language~~-learners, students who are underrepresented in the school population, and other at-risk students) and their families and communities;

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- B) ability to analyze and interpret data around school culture, working and learning conditions, and climate;
 - C) understanding the impact of instructional models and practices on improving learning, as well as the culture and climate of the school and classrooms; and
 - D) ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A.
- 4) Using assessments to improve student learning and foster student achievement.
 - 5) Building collaboration with teachers and stakeholders.
- e) A request for program approval shall be submitted to the State Superintendent for consideration in accordance to the requirements of Section 25. ~~120~~45.
 - f) Actions following upon the recommendation of ~~SEPLB~~the State Educator Preparation and Licensure Board shall be as described in Section 25.160.
 - g) An approved teacher leader program shall be subject to the review process set forth in ~~23 Ill. Adm. Code 25~~.Subpart C.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.37 Acquisition of Subsequent Endorsements on a Professional Educator License

The provisions of this Section shall apply when an individual who already holds a professional educator license ([PEL](#)) with one or more teaching endorsements wishes to receive an additional endorsement in a teaching field or a grade level.

- a) ~~An~~The individual who wishes to add subsequent content area endorsements or grade levels to a ~~PEL~~professional educator license shall meet the applicable requirements of this Part specific to the content area of the endorsement sought and provide evidence of having passed the applicable content-area test required under Section 25.720.

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- b) A candidate not meeting the criteria of subsection (a) who wishes to receive subsequent content area endorsement in an area of special education (i.e., ~~Learning~~[Learning](#) Behavior Specialist I, Learning Behavior Specialist II, Deaf or Hard of Hearing, Blind or Visually Impaired, or Early Childhood Special Education), reading specialist, or gifted education specialist shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C that prepares candidates for the endorsement sought.
- 1) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the endorsement sought and, based on this comparison, may identify for the candidate a "focused program" consisting of coursework and experiences that he or she must complete in order to meet those standards.
- A) In formulating this type of program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the endorsement sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.
- B) The institution may revise an individual's focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the institution's assessment system (see Section 25.120) or other assessments that are directly related to the standards for the endorsement sought.
- C) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent endorsements. An institution that uniformly requires all candidates seeking subsequent teaching endorsements to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

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- 2) A candidate who completes a focused program shall be considered as having completed the institution's approved program for the endorsement sought and shall be eligible to be recommended for the endorsement by entitlement, signifying that the candidate has met all applicable standards.
- ~~3) The requirements of this subsection (b) do not apply to a candidate who has received an elementary education endorsement issued pursuant to Section 25.97 and who wishes to receive a middle grades endorsement issued pursuant to 23 Ill. Adm. Code 1.720(b), provided he or she meets the relevant requirements on or before January 31, 2018.~~
- c) An individual not meeting the criteria of subsection (a) or (b) may provide evidence of holding a valid, comparable out-of-state license in the endorsement area and grade range sought.
- d) An individual who holds a [PEL professional educator license](#) endorsed in a school support personnel area listed in Subpart D or any of the administrative positions outlined in Subpart E and who wishes to obtain a teaching endorsement shall meet the requirements of Section 25.100(e)(2)(C).

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.43 Endorsements for Special Education Teachers

- a) An endorsement in special education shall be available to individuals who:
 - 1) meet the requirements of Section 25.25 and meet the requirements of subsection (b); or
 - 2) hold a [PEL professional educator license](#) endorsed in a teaching field and meet the requirements of subsection ~~(e)~~.
- b) The applicable special education endorsement on a [PEL professional educator license](#) shall be issued to an individual who completes an approved program and demonstrates that he or she meets the relevant standards by passing the test required pursuant to Section 25.720 applicable to endorsement as:
 - 1) Learning Behavior Specialist I ([LBS I](#)) (23 Ill. Adm. Code 28.200);

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- 2) Teacher of Students who are Blind or Visually Impaired (23 Ill. Adm. Code 28.210);
 - 3) Teacher of Students who are Deaf or Hard of Hearing (23 Ill. Adm. Code 28.220); ~~and/or~~
 - 4) Early Childhood Special Education Teacher (23 Ill. Adm. Code 28.240).
- c) A holder of an LBS I endorsement on the ~~PEL professional educator license~~ shall not serve students in early childhood special education programs unless he or she has also acquired an early childhood special education approval pursuant to 23 Ill. Adm. Code 226.810(f) (Special Education Teaching Approval). This requirement shall not apply to teachers of students who are blind or visually impaired or deaf or hard of hearing or to speech-language pathologists.
- d) A subsequent endorsement (Learning Behavior Specialist II (LBS II)) shall be available to holders of the ~~PEL professional educator license~~ endorsed for any of the endorsements set forth in subsections (b)(1) through (4). This shall be an optional credential issued to candidates who complete programs approved in accordance with Subpart C and who meet the standards applicable to one or more of the areas of specialization identified in 23 Ill. Adm. Code 28.310 through 28.370:
- 1) LBS II/Transition Specialist;
 - 2) LBS II/Technology Specialist;
 - 3) LBS II/Bilingual Special Education Specialist;
 - 4) LBS II/Deaf-Blind Specialist;
 - 5) LBS II/Behavior Intervention Specialist;
 - 6) LBS II/Curriculum Adaptation Specialist; ~~and/or~~
 - 7) LBS II/Multiple Disabilities Specialist.
- e) An individual who holds a valid ~~PEL professional educator license~~ with an early childhood, elementary, middle grades, secondary, or special teaching endorsement, or a valid educator license with stipulations endorsed for

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transitional bilingual educator shall receive an LBS I endorsement to teach in special education if he or she has successfully completed college-level coursework addressing each of the following areas and demonstrates that he or she meets the relevant standards by passing the test required pursuant to Section 25.720:

- 1) Survey of exceptional children;
- 2) Characteristics of special education students;
- 3) Methods of teaching special education; and
- 4) Psychological assessment for children with disabilities.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.46 Special Provisions for the Learning Behavior Specialist I Endorsement
(Repealed)

- a) ~~The LBS I endorsement shall ultimately be "unlimited," i.e., valid for serving students with any of the disabilities (or any combination of the disabilities) enumerated in the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and the rules of the State Board of Education for Special Education (23 Ill. Adm. Code 226), except those who are deaf or hard of hearing, blind or visually impaired, or speech or language impaired and except as limited by the provisions of Section 25.43(c) of this Part.~~
- b) ~~Prior to July 1, 2012, the LBS I endorsement of an individual to whom subsection (a) did not apply shall originally be considered "limited" according to the recipient's pre-existing endorsements. As of July 1, 2012, limited LBS I endorsements shall no longer be available. An individual with a limited LBS I endorsement may be assigned to teach only students with the disabilities covered by the pre-existing endorsements, except that the individual may serve students with one additional disability at the same time as he or she is serving students whose disabilities are reflected in the limitations on his or her LBS I endorsement. An individual who held a pre-existing endorsement for either EMH or TMH but not both shall be considered to be using the extra assignment capacity afforded by this subsection (b) if he or she is assigned to serve students with an expanded range of severity of mental retardation, and students with yet another disability beyond the pre-existing endorsements shall not be assigned to such an individual~~

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~~in that instance. (That is, a teacher holding an LBS I endorsement limited to mental retardation that was based on a pre-existing endorsement for EMH may be assigned to teach students with mental retardation ranging from mild to very severe. If the teacher is so assigned, he or she may not also be assigned to teach students with any other disability. On the other hand, if such a teacher is assigned to students whose mental retardation is in the mild range only, students with an additional disability may also be assigned to that teacher.) The limited LBS I endorsement on the professional educator license shall originally be stated in any of the following ways, or in combinations thereof.~~

- ~~1) LBS I/Limited—Learning Disabilities~~
 - ~~2) LBS I/Limited—Social/Emotional Disorders~~
 - ~~3) LBS I/Limited—Mental Retardation~~
 - ~~4) LBS I/Limited—Physically Handicapped~~
- e) ~~Each individual receiving a limited LBS I endorsement shall make a transition to an "unlimited" endorsement.~~
- 1) ~~Professional Educator License~~
~~Once the holder of a professional educator license begins teaching on the LBS I endorsement, the limitations shall apply through the June 30 that concludes the third consecutive year of licensure. That is, intermittent use of the license shall not delay the expiration of the limitations. However, the limitations shall expire in any case no later than the June 30 that concludes the seventh year of licensure as an LBS I.~~
 - 2) ~~Special Education Administrators~~
~~The limitations on an LBS I endorsement held by an individual who is serving as an administrator in a special education program shall persist for three years after the issuance of that endorsement and shall expire on the June 30 that concludes the third year of licensure, calculated from the date of issuance.~~
 - 3) ~~Individuals whose LBS I endorsements become unlimited shall thereupon be assignable to teach the groups of students referred to in subsection (a).~~

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- d) ~~An individual who wishes to remove the limitations on a limited LBS I endorsement prior to the time of their automatic expiration may:~~
- 1) ~~complete college coursework covering the characteristics of students with one of the disabilities referred to in subsection (a) that are not reflected in the individual's pre-existing endorsements, as well as methods appropriate for teaching students with that disability, such that the combination of the individual's endorsements, approvals, and coursework covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (a)(1); or~~
 - 2) ~~pass the content area test relevant to one of the areas of disability not already encompassed by his or her pre-existing endorsements or approvals, such that the combination of the individual's endorsements, approvals, and examinations passed covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (a);~~
 - 3) ~~demonstrate that he or she qualifies for an additional endorsement or for approval under 23 Ill. Adm. Code 226.810(b) in one of the additional areas of disability and receive the additional endorsement or approval through the relevant application process, such that the resulting combination of the individual's endorsements and approvals complies with the specifications of subsection (a);~~
 - 4) ~~demonstrate that he or she meets the standards for the LBS I endorsement by passing the content area test for that endorsement;~~
 - 5) ~~demonstrate, by submitting a signed verification form supplied by the State Board of Education, that he or she meets the criteria established by the State Board and set forth on the verification form for experience in teaching students with one of the disabilities relevant to the combination discussed in subsection (a) but missing from the individual's pre-existing credentials; or~~
 - 6) ~~demonstrate, by submitting a signed verification form supplied by the State Board of Education, that he or she meets the criteria established by the State Board and set forth on the verification form for experience in teaching students with autism or traumatic brain injury.~~

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- e) ~~An individual who has completed any of the options outlined in subsection (d) shall use a format provided by the State Board of Education to notify the State Superintendent of this fact and shall furnish any applicable transcripts or supporting documentation. The State Superintendent shall thereupon add to the individual's professional educator license an LBS I endorsement and notify the regional superintendent of schools to this effect. The licensee shall be eligible for assignment as discussed in subsection (a).~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.47 Special Provisions for the Learning Behavior Specialist I Approval
(Repealed)

~~Beginning September 1, 2015, the Learning Behavior Specialist I approval shall no longer be issued. The provisions of this Section shall apply to individuals holding special education teaching approval pursuant to 23 Ill. Adm. Code 226.810.~~

- a) ~~Approvals Issued Before January 1, 2002~~
- ~~1) A licensee who holds approval issued before July 1, 2001, for serving students who are educable mentally handicapped, trainable mentally handicapped, or physically handicapped or who have learning disabilities or social/emotional disorders shall automatically receive approval as an LBS I. This approval shall be limited or unlimited, as described in Section 25.46 of this Part for endorsements, and the individual's assignment shall respect any applicable limitation as set forth in Section 25.46(c) of this Part.~~
 - ~~2) Each approval issued from July 1 through December 31, 2001, shall be for service as an LBS I. This approval shall be limited or unlimited, as described in Section 25.46 of this Part for endorsements, and the individual's assignment shall respect any applicable limitation.~~
 - ~~3) Each individual who holds a limited approval issued before January 1, 2002, shall make a transition to an "unlimited" LBS I approval valid for serving all the students described in Section 25.46(b) of this Part. The expiration of limitations on LBS I approvals shall be as set forth in Section 25.46(c) of this Part for endorsements. Unlimited LBS I approval received pursuant to this subsection (a) shall not expire.~~

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- 4) ~~An individual who wishes to remove the limitations on a limited LBS I approval prior to the time of their automatic expiration may complete any of the options described in Section 25.46(d)(1) through (3), (5), and (6) of this Part. Alternatively, an individual may receive an unlimited LBS I endorsement by passing the applicable content area test.~~
- 5) ~~An individual who has completed any of the options set forth in subsection (a)(4) of this Section shall notify the State Superintendent of Education to this effect. The State Superintendent shall thereupon add to the individual's professional educator license an LBS I approval or endorsement, as applicable, and notify the regional superintendent of schools to this effect. The licensee shall be eligible for assignment as discussed in Section 25.46(a) of this Part.~~

- b) ~~Approvals Issued Beginning January 1, 2002
Special education teaching approval issued on or after January 1, 2002, shall be valid for three years and shall be nonrenewable. Within that time, the licensee shall be required to make a transition to an unlimited LBS I endorsement by passing the applicable content area test. An individual who does not receive an unlimited endorsement shall thereafter not be eligible to serve in a position that requires an LBS I endorsement.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.48 Short-Term Emergency Approval in Special Education

The short-term emergency approval shall be available until June 30, 2023. The provisions of this Section shall apply to school districts, special education cooperatives and joint agreements, regional superintendents of schools, nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the ~~School~~ Code), and certain other facilities pursuant to 23 Ill. Adm. Code 405 (Payments to Certain Facilities under Section 14-7.05 of the ~~School~~ Code).

- a) An individual who wishes to receive a short-term emergency approval endorsed for LBS I shall:
 - 1) hold a valid PEL professional educator license with an early childhood, elementary, middle grades, secondary, or special teaching endorsement, or a valid educator license with stipulations endorsed for transitional bilingual educator ~~(which need not be valid for the grade levels to be~~

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~~taught under the temporary emergency approval as otherwise required by Appendix A to 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision);~~

- 2) present evidence of having completed college-level coursework encompassing a "survey of exceptional children" as well as any one of the three other areas required pursuant to Section 25.43(c~~f~~); and
- 3) submit the required fee along with an application to the State Board of ~~Education~~, on a form designed by the State Superintendent, ~~including:~~
 - A) ~~a description of a plan for the individual's acquisition of an LBS I endorsement by completing college-level coursework addressing the following areas:~~
 - i) ~~characteristics of special education students;~~
 - ii) ~~methods of teaching special education; and~~
 - iii) ~~psychological assessment for children with disabilities; and~~
 - B) ~~a description of the supervision the individual will receive from an individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497.~~
- ~~4b)~~ ~~Each applicant's plan shall be validated by an authorized representative of the employing entity.~~ The employing entity shall provide the following:
 - ~~A1)~~ a statement of assurance that supervision will be provided by an individual who holds a ~~PEL professional educator license~~ endorsed for special education supervision pursuant to Section 25.497 ~~or administration plus an LBS I endorsement, which must include a description of the supervision the individual will receive.~~
 - ~~B2)~~ a statement of assurance that the employing entity has exhausted all recruitment efforts and has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question.

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- b) An individual who wishes to receive a short-term emergency approval endorsed for early childhood special education, to teach students who are deaf and hard of hearing, or students who are blind and visually impaired shall:
- 1) hold a valid PEL with an early childhood, elementary, middle grades, secondary, or special teaching endorsement or hold a valid educator license with stipulations endorsed for transitional bilingual educator (which need not be valid for the grade levels to be taught under the temporary emergency approval) as otherwise required by 23 Ill. Adm. Code 1.Appendix A (Public Schools Evaluation, Recognition and Supervision);
 - 2) present evidence of having completed college-level coursework encompassing the following topics:
 - A) for teaching students who are blind and visually impaired:
 - i) anatomy and pathology of eye conditions;
 - ii) functional vision assessment and learning media assessment;
 - iii) basic assistive technology;
 - iv) methodology in teaching students who are blind and visually impaired; and
 - v) basic orientation and mobility;
 - B) for teaching students who are deaf and hard of hearing:
 - i) assessment and developing Individualized Education Programs (IEPs);
 - ii) language and literacy;
 - iii) audiology;
 - iv) impact of hearing loss on academic, behavior, speech, language, and aural habilitation skills; and

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- v) methodology in teaching students who are deaf and hard of hearing;
- C) for teaching students in early childhood special education, two areas of coursework from the four areas required by 23 Ill. Adm. Code 226.810(f);
- 3) provide evidence, as defined by the State Superintendent, of proficiency in Braille (if teaching students who are blind and visually impaired) or sign language (if teaching students who are deaf and hard of hearing); and
- 4) submit the required fee, along with an application, to the State Board, on a form designed by the State Superintendent.
- c) The employing entity shall provide the following to its ROE:
 - 1) a statement of assurance that supervision will be provided by an individual who holds a PEL, endorsed for special education supervision pursuant to Section 25.497 that includes a description of the supervision the individual will receive; and
 - 2) a statement of assurance that the employing entity has exhausted all recruitment efforts and has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question.
- d) The short-term approvals described in subsection (b) may be applied for until July 1, 2023.
- ee) Approval of an individual's application shall be specific to the teaching assignment and employer described in the application but shall be transferrable to a new employer, provided that the conditions of subsection (a)(4)(b) are met by the new employer.
- f) Upon approval of an application by the State Superintendent ~~of Education~~, the individual shall have three full fiscal years in which to complete the remaining coursework described in Section 25.43(b), (d), or (e) or in 23 Ill. Adm. Code 226.810, as applicable, subsection (a)(3)(A) and receive the LBS I endorsement under Section 25.43 following passage of the content-area test required for the

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endorsement. ~~This three-year period shall not include intervals during which any of the following circumstances apply:~~

- 1) ~~serious illness or the onset or exacerbation of a disability;~~
 - 2) ~~care of an immediate family member during serious illness or disability;~~
 - 3) ~~destruction of the licensee's dwelling; or~~
 - 4) ~~other circumstances that cause the time the individual could otherwise devote to acquiring additional credentials to be taken up with other responsibilities that cannot be avoided without serious financial hardship or other family disruption (e.g., death of a spouse that results in the need to take a second job or assume operation of a business).~~
- e) ~~An individual who experiences any of the circumstances discussed in subsection (d) may submit information to the State Superintendent of Education describing the situation. This information shall be accompanied by relevant evidence, such as a physician's statement, insurance claim or other applicable documentation of the facts. The State Superintendent shall issue a response indicating the period of time for which the three-year deadline shall toll, which shall take into account the relationship of the academic term to the individual's circumstances.~~
- gf) The short-term emergency approval for a holder of an educator license with stipulations endorsed for transitional bilingual educator will not expire when the transitional bilingual educator endorsement expires; however, for the short-term approval to remain in effect, the holder must hold a valid [PEL professional educator license](#).
- hg) The short-term emergency approval shall not be renewed. An individual who does not obtain the ~~LBSI~~ endorsement [identified in Section 25.43](#) within the time allotted shall not be assigned to a special education teaching position.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.60 Alternative Educator Licensure Program for Teachers ~~(Beginning January 1, 2013)~~

This Section establishes requirements in addition to those set forth in Section 21B-50 of the [School Code \[105 ILCS 5\]](#) for an institution of higher education or a not-for-profit entity

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recognized and approved to offer educator preparation programs under Subpart C to provide an alternative approach to obtaining a [PEL professional educator license](#).

a) General Requirements

Each alternative educator licensure program shall:

- 1) ~~include~~Include a program of study that addresses the content enumerated in Section 21B-50(b)(1) of the ~~School~~ Code. For purposes of this subsection (a)(1), instruction relative to special education and reading shall meet the criteria set forth in Section 25.25(a)(1) ~~of this Part~~ and, for English ~~language~~ learners, the criteria found in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).
- 2) ~~provide~~Provide two years of residency pursuant to Section 21B-50(b)(2) and (3) of the ~~School~~ Code during which the candidate is assigned to teach full time for two school years as the teacher of record or a co-teacher.
 - A) ~~during~~During the first school year of the residency, the program shall assign a mentor teacher to each candidate.
 - i) ~~the~~The mentor shall:
 - hold a [PEL professional educator license](#) and be employed by the school district where the candidate is serving his or her residency;
 - have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor; and
 - have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.
 - ii) ~~in~~In a preschool educational program that meets the criteria established in Section 2-3.71 of the ~~School~~ Code, each candidate shall be assigned a mentor or qualified equivalent of a mentor.

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- B) ~~during~~During the second year of residency, the program shall assign a teacher who meets the requirements of subsection (a)(2)(A) to serve as a coach for each candidate, providing consultation and support, as needed.
- 3) ~~involve~~Involve a partnership of the institution or not-for-profit entity offering the alternative educator program with a public school district or nonpublic school that meets the criteria set forth in Section 21B-50(d) of the ~~School~~ Code or a preschool educational program that meets the criteria established in Section 2-3.71 of the ~~School~~ Code. Candidates also may serve:
- A) in the case of early childhood endorsements, in a position for which a ~~PEL~~professional educator license endorsed for early childhood is required pursuant to the rules of the State Board ~~of Education~~ at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); ~~or~~
- B) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the ~~School~~ Code and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the ~~School~~ Code); or
- C) in a charter school.
- 4) ~~at~~At the conclusion of the second year of residency, ~~each program shall~~ administer a comprehensive assessment to gauge the candidate's teaching effectiveness. The assessment shall be conducted by the principal, or in a preschool educational program that meets the criteria established in Section 2-3.71 of the ~~School~~ Code, a principal or qualified equivalent, of the school to which the candidate is assigned and the coordinator of the alternative educator program appointed by the institution or not-for-profit entity. (See Section 21B-50(b)(4) and (d) of the ~~School~~ Code.)
- b) Candidate Qualifications
- 1) In order to enroll in the program, each candidate shall pass ~~Illinois' test of basic skills and~~ the content-area test for which licensure is sought, as

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required ~~by~~ Section 21B-30 of the ~~School~~ Code and Section 25.720 ~~of this Part~~. (See Section 21B-50(c)(5) of the ~~School~~ Code.)

- 2) In order to participate in the first year of residency, the candidate shall:
 - A) apply for an educator license with stipulations endorsed for provisional alternative educator, which shall be issued upon the presentation of evidence of having met the requirements set forth in Section 21B-50(c) of the ~~School~~ Code and payment of the fee required under Section 21B-40 of the ~~School~~ Code; and
 - B) complete the course of study required under subsection (a)(1).
- 3) In order to participate in the second year of residency, the candidate shall:
 - A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.120;
 - B) pass a teacher performance assessment no later than the end of the first semester of the second year of residency; and
 - C) be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(6)(C).

c) Proposal Requirements

- 1) Each proposal shall describe the role and responsibilities of the institution or not-for-profit entity and of the school district or nonpublic school with which the institution or entity will partner. The proposal also shall identify the program coordinator to be assigned by the institution or entity to oversee the candidates in the alternative program.
 - A) The proposal shall include a plan to ensure that the program coordinator visits the classroom in which each candidate is placed for an average of one day a week during the school year. Visits may occur in-person or virtually.

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- B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall meet the requirement for training under subsection (c)(7).
- 2) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.
- 3) For candidates who have not completed a major in the particular content area of the endorsement sought, as required under Section 21B-50(c) of the ~~School~~ Code, the institution or not-for-profit entity shall describe the process and criteria it will use to determine whether the candidates' coursework and prior experience align~~the candidate completed aligns~~ to the standards for the content area of the endorsement. Coursework, or a combination of experience and coursework, must be equivalent to at least 9 semester hours in the endorsement areas for entry into the program, and represents at least 32 semester hours of credit in that content area prior to entitlement for the PEL. At least 18 of the 32 hours must be in the specific endorsement area (e.g., biology, political science).
- A) Any transcript evaluation the program conducts pursuant to this subsection (c)(3) shall be provided to the State Superintendent for his or her approval no later than 45 days before the candidate is to be admitted into the program.
- B) For candidates seeking an endorsement in early childhood, elementary, or special education, a *major in the content area of one of the sciences* (Section 21B-50(c)(3) of the ~~School~~ Code) shall be understood to mean any of the biological, physical, or social sciences.
- 4) Each proposal shall provide an assurance that all candidates will be required to pass a teacher performance assessment no later than the end of the first semester of their second year of residency.
- 5) Each proposal shall describe the proposed course of study.

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- A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C with regard to:
 - i) *instructional planning*;
 - ii) *instructional strategies, including those meeting the criteria for instruction relative to special education, reading, and English language learning set forth in Section 25.25(b)*;
 - iii) *classroom management*; and
 - iv) *the assessment of students and use of data to drive instruction.* (Section 21B-50(b)(1) of the ~~School~~ Code)
 - B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered.
 - C) Each proposal shall describe the field experiences in which candidates will participate before beginning their first year of residency.
 - D) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the institution or not-for-profit entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the two-year teaching assignment. Each proposal shall state the criteria for the institution's or entity's determination of candidates' readiness.
- 6) Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts, early childhood or nonpublic special education facility, or charter school where candidates will practice. Each agreement shall address:

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- A) the nature and intensity of the support to be provided to candidates by the mentor, as well as any experienced teachers and other staff members of the district, including:
 - i) the qualifications and experience of the mentor and any of the assisting teachers and staff;
 - ii) the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and
 - iii) the specific roles of the mentor and any assisting teachers and staff;
 - B) provisions enabling candidates to compensate for teaching time lost due to emergencies; and
 - C) the process and criteria to be used by the principal, or qualified equivalent, of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency. (Section 21B-50(b)(2) of the ~~School~~ Code)
- 7) Each proposal shall describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the second year of residency, which shall, at a minimum, meet the requirements set forth in 23 Ill. Adm. Code 50.120 (Professional Practice Components for Teachers) and be conducted by an individual who has successfully completed the prequalification process and passed the required assessment authorized by Section 24A-3 of the ~~School~~ Code. The assessment methods shall be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:
- A) the roles of the principal and program coordinator who will participate in the evaluation of candidates;
 - B) assessment methods capable of demonstrating whether a candidate is:

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- i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
 - ii) skilled in managing and monitoring students' learning; and
- C) the professional development process to be used either for those candidates who receive a "needs improvement" rating at the conclusion of the assessment process or in instances when the principal and program coordinator cannot agree, which shall address the candidate's weaknesses and deficiencies identified during the assessment and assist the candidate in making improvement during the third year of residency relative to those weaknesses and deficiencies. The option for professional development and a third year of residency shall not be afforded to any candidate who receives "unsatisfactory" ratings from both the principal and program coordinator or for anyone who receives an "unsatisfactory" rating from either the principal or program coordinator and a "needs improvement" rating from either the principal or program coordinator.
- 8) Each proposal shall delineate any criteria, in addition to a candidate's receiving a rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7), by which candidates will be recommended for the [PEL professional educator license](#) endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.
- 9) Proposals shall be submitted [electronically](#) to the State [Superintendent or designee, Board of Education](#) and addressed as follows:
- ~~Alternative Educator Licensure Program
100 North First Street
Springfield, Illinois 62777~~
- d) Program Approval
Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of the ~~School~~ Code shall be approved by the State Superintendent pursuant to the requirements set

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forth in Section 25.120. ~~Programs shall be reviewed,~~ in consultation with ~~SEPLB~~ [the State Educator Preparation and Licensure Board](#).

- e) *Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law.* ~~(Section [105 ILCS 21B-50(b) of the Code])~~ A candidate successfully completing the program shall receive a ~~PEL~~ [professional educator license](#) endorsed in the content area and grade levels of his or her residency practice upon application and payment of the fee required under Section 21B-40 of the ~~School~~ Code.
- f) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.70 Endorsement for Career and Technical Educator (Grades 5-12)

The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for career and technical educator ([ELS-CTE](#)) pursuant to Section 21B-20(2)(E) of the ~~School~~ Code ~~[105 ILCS 5]. The requirements of this Section (except for those specific to license renewal) do not apply to provisional vocational certificates exchanged for an educator license with stipulations endorsed for career and technical educator under Section 25.15.~~

- a) Each applicant for an ~~ELS-CTE educator license with stipulations endorsed for career and technical educator~~ shall present evidence of having completed 60 semester hours of college coursework from a regionally accredited institution or accredited trade and technical institution, as well as evidence of having completed 2,000 hours of work experience outside the field of education in each area to be taught. An applicant can use educational experience hours towards the 2,000 hours of work experience only if he or she was delivering the instruction and was not a recipient of the instruction. 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 ~~ELS-CTE educator license with stipulations endorsed for career and technical educator issued on or after July 1, 2013~~ shall be valid until June 30 immediately following five years after the license is issued (see Section 21B-

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20(2)(E) of the ~~School~~ Code). Renewal of the license after that five-year period shall be contingent upon criteria set forth in Section 25.800.

- c) Subsequent endorsements in CTE areas may be earned on an issued ELS-CTE by providing evidence of 1,000 hours of work experience in the new endorsement area sought. An applicant can use educational experience hours towards the 1,000 hours of work experience only if he or she was delivering the instruction and was not a recipient of the instruction.
 - 1) ~~passage of the test of basic skills or test of work proficiency for renewal required under Section 21B-30 of the School Code and Section 25.720 of this Part, except that individuals holding the educator license with stipulations endorsed for career and technical educator before January 1, 2015 shall be exempt from the provisions of this subsection (b)(1); and~~
 - 2) ~~the licensee's fulfillment of the applicable requirements of this Section.~~
- e) ~~For purposes of this subsection (c), coursework completed for license renewal purposes shall be considered "related to education" if it leads to a professional educator license or, for individuals holding a professional educator license, an endorsement on that license for the skill area of instruction, or if it relates to the field of an individual's current teaching assignment or any other field of teaching assignment. Beginning July 1, 2014, each affected licensee shall complete:~~
 - 1) ~~120 hours of professional development activities in each 5-year renewal cycle that align to the criteria set forth in Section 25.805(a); or~~
 - 2) ~~60 hours of professional development activities in each 5-year renewal cycle that align to the criteria set forth in Section 25.805 for any licensee holding a current National Board for Professional Teaching Standards (NBPTS) master teacher designation.~~
- d) ~~Credit for CPDUs generated for completion of activities before June 30, 2014 shall be calculated on the basis of this subsection (d). Licensees shall be responsible for completing any additional professional development activities as may be needed to reach a total of 120 clock hours before the end of their 5-year renewal cycle, as applicable. (See Section 25.800(d) and (e).)~~
 - 1) ~~One CPDU shall be equivalent to 1 clock hour of credit under the system to be implemented July 1, 2014.~~

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- 2) ~~One semester hour of college coursework from a regionally accredited institution of higher education shall be equivalent to 15 clock hours under the system to be implemented July 1, 2014.~~
- 3) ~~Completion of any of the activities listed in Section 25.800(e) shall fulfill all or a portion of the professional development required.~~
- e) ~~The provisions of Sections 25.855 and 25.865 shall apply to the awarding of credit for activities offered by approved providers, provided that:~~
 - 1) ~~the references to Section 21B-45 of the School Code are not applicable to the educator license with stipulations endorsed for career and technical educator; and~~
 - 2) ~~references to Subpart J of this Part shall be understood as referring to this Section where necessary to the context.~~
- f) ~~Each educator license with stipulations endorsed for career and technical educator shall be maintained as "valid and active" or "valid and exempt" for each school year of its validity. Periods of exemption shall be determined as discussed in Section 25.880. In addition, individuals holding the educator license with stipulations endorsed for career and technical educator who are working in a position for less than 50 percent of full time equivalency in any particular school year shall be considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license (Section 21B-45(e)(5) of the School Code).~~
- g) ~~Each licensee shall:~~
 - 1) ~~enter into the Educator Licensure Information System (ELIS) any credit earned on or after July 1, 2014, including the name of the activity completed, the date on which it occurred, the number of professional development hours received and the name of the provider prior to renewal; and~~
 - 2) ~~at the time of license renewal, electronically sign a statement in ELIS, assuring that he or she has completed the professional development required to renew the license or if required as part of an appeal under Section 25.840.~~

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- h) ~~Beginning July 1, 2015, a licensee who fails to enter into ELIS his or her completed professional development prior to renewal shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements.~~
- i) ~~A licensee with respect to whom the State Superintendent of Education has recommended nonrenewal of the educator license with stipulations endorsed for career and technical educator due to failure to complete the professional development requirements set forth in this Section may appeal to the State Educator Preparation and Licensure Board (SEPLB) within 30 days after receipt of the notice of nonrenewal in accordance with the provisions of Section 25.840, except that references to the requirements of Section 21B-45(m) of the School Code shall not apply in the case of the educator license with stipulations endorsed for career and technical educator.~~
- j) ~~Within 90 days after receiving the appeal, SEPLB shall review the State Superintendent's recommendation regarding the renewal of the educator license with stipulations endorsed for career and technical educator and notify the affected licensee in writing as to whether his or her license has been renewed or not renewed. This notification shall be by certified mail, return receipt requested and shall occur within 30 days after SEPLB makes its determination, subject to the right of appeal set forth in this subsection (j):~~
 - 1) ~~Within 60 days after receipt of an appeal filed by a licensee challenging the State Superintendent's recommendation for nonrenewal, SEPLB shall determine whether it will hold an appeal hearing or make a determination based on the information outlined in Section 21B-45(m)(2) of the School Code. If a hearing will be held, the State Board of Education staff shall notify the licensee of the date, time and place of the hearing.~~
 - 2) ~~The licensee shall submit to SEPLB any additional information the Board determines is necessary to decide the appeal.~~
 - 3) ~~SEPLB may request that the licensee appear before it. The licensee shall be given at least 10 days' notice of the date, time and place of the hearing.~~
 - 4) ~~In verifying whether the licensee has met the renewal criteria set forth in this Section, SEPLB shall review the recommendation of the State Superintendent and all relevant documentation.~~

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- k) ~~SEPLB shall notify the licensee in writing, within 30 days after reaching a decision, as to whether the educator license with stipulations endorsed for career and technical educator has been renewed. Upon receipt of notification of renewal, the licensee shall pay the applicable registration fee for the next 5-year renewal cycle using ELIS. If the decision is not to renew the license, the notice to the licensee shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of SEPLB is final and subject to administrative review as set forth in Section 21B-70 of the School Code.~~
- l) ~~An individual whose educator license with stipulations endorsed for career and technical educator is not renewed because of his or her failure to meet the requirements of this Section may renew the license once it has lapsed (i.e., on September 1 of the calendar year in which the license expired) if he or she has paid all back fees, including registration fees, owed and:
 - 1) ~~either paid the penalty or completed the coursework required under Section 21B-45 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and~~
 - 2) ~~presented evidence of having completed the balance of the professional development activities that were required for renewal of the license previously held.~~~~
- m) ~~The provisions of Section 25.840(e) shall apply to the renewal of the educator license with stipulations endorsed for career and technical educator.~~
- n) ~~An individual who performs services on an educator license with stipulations endorsed for career and technical educator and concurrently also on a professional educator license that is subject to renewal requirements shall be subject to the provisions of Subpart J.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.72 Endorsement for Provisional Career and Technical Educator (Grades 5-12)

The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for provisional career and technical educator (ELS-CTEP) pursuant to Section 21B-20(2)(F) of the School Code ~~[105 ILCS 5]~~.

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- a) Each applicant for an educator license with stipulations endorsed for provisional career and technical educator shall present evidence of having completed 8,000 hours of work experience in the skill area for which the applicant is seeking employment. (See Section 21B-20(2)(F).) 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) At the time application is made for the ~~ELS-CTE educator license with stipulations endorsed for provisional career and technical educator~~, the school district that will employ the individual requesting the license shall verify, in writing, to the State Superintendent that:
- 1) the district is unable to find a qualified individual holding a ~~PEL professional educator license~~ endorsed for the skill area of instruction or ~~ELS-CTE educator license with stipulations endorsed for career and technical educator~~ in the skill area of instruction; and
 - 2) the current circumstances existing in the district require the employment of an individual licensed in the skill area of instruction.
- c) The ~~ELS-CTE educator license with stipulations endorsed for provisional career and technical educator~~ is valid *until June 30 immediately following five years after the endorsement was issued.* (~~Section 405 ILCS 5/21B-20(2)(F) of the Code~~)
- d) In accordance with Section 21B-20(2)(F) of the ~~School~~ Code, the ~~ELS-CTE educator license with stipulations endorsed for provisional career and technical educator~~ shall be renewed ~~once only~~ for a five-year period provided that the individual seeking the renewal has ~~paid the fee required under Section 21B-40 of the Code to register the license. Individuals who were issued~~ passed a test of basic skills or test of work proficiency for renewal, as required under Section 21B-30 of the School Code and Section 25.720 of this Part, except that ~~individuals holding the ELS-CTE educator license with stipulations endorsed for provisional career and technical educator~~ before January 1, 2015 shall be exempt from the provisions of this subsection (d).

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- e) Subsequent endorsements in career and technical education areas may be added to an issued ELS-CTEP or educator license with stipulations endorsed for part-time career and technical educator (ELS-PCTE) by providing evidence of 1,000 hours of work experience in the new endorsement area sought.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.81 Short-Term Approval for Career and Technical Education

Subject to the provisions of this Section, an individual holding a PEL endorsed in a teaching field or any ELS-CTE plus one year of teaching experience on that license may receive short-term approval for assignment in a CTE position in which he or she does not hold full qualifications. Nothing in this Section is intended to modify existing endorsement requirements under Section 25.70, 25.72, 25.80 or 25.100.

a) Applicability

- 1) The short-term approvals described in this Section shall be available for application until July 1, 2023 for individuals who lack the full work experience required for a CTE endorsement under Section 25.70.
- 2) The short-term approval shall be available in situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.

b) Application Procedures and Validity

- 1) A licensed teacher seeking short-term approval under this Section shall file an application in ELIS.
- 2) The State Superintendent must approve an application for short-term approval if the applicant:
 - A) Provides proof of 240 hours of applicable work experience in the content area sought; or
 - B) Holds a professional credential, as approved by the State Board, in the endorsement area sought.

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- 3) Short-term approvals issued under this Section shall expire on July 1 immediately following the third full fiscal year after the approval was issued and may not be renewed.
 - 4) Before the short-term approval expires, an individual must apply for and receive the applicable license or endorsement under Section 25.70, 25.72 or 25.80 to continue teaching in the assigned area.
 - 5) Each year of full-time work experience on the approval may be used toward 2,000 hours of work experience required for the full license or endorsement.
- c) Filing of Information by School Districts
The employing entity hiring an individual under this Section must file all of the following with the regional superintendent in a format designed by the State Superintendent:
- 1) A description of the vacant position, including the subject area and the grade level.
 - 2) A description of the entity's inability to fill the position with a fully qualified individual.
 - 3) A statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position.
- d) Each regional superintendent overseeing the entity that employs an individual seeking a position under this Section shall upload the information specified in subsection (c), on a form supplied by the State Superintendent, into the ELIS account of the employed individual within 10 business days after receipt of the information.

(Source: Added at 45 Ill. Reg. _____, effective _____)

Section 25.90 Endorsement for Transitional Bilingual Educator

Requirements for the educator license with stipulations endorsed for transitional bilingual educator, issued pursuant to Section 21B-20(2)(G) of the ~~School~~ Code, shall be as follows:

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- a) ~~General Requirements. The applicant shall meet the following general requirements:~~
- 1) ~~Be of good character, as defined in Section 21B-15 of the School Code [105 ILCS 5/21B-15].~~
 - 2) ~~Comply with licensure application procedures.~~
- a**b**) Requirements of Prior Education or Certification or Licensure. The applicant shall:
- 1) Have possessed, within five years prior to the date of application, a valid teaching certificate, license, or comparable legal authorization issued by a foreign country or by a state or possession or territory of the United States; or
 - 2) Hold a bachelor's degree or higher from a regionally accredited institution of higher education in the United States or a *degree from an institution of higher learning in a foreign country that ~~SEPLB~~the Licensure Board determines to be the equivalent of a bachelor's degree from a regionally accredited institution of higher learning in the United States* (Section 21B-20(2)(G) of the ~~School~~ Code). The applicant must submit an official transcript from the U.S. institution or a certified transcript from the foreign institution. The State Superintendent ~~of Education~~ will determine equivalency by comparing the applicant's course of study to that required for a bachelor's degree from a regionally accredited institution of higher learning in the United States on factors including:
 - A) the applicant's length of study at the foreign institution (which shall be equivalent to four years of postsecondary study);
 - B) the number of credit hours or similar units of instruction that the applicant has successfully completed (which shall be the equivalent of 120 semester hours);
 - C) the content of the applicant's courses and the distribution of courses among the various disciplines constituting a bachelor's degree program in the United States, which shall include the equivalent of a 32-semester-hour major field of study;

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- D) the applicant's grades or similar evidence of successful academic performance; and
- E) the foreign institution's accreditation status, if any.

be) Language Requirements

- 1) The applicant must demonstrate adequate speaking, reading, and writing, including grammar, skills in a non-English language in which transitional bilingual education is offered in Illinois. This requirement may be fulfilled in one of the following ways:
 - A) The applicant presents evidence of having graduated from a teacher preparation institution or an institution of higher education in which the medium of instruction was in a non-English language in which transitional bilingual education is offered in Illinois and for which licensure is sought.
 - B) The applicant successfully completes the required test (see Section 25.710 ~~of this Part~~) in the non-English language in which transitional bilingual education is offered in Illinois and for which licensure is sought. If no test for transitional bilingual education in the target language is listed in Section 25.710 ~~of this Part~~, the required test shall be another test ~~approved~~ administered by the State ~~Superintendent~~ Board of Education. The selection, development, and administration of each test not listed in Section 25.710 ~~of this Part~~ shall conform to the requirements of Section 25.715 ~~of this Part~~ to the extent feasible in light of the rate of incidence of the target language in Illinois.
- 2) The applicant must demonstrate adequate speaking, reading, and writing, including grammar skills, in English. This requirement may be fulfilled in one of the following ways:
 - A) The applicant presents evidence of having graduated from an institution of higher education in which the medium of instruction was English.
 - B) The applicant successfully completes the English Language Proficiency Test (see Section 25.710 ~~of this Part~~).

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.92 Endorsement for Visiting International Educator

The procedure and requirements described in this Section shall apply when Illinois school districts conduct formal recruitment programs outside the United States to secure the services of qualified teachers.

- a) The school district that is seeking to recruit teachers shall enter into a written agreement with the State Board ~~of Education~~ regarding its recruitment program, shall provide assurances as the State Board may require regarding compliance with applicable procedures, training of representatives, and support for candidates employed under the program. In accordance with Section 21B-20(2)(I) of the ~~School~~ Code ~~[105 ILCS 5/21B-20(2)(I)]~~, the school district also shall be responsible for preliminary verification that each candidate:
 - 1) *holds the equivalent of a minimum of a bachelor's degree issued in the United States;*
 - 2) *has been prepared as a teacher at the grade level for which he or she will be employed;*
 - 3) *has adequate content knowledge in the subject matter to be taught; and*
 - 4) *has an adequate command of the English language.*
- b) A representative of the recruiting school district shall review the equivalence of each candidate's degree to a bachelor's degree earned in the United States, the concentration of the candidate's coursework in the area of potential teaching assignment, and the grade levels for which the candidate has been prepared, using reports of foreign educational systems furnished by the National Association of Foreign Student Affairs (AFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- c) A representative of the recruiting school district who has been trained by the State Board ~~of Education~~ or its designee in the use of the required instruments shall confirm evidence of each candidate's English proficiency in one of the following ways:

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- 1) ~~A candidate's degree from an institution of higher education in which the mode of instruction was English; administer the Nelson-Denny Reading Test™ published by Riverside Publishing, 3800 Golf Road, Suite 200, Rolling Meadows IL 60008 and available at <http://www.riversidepublishing.com/about/> to evaluate each candidate's English language vocabulary and reading comprehension against a passing score expressed as the grade-level equivalent of 10.7; and~~
 - 2) ~~A candidate's major in the English language; or administer the Oral Proficiency Interview described in "ACTFL Proficiency Guidelines 2012 – Speaking" (2012), published by the American Council on the Teaching of Foreign Languages (ACTFL), 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <http://actflproficiencyguidelines2012.org/> (no later amendments to or editions of these standards are incorporated) and evaluate the candidate's oral English language proficiency against a minimum passing score of 2+ (Advanced High) on the rating rubric of the ACTFL.~~
 - 3) ~~Passing scores on the Test of English as a Foreign Language (TOEFL), the Common European Framework of Reference for Languages (CEFR), or any other English language exam approved by the State Superintendent in consultation with the SEPLB.~~
- d) The recruiting school district shall provide a report to the State Board of Education outlining the district's conclusions regarding each candidate whose eligibility it considers to have been verified. This report shall provide or summarize at least:
- 1) the information that has led the district to conclude that the individual's degree should be considered the equivalent of a bachelor's degree earned in the United States;
 - 2) how the district has identified the grade levels for which the individual has been prepared;
 - 3) the information that has led the district to conclude that the coursework completed by the individual is at least comparable to a major in the field of specialization and that the individual has passed a test that provides evidence of subject-matter competency; and

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- 4) ~~evidence of English language proficiency~~ the scores achieved by the candidate on the Nelson Denny Reading Test™ and the Oral Proficiency Interview.
- e) Either the recruiting district or the candidate shall furnish to one of the evaluation services identified in Section 25.425 ~~(c)~~ of this Part the candidate's university transcript, his or her diploma reflecting the degree granted, and his or her results from the comprehensive terminal examination or the periodic formal examinations required by the university where he or she completed teacher preparation, as applicable, along with translations of all these materials into English.
- f) The recruiting school district shall review and analyze the procedures that exist in the country where recruitment is being conducted for ascertaining individuals' criminal history. The district shall provide the State Board of Education with a description of those procedures and shall affirm:
 - 1) that the procedures have, to the district representative's knowledge, been performed with respect to each potential candidate; ~~and~~
 - 2) that each potential candidate is of good character, as defined in Section 21B-15 of the ~~School~~ Code ~~[105 ILCS 5/21B-15]~~; and
 - 3) that no candidate recommended by the district as potentially eligible to teach in Illinois would be disqualified under Section 10-21.9(c) of the ~~School~~ Code.
- g) Upon receipt of the information and documents identified in subsections (d) and (f) ~~of this Section~~, confirmation of the individual's eligibility from the evaluation service to which credentials were submitted under subsection (e) ~~of this Section~~, and an application for the educator license with stipulations endorsed for visiting international educator from the individual, accompanied by the fee required by Section 21B-40 of the ~~School~~ Code, the State Board of Education shall issue an educator license with stipulations endorsed for visiting international educator in the content-area, grade levels, bilingual language, and foreign language the individual is qualified to teach. He or she shall not be required to pass any test that forms part of the Illinois Licensure Testing System (see Subpart I ~~of this Part~~) in order to qualify for this license. An individual with an educator license with stipulations endorsed for visiting international educator may teach his or her

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native language even if he or she was not prepared as a teacher of that language, provided that it was the language of instruction in the program completed.

- h) The educator license with stipulations endorsed for visiting international educator shall be valid until June 30 immediately following ~~five~~^{three} years after the endorsement being issued and shall not be renewable. The licensee shall pay the fee required by Section 21B-40 of the ~~School~~ Code to register the license with the regional superintendent in the region where the teaching will be done.
- i) A holder of an educator license with stipulations endorsed for visiting international educator shall be permitted to teach in bilingual education programs in the language that was the medium of instruction in his or her teacher preparation program, ~~provided that he or she passes the English Language Proficiency Test (see Section 25.710 of this Part) or another test of writing skill in English if identified by the State Board of Education in consultation with the State Educator Preparation and Licensure Board.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.95 World Language Endorsement for the Transitional Bilingual Educator

The requirements of this Section apply to individuals holding an educator license with stipulations endorsed for transitional bilingual educator who wish to apply for a world language endorsement on that license. The requirements of Section 25.100, rather than the requirements of this Section, apply for individuals seeking to add a world language endorsement on a ~~PEL professional educator license.~~

- a) In accordance with Section 21B-20(2)(H) of the ~~School~~ Code ~~[105 ILCS 5]~~, each applicant for world language endorsement on his or her educator license with stipulations shall: ~~1) demonstrate proficiency in the language for which the endorsement will be issued by passing the applicable test (see Section 25.710) in the non-English language in which world language endorsement is sought;~~ ~~and 2) have passed a test of basic skills, as required under Section 21B-30 of the School Code and Section 25.720 of this Part.~~
- b) The educator license with stipulations shall be endorsed for a specific world language for which proficiency was demonstrated pursuant to subsection (a) ~~(1)~~. The world language endorsement shall be valid for the same validity period as the license and shall expire when that license expires.

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- c) An individual holding an educator license with stipulations endorsed for world language shall be qualified to teach the world language of the endorsement in any of ~~PK-12~~prekindergarten through grade 12.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)

The requirements set forth in this Section apply to the receipt of an ~~ECE~~early childhood education endorsement (valid for teaching self-contained general education) issued for birth to grade 2.

- a) The endorsement for ~~ECE~~early childhood education shall be affixed to the ~~(PEL), professional educator license~~
- b) Each candidate for a ~~PEL~~professional educator license endorsed in ~~ECE~~early childhood education shall complete the requirements set forth in Section 25.25. Illinois-approved programs shall include:
- 1) coursework that addresses ~~at least three areas of the sciences (i.e., physical, life, and earth and space~~ sciences); and
 - 2) coursework that addresses ~~at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States, and the world).~~
- c) Each candidate enrolled in an Illinois approved program shall complete field experiences and student teaching, as required under Section 25.620, that includes opportunities to work in at least two of the three early childhood age groupings of birth through age 3, age 3 through 5 years, and age 5 through 8 years.
- d) ~~Any candidate completing an early childhood education program that meets the requirements of 23 Ill. Adm. Code 26.110(d) is eligible for a Gateways ECE Level 5 credential for two years after completing the program and may apply for the credential by using the process set forth at <http://www.ilgateways.com/en/credentials>. Candidates are not required to obtain the Gateways ECE Level 5 credential in order to receive the early childhood education endorsement under this Section.~~

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de) An individual who holds a valid PEL professional educator license with an elementary education, middle grades, secondary, or special teaching endorsement shall receive an ECE early childhood education endorsement if he or she has successfully completed 18 semester hours of college-level coursework addressing each of the following areas specific to or inclusive of ECE early childhood education and by passing the test required by Section 25.720. Additional coursework addressing topics in subsection (de)(2) or (de)(3) shall be taken if needed to total 18 semester hours.

- 1) Child growth and development.
- 2) Planning and assessment.
- 3) Methods and content pedagogy.
- 4) Literacy methods.
- 5) Collaborative relationships with family or communities.

e) Any candidate completing an ECE program that meets the requirements of 23 Ill. Adm. Code 26.110(d) is eligible for a Gateways ECE Level 5 credential for two years after completing the program and may apply for the credential by using the process set forth at <http://www.ilgateways.com/en/credentials>. Candidates are not required to obtain the Gateways ECE Level 5 credential to receive the ECE endorsement under this Section.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)

The requirements set forth in this Section apply to the receipt of an elementary education endorsement (valid for teaching self-contained general education). The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions before September 1, 2018 and applies for or is entitled (that is, the approved program, the basic skills and content area testing, and practicum that are involved) for the elementary education endorsement by September 1, 2019. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2018, the requirements of this Section shall apply.

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- a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to a ~~PEL professional educator license~~.
- b) Each candidate for a ~~PEL professional educator license~~ endorsed in self-contained general elementary education shall complete the requirements set forth in Section 25.25. Illinois approved programs shall include:
- 1) coursework that addresses ~~at least three areas of the sciences (i.e., physical, life, and earth and space sciences);~~ and
 - 2) coursework that address ~~at least four areas of the social sciences (i.e., history, geography, civics and government, and economics of Illinois, the United States, and the world).~~
- c) Each individual enrolled in an Illinois-approved program shall complete field experiences and student teaching, as required by Section 25.620.
- d) An individual who holds a valid ~~PEL professional educator license~~ endorsed for provisional educator with an ~~ECE early childhood education~~, middle grades, secondary, or special teaching endorsement shall receive a self-contained general elementary education endorsement if he or she has successfully completed college-level coursework addressing each of the following areas specific to or inclusive of elementary education and by passing the test required by Section 25.720. Additional coursework addressing topics in subsection ~~(de)~~(3) shall be completed if needed to total 18 semester hours.
- 1) Growth and development.
 - 2) Planning and assessment.
 - 3) Methods and content pedagogy.
 - 4) Literacy methods.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.99 Endorsement for the Middle Grades (Grades 5 through 8)

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The requirements ~~set forth in this Section apply to the receipt of a middle grade endorsement issued for grade 5 through grade 8, of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades) shall apply to the preparation of any candidate who completes the requirements set forth in Section 1.720 and has the endorsement issued on or before January 31, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 21 (Standards for Endorsements in the Middle Grades), as well as those completing programs on or after February 1, 2018, the requirements of this Section shall apply.~~

- a) A subject-specific endorsement for the middle grades of 5 through 8 shall be affixed to a [PEL professional educator license](#).
- b) ~~General Requirements~~1) Each candidate for a [PEL professional educator license](#) endorsed for the middle grades shall complete the requirements set forth in Section 25.25. 2) As applicable to the specific middle-grades subject area of the endorsement, an Illinois approved program shall include the following:
 - ~~1A)~~ for a middle-grades math endorsement, 24 hours of math content, which shall include three hours of content-specific methods focused on the middle grades;
 - ~~2B)~~ for a middle-grades literacy endorsement, 24 hours of literacy content, which shall include three hours of content-specific methods focused on the middle grades;
 - ~~3C)~~ for a middle-grades science endorsement, 24 hours of science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas:
 - ~~A)~~ physical sciences;
 - ~~B)~~ life sciences; and
 - ~~C)~~ earth and space sciences; [or](#)
 - ~~4D)~~ for a middle-grades social science endorsement, 24 hours of social science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas, in relation to Illinois, the United States, and the world:
 - ~~A)~~ history;

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Bii) geography;

Ciii) civics and government; and

Div) economics; ~~or~~

E) ~~for content areas other than those specified in this subsection (b), 24 hours of content specific to the endorsement sought, which shall include three hours of content specific methods focused on the middle grades.~~

- c) ~~Each individual enrolled in an Illinois-approved program shall complete field experiences and student teaching, as required by Section 25.620. Additional content area endorsements (e.g., health education, physical education, family and consumer sciences) may be added to the professional educator license endorsed for the middle grades upon completion of the coursework specified in subsection (e) and by passing the test required by Section 25.720.~~
- d) ~~A licensee holding the middle grades endorsement instead of the elementary education endorsement on the professional educator license may teach in grades 5 or 6 in a self-contained general education setting provided that he or she has a minimum of six semester hours of coursework in each content area to be taught for which the licensee does not hold a content area endorsement issued under subsection (b).~~
- de) An individual who holds a valid PEL professional educator license with an ECE early childhood education, elementary education, middle-grades, secondary, or special teaching endorsement shall receive a content-specific middle grades endorsement if he or she has successfully completed 18 semester hours of college-level coursework addressing each of the following areas specific to or inclusive of the middle grades and by demonstrating that he or she meets the relevant standards by passing the test required by Section 25.720:
- 1) Content-specific methods; and
 - 2) Content coursework specific to the content area sought.
- e) A licensee holding the middle-grades endorsement instead of the elementary education endorsement on the PEL may teach in grades 5 or 6 in a self-contained

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general education setting if he or she has a minimum of six semester hours of coursework in each content area to be taught for which the licensee does not hold a content-area endorsement issued under subsection (a).

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.100 Teaching Endorsements on the Professional Educator License

~~Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed.~~ Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were ~~previously~~ issued ~~before July 1, 2013~~. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided 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 licensure, 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 and be posted on the individual's official transcript in order to be counted towards fulfillment of the applicable requirements.

- a) Content-specific endorsements (e.g., science – biology, social science – economics) shall be required in conjunction with some endorsements, as shown in Appendix E. Except in the case of world language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee 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 content-specific endorsement. For example, a secondary science teacher with a content-specific endorsement for science – biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science – physics or science – chemistry.
- b) The provisions of subsection (a) do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science – biology) shall teach only biology and no other science content. An individual who wishes to teach other subjects in the same field or grade levels shall be required to apply for the

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relevant new endorsement in keeping with Section 21B-40 of the ~~School Code~~ ~~[105 ILCS 5]~~ and meet the applicable requirements of this Section.

- c) Endorsements at Time of Issuance of the Professional Educator License
- 1) Pursuant to Section 21B-25 of the ~~School Code~~, each ~~PEL professional educator license~~ shall be specifically endorsed by the State Board of Education for each content area and grade-level range for which the holder of the license is qualified to teach and for which application has been made.
 - 2) The ~~PEL professional educator license~~ issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:
 - A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k);
or
 - B) has accumulated 18 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.
- d) Certain endorsements or content-specific endorsements listed in Appendix E have no corresponding content-area test (see Section 25.710). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.
- 1) For an applicant who is receiving an Illinois ~~PEL professional educator license~~ endorsed for a teaching field, 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 content-specific endorsement, except that the requirements of subsection (h) 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 licensed in Illinois and is seeking to add a new endorsement or a content-specific

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endorsement in one of these subjects, other than an endorsement in safety and driver education, shall present evidence of completion of 18 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.

- 3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (h).
- e) Addition of Endorsements to Currently Held [PELs Professional Educator Licenses](#)
An individual who holds a valid [PEL professional educator license](#) shall apply for additional endorsements using the [Educator Licensure Information System \(ELIS\)](#) and pay the fee required under Section 21B-40 of the [School Code](#).
- 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.
 - 2) [Subject of Endorsement](#)
 - [A\)](#) An endorsement will be issued for any subject in which the individual:
 - [iA\)](#) holds a valid [PEL professional educator license](#) with an early childhood, elementary, middle grades, secondary, or special teaching endorsement and meets the requirements of subsection (d), (f), (g), or (h); or
 - [iiB\)](#) for other content areas not referenced in subsection (e)(2)(A)(i), holds a valid [PEL professional educator license](#) with an early childhood, elementary, middle grades, secondary, or special teaching endorsement and:
 - [i\)](#) has accumulated 18 semester hours of college credit demonstrably related to the subject area, from one or more regionally accredited institutions of higher education; and
 - [ii\)](#) has passed the applicable content-area test.

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B) Individuals who hold one world language endorsement may add additional world language endorsements by passing the applicable content-area test.

C) Individuals who hold one senior high science endorsement may add additional senior high science endorsements by completing 12 semester hours of content specific coursework or by passing the applicable content-area test.

D) An individual who holds a PEL professional educator license endorsed for an area outside of teaching shall receive any of the teaching endorsements identified in this Part by:

- i) passing the tests required by Section 25.720;
- ii) completing a State-approved program in the subject area sought or a comparable program, as defined in Section 25.425(a), offered out of state;
- iii) completing a student teaching experience that meets the requirements of Section 25.620; and
- iv) completing applicable subject area requirements outlined in this Section.

f) Requirements for Reading Teacher and Reading Specialist Endorsements
Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is a teacher whose assignment involves teaching reading to students. A reading specialist is a teacher 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 PEL professional educator license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

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- A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) required by Section 25.720; or
 - B) having completed 18 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), 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, support, materials, and resources; and
 - v) literature appropriate to students across all grade ranges.
- 2) Reading Specialist
- A) Each candidate for the reading specialist endorsement shall present evidence of two years of teaching experience either on an educator license in an Illinois school or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary, or special K-12. Each candidate shall be eligible to receive the reading specialist endorsement on the [PEL professional educator license](#) when he or she presents evidence of having completed the teaching experience required under this subsection (f)(2)(A).
 - B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.
 - C) Each candidate shall have completed a K-12 reading specialist preparation program approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8)

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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. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.

- D) Each candidate for a ~~PEL professional educator license~~ endorsed for reading specialist shall meet the requirements set forth in Section 25.25.
- g) Requirements for Early Childhood, Elementary, Middle Grades, and Bilingual Education Endorsements
- 1) The requirements of Section 25.97, rather than the requirements of this Section, shall apply to credentials and assignments in the elementary grades.
 - 2) The requirements of Section 25.99, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading teacher, reading specialist, gifted education teacher, gifted education specialist, and library information specialist assignments in the middle grades.
 - 3) 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 Language.
 - 4) The requirements of Section 25.96, rather than the requirements of this Section, shall apply to credentials and assignments in ~~ECE early childhood education~~.
- h) Requirements for Safety and Driver Educator Endorsements
An endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 18 semester hours of college credit in the field, distributed as follows:

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- 1) 3 semester hours in injury prevention or general safety;
 - 2) 9 semester hours in driver education that include:
 - A) ~~driving~~Driving task analysis (introduction to driver education);
 - B) ~~teaching~~Teaching driver education in the classroom;
 - C) ~~teaching~~Teaching the laboratory portion of the driver education course, including on-street teaching under the supervision of a qualified driver education teacher, advanced driver education, and emergency evasive driving maneuvers; and
 - 3) 6 semester hours chosen from at least two of the following areas:
 - A) ~~first~~First aid;
 - B) ~~psychology~~Psychology of adolescents or young adults;
 - C) ~~any~~Any safety-related issue relevant to driver education;
 - D) ~~advanced~~Advanced driver education in the use of simulation and multiple car programs;
 - E) ~~health~~Health and wellness;
 - F) ~~care~~Care and prevention of injuries;
 - G) ~~issues~~Issues related to alcohol or drug abuse; or
 - H) ~~driver~~Driver education for students with disabilities.
- i) Requirements for Gifted Education and Gifted Education Specialist Endorsements
Special provisions shall apply to the issuance of endorsements for gifted education teachers and gifted education specialists. A gifted education teacher is a teacher whose assignment involves teaching gifted students. A gifted education specialist is a teacher whose assignment involves the provision of technical assistance ~~and~~ or professional development to other teachers and may also include teaching gifted students.

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- 1) **Gifted Education Teacher**

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois [PEL professional educator license](#) endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special teaching, shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

 - A) having passed the applicable content-area test required by Section 25.720; and
 - B) having completed 18 semester hours of undergraduate or graduate coursework in gifted education (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
 - i) characteristics of the field of gifted education as it pertains to gifted children, including their cognitive, creative, and affective development;
 - ii) the wide range of ways in which a child is gifted; issues and practices in identifying and serving gifted children; and the manner in which assessment data shape decisions about identification, learning progress, and outcomes; and
 - iii) theoretical and research-based data necessary for the development of programs, curriculum, and instructional sequences for gifted children, especially those serving gifted students from diverse populations.
- 2) **Gifted Education Specialist**

Each candidate for the gifted education specialist endorsement shall hold a [PEL professional educator license](#) endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special, and have at least two years of teaching experience on that license, or on a comparable out-of-state certificate or license, involving the education of gifted students.

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- A) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.
 - B) Each candidate shall have completed a gifted education specialist preparation program for ~~PK-12prekindergarten through grade 12~~ approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that aligns to the standards set forth at 23 Ill. Adm. Code 27.~~480495~~ (Gifted Education Specialist). The program shall include clinical experiences with five or more students in both prekindergarten through grade 8 and grades 9 through 12 and lead 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. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in prekindergarten through grade 8 and at least one student enrolled in grades 9 through 12 and may work with a student one on one or in a group. The clinical experience shall also include coaching or mentoring one or more teachers on the topic of gifted education. Each candidate shall have been entitled for the endorsement by the institution offering the program.
 - C) Each candidate shall be required to pass the content-area test for gifted education specialist.
 - D) An individual who qualifies for the gifted education specialist endorsement may receive the endorsement on his or her ~~PELprofessional educator license~~ for assignment in any ~~of grades PK-12of prekindergarten through grade 12~~.
- j) Requirements for Dual Credit Endorsements
A dual credit endorsement, as described in Section 20 of the Dual Credit Quality Act [110 ILCS 27], shall be added to the PEL of qualified instructors who request the endorsement in ELIS and submit evidence of qualification in a format specified by the State Board.
- 1) Qualified instructors must hold a qualifying master's degree or complete 18 semester hours of coursework, as defined in 23 Ill. Adm. Code 1009.30(a)(2)(A) and 1501.3030.

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- 2) Endorsements are valid for teaching dual credit courses in grades 11 and 12.
- 3) Dual credit endorsements are available in the following content areas:
 - A) Biology.
 - B) Calculus.
 - C) English Compositions.
 - D) English Literature.
 - E) General Math.
 - F) History.
 - G) Psychology.
 - H) Speech.
 - I) Statistics.
- 4) Dual credit endorsements are not required to provide instruction for dual-credit courses. 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(e), 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.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

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

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Section 25.110 Definitions

As used in this Subpart C:

"Code" means The Illinois School Code[105 ILCS 5].

~~"CAEP" means the Council for the Accreditation of Educator Preparation, which provides a national evidence based accreditation process to ensure that educator preparation programs are of high quality and support continuous improvement.~~

"Completer" means an individual who has successfully completed all of the requirements of an educator preparation program.

"Educator Preparation Provider" or "EPP" 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.

"Institution" means 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].

"Institutional Report" means documentation submitted with an application for recognition that meets the conditions set forth in Section 25.115 and includes an educator preparation program proposal for each program for which the institution wishes to be approved.

"National Accreditation" means accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) or the Council for the Accreditation for Educator Preparation (CAEP), both of which provide national evidence-based accreditation processes to ensure that educator preparation programs are of high quality and support continuous improvement.

"Program" or "Preparation Program" means a program that leads to licensure.

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"Program Proposal" means the document that meets the requirements of Section 25.120 and, upon confirmation by SBE licensure review team staff and consultation with SEPLB, provides evidence of the institution's alignment to applicable standards and criteria necessary for State approval of any proposed educator preparation program.

"State Reauthorization" or "State Reauthorized" means a program ~~an EPP~~ authorized pursuant to this Subpart C.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.115 Educator Preparation Providers

In order for an institution to offer one or more programs that prepare professional educators, that institution ~~must be recognized, and the~~ (educator preparation provider (EPP)) ~~responsible for the programs~~ must be recognized, by the State Superintendent in consultation with State Educator Preparation and Licensure Board (SEPLB). Each program that is offered by a recognized institution must also be individually approved by the State Superintendent in consultation with SEPLB (~~see Section 25.120~~). Electronic transmission of written materials pursuant to this Subpart C is required.

- a) In order to be considered for recognition, a degree-granting institution of higher education shall:
 - 1) be regionally accredited;
 - 2) be approved 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; and
 - 3) sponsor a course of study leading to a license issued under Article 21B of the ~~School~~ Code ~~[105 ILCS 5]~~ and this Part.
- b) In order to be considered for recognition, an eligible not-for-profit EPP shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a license issued pursuant to Article 21B of the

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~~School~~ Code and this Part, and the not-for-profit EPP shall meet the definition of "institution" set forth in Section 25.110.

- c) 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 license or any endorsement affixed to that license earned by the candidate will be honored or accepted for exchange in another state.
- d) The procedures set forth in this subsection (d) shall apply to initial recognition of an institution and the concurrent recognition of the EPP. The initial approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.120.
 - 1) 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 the 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 an institutional report to that individual.
 - 2) The institution shall submit an institutional report to the State Superintendent, in the quantity and format specified by the State Superintendent, that includes:
 - A) evidence indicating that the institution meets the conditions described in subsection (a) or (b);
 - B) a written description that addresses each of the components set forth in this subsection (d)(2)(B):
 - i) identification of the EPP; its mission, purposes, or goals; its authority and responsibilities for professional education; and its coordination of the institution's various educator preparation programs;
 - ii) identification of the dean, chair, or director who is officially designated to represent the EPP and is assigned

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- the authority and responsibility for its overall administration and operation;
 - iii) evidence of the institution's commitment and resources for the proposed program, to include the EPP's operational budget, and evidence that the institution's president or provost supports the educator programs being proposed;
 - iv) a chart of the administrative and organizational structure of the EPP;
 - v) the written policies and procedures that guide the operations of the EPP;
 - vi) the EPP's policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and
 - vii) the EPP's published criteria for admission to and exit from all preparation programs for professional educators, and process for development and submission of summary reports of candidate performance at the time they exit the program.
- 3) State Board staff shall review the institutional report and, within 60 days, either:
- A) find the institutional report to be adequate and invite the institution to submit a proposal that meets the requirements of Section 25.120 for each of the programs the institution wishes to implement; or
 - B) find the institutional report not to be adequate, at which time no further review of the institution shall occur unless the institution submits a revised institutional report addressing the deficiencies identified.
- 4) The State Superintendent may authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and State Board staff when the program proposal required under Section 25.120 is submitted and found adequate. If the program

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proposal is found not to be adequate, a site visit may be scheduled to determine if the deficiencies identified are such that it is unlikely the institution will be recognized.

- A) For visits conducted in Illinois, the institution will be required to provide housing (including a work room) for the personnel conducting the review visit; or
 - B) For visits conducted out of state, the institution will be required to provide housing (including a work room), transportation, and meals for the personnel conducting the review visit.
- e) From a pool of individuals (i.e., State Board staff and, if applicable, or others external to the agency) who have been trained in the applicable standards and procedures, rules, and statutes, the State Superintendent shall empanel a team to conduct the review ~~visit~~ to verify the information provided by the institution as required by subsection (d)(2). If the team members are not employees of the State Board, a staff member of the State Board or designee (individual who State Board staff requests to serve as a reviewer who is trained to perform duties that could constitute a conflict of interest for State Board staff) shall accompany the team to ensure that applicable standards, procedures, rules, and statutes are addressed.
- f) The team may gather necessary information via an in-person visit or via virtual means. The review team shall prepare a draft report ~~about the onsite visit~~ within 30 business days after the conclusion of the ~~review visit~~, and the institution shall have 30 business days to correct any factual errors. The team shall review the institution's suggested revisions and make appropriate changes. The review team shall provide the final report to the State Superintendent within 30 business days after receipt of the institution's ~~factual~~suggested corrections. The State Superintendent shall provide the final report to the institution within 10 business days after receiving it.
- g) Within 30 business 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, if not in agreement, a ~~rebuttal~~rejoinder to those findings.
- 1) The ~~rebuttal~~rejoinder must indicate the grounds for disagreement with one or more of the review team's findings and include documentation to support the institution's position.

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- 2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the EPP after the review visit will not be considered.)
- 3) All documentation must relate directly to the standards, rules and procedures that applied at the time of the review visit.
- h) No later than 30 days after receipt of the rebuttal, the review team shall submit to the State Superintendent a response to the institution's rebuttal. The State Superintendent shall provide to the institution the response to the rebuttal no later than 10 business days after receiving it. Staff of the State Board shall convey to SEPLB a recommendation, accompanied by the review team's final site visit report; the institution's letter of agreement or rebuttal/rejoinder; a response to that rebuttal/rejoinder provided by the review team; and any other relevant documentation that was available to the staff.
- i) SEPLB, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Superintendent take one of the following actions~~Board~~:
 - 1) ~~Recognize the institution and EPP, and approve one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement; or~~
 - 2) ~~Recognize the institution and the EPP, and deny approval of one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure 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~~
 - 2) ~~Deny recognition of the institution and EPP, and deny approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs.~~
- j) Actions following upon the recommendation of SEPLB to the State Superintendent shall be as described in Section 25.160.

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- k) After recognition of an institution and EPP, SEPLB shall review one or more proposed educator preparation programs as described in Section 25.120. Recognition of the institution and EPP shall be for a period of seven years. The process for State reauthorization beyond the seven-year period shall be as set forth in Sections 25.125 and 25.127.
- l) A recognized EPP shall obtain approval of at least one educator preparation program within three years after the date it gained initial recognition. EPPs that do not obtain approval of at least one educator preparation program shall no longer be considered recognized and must reapply for recognition.
- m) As a final step prior to receiving recognition, an EPP must participate in an SBE-conducted training to orient it to policies, rules and procedures for licensure and entitlement in Illinois. All recognized EPPs shall enter each candidate for licensure into the Educator Licensure Information System (ELIS) upon entry into the preparation program. Candidates shall be placed in a pre-completion status until recommended for licensure.
- n) If all of an EPP's educator preparation programs are discontinued, the EPP shall no longer be considered recognized and must reapply for recognition.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education

The procedures set forth in this Section shall apply to the initial approval or redesign of educator preparation programs established by EPPs/institutions that are already recognized, ~~including those that have been granted initial recognition under Section 25.115.~~ Additional considerations for approval of programs for foreign language are stated in Section 25.147.

- a) The institution shall submit to the State Superintendent ~~of Education~~ a program proposal meeting the requirements set forth in this subsection (a). As applicable to the program being proposed, requirements in addition to this subsection (a) may be found in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) and 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois).

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- 1) Evidence that the proposed program meets the applicable professional education and content-area standards established by the State Board ~~in rule of Education~~; the standards shall include:
 - ~~A) the national content standards accepted by the State Board of Education and listed on the State Board's website at www.isbe.net;~~
 - ~~A^B) the applicable content standards set forth at 23 Ill. Adm. Code 20, 21, 23, 26, 27, 28, ~~or 29, 30, or 33;~~~~
 - ~~B^C) the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers); ~~and or the Professional Standards for Educational Leaders (2015), adopted by the National Policy Board for Educational Administration and posted at http://www.cesso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf (no later additions to or editions of these standards are incorporated), as applicable;~~~~
 - ~~C^D) the State Board's Board of Education's Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555. Appendix A to the extent that educators understand the standards and how they apply to students in ~~PK-12, kindergarten through grade 12;~~ and~~
 - ~~E) the CAEP 2013 Accreditation Standards posted at http://caepnet.org/ (no later amendments to or editions of these standards are incorporated).~~
- 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.
- 3) A description of the program assessments to be used, as relevant to the program being proposed, and how the faculty will collect, analyze, and use the data from the assessments used.
- 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and faculty members' qualifications for their positions.

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- 5) A description of the course of study, field experiences, and clinical practice. The descriptions of field experiences and clinical practices shall include:
 - A) the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics;
 - B) the measures taken to ensure that candidates gain experience with technology relevant to the profession; and
 - C) the program's requirements for faculty supervision of field experiences and clinical practice.
- 6) ~~The A description and the~~ proportion of coursework offered virtually by distance learning or video conferencing technology.
- 7) Policies and procedures that EPP program staff shall follow when identifying individual licensure pathways for candidates based on prior coursework, experience, and knowledge.
- b) After consideration of the proposal, SEPLB shall recommend that the State Superintendent~~inform the State Board of Education that SEPLB~~ either:
 - 1) ~~Approve~~Approves the proposed new educator preparation programs, thereby authorizing the EPP to conduct the programs and to recommend candidates for licensure by entitlement; or
 - 2) ~~Deny~~Denies 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), at which time no denial action will be taken).~~
- c) Actions following upon the recommendation to the State Superintendent~~decision of SEPLB~~ shall be as described in Section 25.160.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

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Section 25.125 National Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP

An institution and its EPP that have been recognized under Section 25.115 and ~~offer~~have offered at least one educator preparation program ~~approved under Section 25.120 for one year or more~~ may choose to seek national accreditation of the EPP and one or moreall educator preparation programs it offers ~~through the CAEP accreditation process set forth at <http://caepnet.org/>.~~

- a) An EPP may request State Board staff to attend the site visit conducted by a national accreditor review team to provide local context on applicable standards, procedures, rules, and statutes. The institution must provide travel and meal reimbursement for the State Board staff attending the site visit.
- b) Each EPP shall report its current national accreditation status, including the timeline for that status, annually to the State Board.
- a) ~~An institution that chooses to undergo an initial or continuing CAEP accreditation process shall notify the State Board of Education in writing at least one year before its EPP begins the process for accreditation with CAEP. The notification shall indicate the type of accreditation sought (i.e., initial or continuing) and the date that the application was submitted to CAEP.~~
- b) ~~During the CAEP accreditation process, the EPP shall remain under the purview of the State reauthorization requirements of this Subpart C regarding program review and reporting, and approval of any new educator preparation programs that it may wish to implement before the conclusion of the CAEP process.~~
- e) ~~The EPP shall provide written notification to the State Board of Education of its accreditation status within 10 days after receipt of that status from CAEP. An EPP whose accreditation is denied or revoked shall be placed on probation by the State Board of Education (see Section 25.130). Should the institution choose to appeal CAEP's determination through the CAEP appeal process, however, the State Board of Education will honor CAEP's decision.~~
- d) ~~During the effective period of CAEP accreditation, an EPP shall follow the process for review and reporting set forth at Section 25.127(e).~~
- e) ~~An institution with CAEP accreditation that wishes to participate in the State reauthorization process shall notify the State Board of Education in writing no~~

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~~sooner than six months following its most recent CAEP accreditation reauthorization.~~

- f) ~~No later than January 1, 2019, the State Board of Education will reevaluate the CAEP accreditation process.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.127 ~~Requirements for Annual Reporting; Review of State Reauthorized Educator Preparation Providers and Individual Programs; and Entitlement Audits~~

- a) ~~Annual Program Reporting for State Reauthorized EPPs~~
Each EPP shall submit to the State Board the ~~data and information~~ reports set forth in this subsection (a) annually ~~by the deadlines indicated~~. The data and information ~~contained in the reports~~ shall be used by the State Board as part of its review of an EPP and its programs for State reauthorization. ~~Upon establishment of a State agreement with CAEP, CAEP-accredited EPPs are subject to the review and reporting requirements enumerated at <http://caepnet.org/> rather than the reporting required under this subsection (a).~~
- 1) No later than April 30 annually, each State reauthorized EPP shall submit data and other information relative to the ~~domain and indicators of the EPP Continuous Improvement and Accountability System~~ measures listed in subsections (a)(1)(A) ~~through (D) and (B)~~ for the prior reporting year (i.e., September 1 through August 31).
- A) Candidate Selection and Completion
- i) Academic Strength – Candidate and completer grade point average (GPA)
- ii) Candidate and Completer Diversity and Demographics – Proportion of diverse candidates and completers
- iii) Teaching Promise – Candidate score on disposition assessment (assessment is to be determined and data not yet collected)
- B) Knowledge and Skills for Teaching

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- i) Mastery of Teaching Subjects – Candidate performance on Illinois Content Area Tests described in Section 25.720
- ii) General Teaching Skill – Candidate performance on Teacher Performance Assessment described in Section 25.720
- iii) Preparedness – Completer, Novice Teacher and Supervisor perception of preparation for role as an educator
- C) Performance as Classroom Teachers
Demonstrated Teaching Skill – Aggregate data on completer effectiveness from the performance evaluations conducted under Article 24A of the Code
- D) Contribution to State Needs
 - i) Completers in High Needs Subjects – Completers who received an initial license in State identified high needs subjects
 - ii) Placement – Completers who received an initial license who are employed in an Illinois public school
 - iii) Persistence – Completers who persist in being employed in an Illinois public school
- E) Other domains and indicators as deemed necessary by the State Board
- A) Impact Measures
 - i) Student learning and development in the prekindergarten through grade 12 setting;
 - ii) Observations of teaching effectiveness;
 - iii) Employer satisfaction; and
 - iv) Completer satisfaction (i.e., completer survey results).

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- B) ~~Outcome Measures~~
 - i) ~~Completer rate;~~
 - ii) ~~Graduation rate;~~
 - iii) ~~Licensure rate; and~~
 - iv) ~~Employment rate (in a position for which licensure is sought).~~

- 2) ~~Each institution shall make program completers' pass rates on tests required for receipt of professional educator licensure pursuant to this Part and other information required by Title II of the Higher Education Act (20 USC 1027) readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors, and prospective employers of the institution's program completers. No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USC 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, school counselors and prospective employers of the institution's program completers.~~

- 3) ~~Each EPP shall submit a separate annual program report for each State reauthorized program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than February 1 and no later than April 30. Content specific endorsements (see Section 25.100(a)) shall be considered separate programs for reporting purposes. The annual program report shall:~~
 - A) ~~update any information previously provided;~~
 - B) ~~summarize data about the program's overall structure, faculty and candidates;~~

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- c) ~~provide the results of the applicable content area test and the Teacher Performance Assessment (TPA):~~
 - i) ~~If at least 80% of an institution's teacher preparation program completers have passed the content area test 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;~~
 - ii) ~~If at least 80% of an institution's administrative endorsement program completers have passed the applicable content area tests for administrative endorsement in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2); and~~
 - iii) ~~beginning with reports submitted in October 2016, if at least 80% of candidates during their student teaching experience have passed the TPA, the institution shall be deemed to be adequately addressing the standards set forth in Section 25.120;~~
 - 4) ~~An indication of completer effectiveness from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be provided for principals beginning in 2014 and for teachers beginning in 2018; and~~
 - 5) ~~As relevant to the institution, a report on all programs provided by the institution that have been approved as an alternative route to licensure under Sections 25.65 and 25.67 (through September 30, 2016) or Section 25.60 (beginning January 1, 2013), and Section 25.311 (beginning January 1, 2013) shall be submitted.~~
- b) ~~Annual Reporting for CAEP Accredited EPPs~~
- 1) ~~An EPP accredited by CAEP shall undergo CAEP's annual reporting process.~~
 - 2) ~~No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State~~

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~~Superintendent, its program completers' pass rate on the tests required for receipt of the professional educator license 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, school counselors and prospective employers of the institution's program completers.~~

- ~~3e)~~ Each EPP shall include in its annual report to ~~the State Board~~ISBE its policy on Teacher Performance Assessment plagiarism and cheating, including the EPP's options for disciplinary action.
- ~~4)~~ State Board 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 staff upon request.
- ~~b)~~ The State Board shall annually notify programs of ratings received in the Continuous Improvement Accountability System and of the status of their reauthorization. Programs shall receive an overall rating of Exemplary (Reauthorized with Distinction), Commendable (Reauthorized), Developing (Conditional Reauthorization), and Needs Improvement (Probationary Reauthorization). Programs that receive an overall rating lower than commendable shall submit action plans to be reviewed by State Board staff and SEPLB for feedback.
- ~~d)~~ Additional Reporting for State Reauthorized EPPs Through April 20, 2019
In addition to the reports required under subsection (a), each EPP shall submit a report to the State Superintendent, in a format specified by the State Superintendent, no sooner than February 1 and no later than April 30 of the academic year (i.e., September 1 through August 31) in which a review pursuant to subsection (c) is scheduled. The report shall include:
 - ~~1)~~ a description of how the EPP has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (a) submitted in each of the last seven years preceding the review;
 - ~~2)~~ any changes in the institution or in the EPP that affects the operation of the EPP;

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- 3) ~~any new programs approved in the last seven years;~~
 - 4) ~~the percentage of individuals in the last seven years who completed the program and received a license or endorsement who were hired into a related school position in the field for which the license or endorsement was issued; and~~
 - 5) ~~aggregated data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code (to be provided for principals beginning in 2014 and for teachers beginning in 2018).~~
- e) **Data Collection Pilot Program**
~~Beginning September 1, 2017, all EPPs must participate in a two-year Statewide data collection pilot program as part of their annual reporting requirement. The pilot program will replace the current State annual program report submission and will be used to inform the State Board's new yearly program reporting process. The pilot program will collect data on each preparation program's enrollees and completers and be tied to employment, testing and survey data collected by the State Board.~~
- f) **Periodic Review of State Reauthorized EPPs Through April 30, 2019**
~~The recognition of an EPP shall be subject to review every seven years through State reauthorization or CAEP accreditation. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the EPP's programs shall be subject to review in each year after the EPP receives initial State recognition. Actions taken as a result of these reviews shall be as set forth in Section 25.130.~~
- g) **Review of State Reauthorized EPPs Starting December 1, 2018**
- 1) ~~An EPP planning to be accredited by CAEP shall undergo CAEP's initial or continuing accreditation process for Specialty Professional Association Review with National Recognition or Program Review with Feedback developed by CAEP (see <http://caepnet.org/>). The EPP shall notify the State Board in writing of its continuing accreditation status no later than 30 days after receiving CAEP's notification.~~

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- 2) ~~A State reauthorized EPP shall undergo CAEP's Program Review with Feedback process (see <http://caepnet.org/>) and submit data and information required to the State Superintendent of Education for consideration.~~
- h) ~~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.~~
- ci) Changes to Approved ~~State Reauthorized~~ Programs
- 1) Using a format identified by the State Superintendent, ~~an EPP a State reauthorized institution~~ may request changes to one or more currently approved programs by submitting documentation of the proposed changes no later than 60 days prior to the date ~~upon which~~ the changes will take effect.
- 2) State Board staff shall review the proposed changes and within 30 days, approve or deny the changes, make a recommendation to SEPLB, which may accept, modify or reject any of the recommendations of State Board staff issued in accordance with this subsection (i). ~~In cases in which SEPLB's modification or rejection results in an action that has negative consequences for the program, the actions to be taken shall be as described in Section 25.160.~~
- j) ~~An EPP that decides to change from State reauthorization to CAEP accreditation, or vice versa, must notify the State Board of Education.~~
- dk) Audit of Licensure Entitlements
- 1) Pursuant to Section 21B-25 of the ~~School~~ Code ~~[105 ILCS 5]~~, the State Board ~~of Education~~ shall conduct audits of recognized institution licensure entitlements.
- 2) ~~Each institution recognized under this Subpart C shall submit to the State Board annually a list of all individuals entitled by the institution in the previous 12 months. For each individual, the institution shall submit the name, Illinois Educator Identification Number (IEIN) and areas in which the individual was licensed or endorsed. A) Each institution shall submit to~~

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~~the State Board of Education by June 30 any data and other information that responds to the requirements of Section 21B-25 of the School Code.~~ B) An audit of each institution shall be conducted at least once every five years in accordance with Section 21B-25 of the School Code. Data and information from the audits shall be used to determine if the EPP has met the requirements of Section 21B-100 of the ~~School~~ Code and this Subpart.

- A~~+~~) Institutions undergoing an entitlement audit must submit requested documentation to the State Board ~~staff of Education~~ within six weeks after the request is made.
- B) State board staff must review evidence submitted by the institution and, no later 60 days after receipt of the report, must either:
 - i) Find the evidence submitted to be adequate and notify the institution that no further action is required; or
 - ii) Find the evidence submitted to be inadequate and submit to the institution a report of initial inadequacies.
- C) No later than 30 days after receipt of the report, institutions with initial inadequacies shall supply State Board staff with additional evidence addressing the deficiencies identified in the report.
- D) State Board staff must review the additional evidence submitted by the institution and, no later than 30 days after receipt of the submittal, must either:
 - i) Find the evidence submitted to be adequate and notify the institution that no further action is required; or
 - ii) Find the evidence submitted to be inadequate.
- E~~+~~) In the event that a determination is made that the requirements set forth in Section 21B-100 of the ~~School~~ Code or this Part have not been met, the provisions of Section 25.130 ~~of this Part~~ shall apply.
- F~~++~~) State Board staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with licensure

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officers, candidates, or administrators if they find a deficiency or other problem during the audit that needs to be addressed. All records shall be made available to the State Board of Education staff upon request.

~~Giv~~) Institutions identified as in violation of Section 21B-100 of the ~~School~~ Code must submit a remediation plan no later than June 30 of the audit year ~~within 60 days after a written notice has been received by the institution.~~

~~i)~~ The plan shall include remedies identified by State Board of Education staff and SEPLB, as well as internal procedures for improvement;

~~ii)~~ The plan shall include a timeline for implementation; and

~~iii)~~ The plan and timeline shall be approved by State Board of Education staff prior to implementation.

~~Hv~~) When subsection ~~(dk)(2)(DB)(iiv)~~ is applicable, an institution shall not enter any additional entitlements until evidence that remedies identified by State Board of Education staff and SEPLB have been implemented.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.130 Interventions by the State Board of Education and State Educator Preparation and Licensure Board

The provisions of this Section shall apply when the State Superintendent of Education receives information through any of the reports required under ~~this Subpart C~~ ~~Section 25.127~~, or by other means indicating that any ~~recognized EPP or approved educator preparation program~~ ~~recognized pursuant to this Subpart C or any State reauthorized preparation program~~ may not be addressing any applicable standard or may otherwise be failing to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators. ~~The provisions of this Section apply both to institutions with CAEP accredited EPPs and EPPs whose programs are approved pursuant to State reauthorization.~~

- a) The State Superintendent or designee shall inform the affected EPP of the areas of concern and invite the EPP's representatives to appear on a date specified by

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SEPLB to discuss the concerns identified. At the meeting, State Board of Education staff shall provide evidence of the concerns identified and a recommendation for how SEPLB should proceed.

- b) If SEPLB determines, either after the EPP's appearance or in advance of the appearance, that the concerns raised were unfounded or that the issues have been remedied, SEPLB shall recommend to the State Superintendent that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly.
- c) If the institution does not respond to or declines the invitation to appear before SEPLB, or if SEPLB concludes that the institution, after its appearance, has not satisfied the concerns raised, SEPLB shall recommend to the State Superintendent or designee that the EPP and one or more of its programs be placed on probation. For the purposes of this subsection, "probation" is the period of time in which no new candidates shall be enrolled in the EPP or any of its programs, regardless of whether an individual program has received "probation" status. The State Superintendent shall notify the institution of the probation status of the EPP and one or more of its programs.
 - 1) An EPP and one or more of its programs placed on probation shall submit the applicable report required under subsection (c)(1)(A) or (c)(1)(B) (in a format to be specified by the State Superintendent) to the State Superintendent or designee, who shall forward the report to SEPLB for consideration. The required report shall be submitted within one year after the date on which the EPP was scheduled to appear before SEPLB pursuant to subsection (a). If no report is received within this year, then the approval of the program or recognition of the EPP and approval of all of its programs shall be revoked.
 - A) In the case of one or more individual programs being placed on probation, each program about which concerns have been identified shall submit to SEPLB a program report that details the areas of concern identified by SEPLB and procedures the program will take to remedy the concerns.
 - B) In the case of both an EPP and one or more of its programs being placed on probation, the EPP shall submit both the report requested in subsection (c)(1)(A) and a report that details the identified

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concerns ~~identified about any of the CAEP standards~~ and the solutions that have been put into place to remedy those concerns.

- 2) SEPLB, after considering the report submitted by the program or EPP and the actions the program or EPP has taken in response to the concerns identified, shall:
 - A) determine that the concerns have been remedied and recommend to the State Superintendent that the program or EPP and any of its programs for which concerns have been identified be removed from probation and that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly; or
 - B) determine that the concerns have been acted upon but have not been remedied and recommend to the State Superintendent that the probation period be extended for not more than an additional 12 months, beginning on the date on which SEPLB met to consider the applicable reports submitted under subsection (c), and:
 - i) Within the 12-month extension period, the program, or the EPP and any of its programs for which concerns have been identified, shall resubmit the program proposal required under Section 25.120 or a report (in the case of a program or EPP, respectively), and reappear before SEPLB;
 - ii) If, at the time that the program or EPP reappears before SEPLB or at the end of the 12-month extension period, the program or the EPP and any of its programs for which concerns have been identified have not sufficiently addressed the concerns, SEPLB shall recommend to the State Superintendent that approval of the program or recognition of the EPP and approval of all of its programs be revoked pursuant to subsection (c)(2)(C); and
 - iii) The State Superintendent shall notify the program or the EPP and each of its programs of any action taken pursuant to this subsection (c)(2)(B); or

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- C) determine that the concerns have not been acted upon and that the program proposal or actions taken as identified in the report indicate that the standards are not being met or that the program or EPP may be failing otherwise to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators and that these concerns cannot be remedied before the end of the 12-month extension period. In each case, SEPLB shall ~~and~~ recommend to the State Superintendent that the State Board ~~of Education~~ revoke approval of the program or recognition of the EPP and approval of all of its programs. The actions to be taken upon the recommendation of SEPLB to the State Superintendent ~~under this subsection (c)(2)(C)~~ shall be as described in Section 25.160. Discontinuation of a program pursuant to revocation of its approval or revocation of recognition, in the case of an EPP, shall be subject to the requirements of Section 25.165(b).
- 3) The State Superintendent may accept, modify, or reject any of the recommendations of SEPLB issued in accordance with this subsection (c). In cases in which the State Superintendent's modification or rejection results in an action that has negative consequences for the program or the EPP and one or more of its programs, then the actions to be taken shall be as described in Section 25.160.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.147 Approval of Programs for World Language

- a) State reauthorization of programs for ~~worldforeign~~ language shall not be specific to individual languages. That is, an institution with an approved program in any language shall be considered as having approval for any combination of languages, subject to the provisions of this Section.
- 1) An institution with an approved ~~worldforeign~~ language program may add one or more languages to that program at the discretion of the EPP, provided that the institution shall notify the State Superintendent ~~of Education~~ to this effect in writing no later than three months before instruction in that language is to begin, except when notification is required further in advance under subsection (a)(2). ~~The State Superintendent shall provide this information to SEPLB at the next~~

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~~available meeting of SEPLB.~~

- 2) An institution that intends to add one or more languages to its approved program for which no test is listed in Section 25.710 shall notify the State Superintendent ~~of Education~~ no later than six months before instruction in that language is to begin, in order to allow time for the identification of an appropriate language proficiency test if needed.
 - 3) An institution that intends to delete one or more languages from its approved foreign language program shall be subject to the requirements of Section 25.165(a).
 - 4) An institution without an approved program in foreign language may apply for approval of a new program under Section 25.120. The application for approval shall indicate which languages the program will initially offer. After initial approval of the program, the institution may add or delete languages as provided in this Section.
- b) Each ~~worldforeign~~ language program shall, as a requirement for program completion, require its candidates for licensure, other than candidates in Latin and Classical Greek, to complete the Oral Proficiency Interview described in "ACTFL Proficiency Guidelines 2012 – Speaking" (2012), published by the American Council on the Teaching of Foreign Languages (ACTFL), 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and posted at <http://actflproficiencyguidelines2012.org/> (no later amendments to or editions of these standards are incorporated) and to attain a score at the "intermediate high" level. As an alternative to the ACTFL interview, a program may administer another measure of oral proficiency, provided that approval for that measure is first obtained from the State Board ~~of Education~~ based on evidence that it permits identification of proficiency equivalent to the "intermediate high" level on the ACTFL interview.
- c) Pursuant to the standards set forth in 23 Ill. Adm. Code 27.340 (~~WorldForeign~~ Language), each approved preparation program in ~~worldforeign~~ language shall lead to candidates' eligibility for a special K-12 endorsement on a [PEL professional educator license](#).

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.160 Notification of Recommendations; Decisions by State Board of Education

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- a) ~~State Board staff~~The Secretary of State Educator Preparation and Licensure Board (SEPLB) shall notify an affected institution in writing ~~not~~ not later than 10 days after ~~final decisions have~~action has been ~~made~~taken of the recommendation from SEPLB pursuant to ~~the provisions of~~ this Subpart C regarding institution recognition and new or continuing program approval, and, except as provided in this subsection (a), shall await the institution's response (see subsections (b) and (c)) prior to forwarding that recommendation to the State Board of Education. The Secretary of SEPLB shall not await a response from an institution if, as applicable to the nature of the review:
- 1) SEPLB has recommended the initial recognition of the institution and EPP under Section 25.115, and the approval of all of its proposed programs under Section 25.120;
 - 2) SEPLB has recommended continuing the recognition of the EPP and the approval of all the EPP's existing preparation programs under Section 25.130(b) or (c)(2)(A);
 - 3) SEPLB has recommended approval of each proposed new preparation program under Section 25.120(b)(1); or
 - 4) SEPLB has recommended continuing approval of a preparation program under Section 25.120(b) or (c)(2)(A).
- b) Within 10 days after receipt of written notification from State Board staff under subsection (a), an affected EPP may submit a notice of objection to the State Superintendent. This narrative and any supporting documentation shall be submitted to the State Superintendent no later than 30 days after the institution submits its notice of objection. ~~Within 10 days after receipt of written notification from the Secretary of SEPLB, an affected institution may either submit a notice of objection to SEPLB's recommendation or withdraw its application for approval. The institution's narrative explanation of its objections shall conform to the requirements for rejoinders stated in Section 25.115(h) but may also be based upon an objection to SEPLB's review. This narrative and any supporting documentation shall be submitted to the State Superintendent not later than 30 days after the institution submits its notice of objection.~~e) The State Superintendent shall forward to the State Board ~~of Education~~ for consideration at its next available meeting the recommendation made by SEPLB and the institution's narrative explanation of its objections and shall inform SEPLB that

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these materials have been submitted for the State Board's consideration. The State Board may accept, modify, or reverse a recommendation of SEPLB.

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

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.165 Discontinuation of Programs

- a) An ~~EPP institution (whether recognized only under Section 25.115 or whose EPP and its programs are approved through the CAEP accreditation process)~~ that intends to discontinue an approved program or cease offering preparation programs altogether shall so notify the State Superintendent ~~of Education~~ no later than 30 days prior to taking that action, except that voluntary discontinuation of a program shall also be subject to the following additional requirements:
- 1) The institution shall assure the State Superintendent that all candidates currently enrolled in any program scheduled for discontinuation will have an opportunity to complete the program by providing a detailed teach-out plan in a format identified by the State Board.
 - 2) The institution shall supply to the State Superintendent the names and Illinois Educator Identification Numbers (IEINs)~~Social Security numbers~~ of all candidates currently enrolled in any program scheduled for discontinuation.
- b) When ~~approval of a program or recognition of an EPP is revoked or CAEP accreditation is revoked,~~ the State Board ~~of Education~~ may require the continued operation of the affected programs for three additional academic years to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. However, if the State Board determines in consultation with SEPLB that the program is unable to offer candidates learning opportunities that contribute to their competence as professional educators, the Board shall require that the program cease operating at the end of the then-current semester. The institution shall supply to the State Superintendent the names, anticipated dates of completion, and IEINs~~Social Security numbers~~ of all candidates currently enrolled in any program whose approval, ~~or the recognition or CAEP accreditation of its EPP,~~ is revoked. ~~1) An EPP that has had its recognition or its CAEP accreditation revoked may seek re-approval by~~

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~~completing the processes outlined in Section 25.115 for recognition and in Section 25.120 for each program for which it seeks approval.~~ 2) A recognized EPP that has had the ~~reauthorization~~ approval of one or more of its programs revoked may seek re-approval of the programs after three years by completing the process outlined in Section 25.120.

- c) A program in which no candidates have been enrolled for a consecutive three-year period shall be considered to have been discontinued by the State Board. An institution desiring to resume offering the program shall be required to comply with the requirements for initial approval stated in Section 25.120.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SUPPORT PERSONNEL

Section 25.215 Endorsement for School Social Workers

- a) The school social worker endorsement shall be affixed to a PEL.
- b) Each individual seeking a PEL endorsed for school social worker shall complete the requirements set forth in Section 25.25.
- ~~c~~a) Each ~~individual seeking~~ candidate for the school support personnel endorsement for school social worker shall hold a master's or higher degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work Education.
- ~~d~~b) Each ~~individual shall~~ candidate shall have completed
- 1) complete an Illinois program approved for the preparation of school social workers pursuant to Subpart C or a comparable approved program (including an internship) in another state or country; or
 - 2) hold a comparable certificate or license issued by another state or country (see Section 25.425).
- ~~e~~e) If completing an Illinois approved program, each Each candidate shall have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work, and a school social work internship of at least 600 contact hours in a school

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setting or have one year of professional experience as a school social worker on a valid, comparable out-of-state school social work certificate or license that allows the holder to work as a school social worker in that state's public schools, or an Illinois educator license with stipulations for provisional educator with a school support personnel endorsement for school social worker.

- f) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), ~~as well as the test of basic skills,~~ subject to the provisions of Section 25.720 ~~and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.140.)~~
- g) The following experience shall be honored in lieu of an internship:
 - 1) one year of professional experience as a school social worker on a valid, comparable out-of-state certificate or license that allows the holder to work as a school social worker in that state's public schools; or
 - 2) one year of full-time experience working as a school social worker on a short-term approval and a proficient or higher evaluation rating.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.225 Endorsement for School Counselors

- a) The school counselor endorsement shall be affixed to a PEL.
- b) Each individual seeking a PEL endorsed for school counselor shall complete the requirements set forth in Section 25.25
- ca) Each ~~individual seeking applicant for~~ the school support personnel endorsement for school counselor shall hold a master's or higher degree awarded by a regionally accredited institution of higher education in school counseling.
- cb) Each individual shall:
 - 1) ~~complete applicant shall have completed~~ an Illinois program approved for the preparation of school counselors pursuant to Subpart C or a comparable approved program in another state or country (including an internship); or

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- 2) hold a comparable certificate or license issued by another state or country (see Section 25.425).
- ee) ~~If completing an Illinois approved program, each individual must complete. Each candidate shall have completed~~ a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. ~~Each individual must also complete. Except as provided in subsection (e), each applicant shall have completed~~ a structured and supervised internship that is part of an approved program.
- 1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case, at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.
- 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.
- 3d) ~~As part of an approved program, each individual shall complete coursework addressing. Except as provided in subsections (e) and (f), each applicant shall either:~~
- 1) ~~hold or be qualified to hold a professional educator license endorsed for teaching; or~~
- 2) ~~have completed, as part of an approved program, coursework addressing:~~

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- A) the structure, organization and operation of the educational system, with emphasis on PK-12 schools;
 - B) the growth and development of children and youth, and their implications for counseling in schools;
 - C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
 - D) effective management of the classroom and the learning process.
- f) The following experience shall be honored in lieu of an internship:
- 1) one year of professional experience as a school counselor on a valid, comparable out-of-state certificate or license that allows the holder to work as a school counselor in that state's public schools; or
 - 2) one year of full-time experience working as a school counselor on a short-term approval and a proficient or higher evaluation rating.
- e) ~~An applicant who holds another state's certificate or license in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) if he or she presents evidence of at least one year of full-time experience as a school counselor on a valid, comparable out-of-state school counseling certificate or license that allows the holder to work as a school counselor in that state's public schools or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school counselor.~~
- f) ~~An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) shall not be subject to the requirements of subsection (d).~~
- g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), ~~as well as the test of basic skills~~; subject to the provisions of Section 25.720 ~~and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.110.)~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

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Section 25.227 Interim Approval for School Counselor Interns (Repealed)

- a) ~~An individual who wishes to participate in an internship enabling him or her to meet the requirements described in Section 25.225 of this Part may obtain an interim approval as a school counselor intern. Each applicant for this approval shall either:
 - 1) ~~have completed, as part of an approved program, all the coursework described in Section 25.225(d)(2) of this Part; or~~
 - 2) ~~hold a master's or higher degree in the field of community counseling and be working toward completion of all requirements necessary for an endorsement as a school counselor as described in Section 25.225 of this Part.~~~~
- b) ~~Each applicant shall be of good character, as defined in Section 21B-15 of the School Code [105 ILCS 5/21B-15].~~
- c) ~~Each applicant shall submit the application fee required under Section 21B-40 of the School Code along with an application to the State Board of Education and a transcript indicating compliance with subsection (a) of this Section.~~
- d) ~~Interim approval as a school counselor intern shall be valid until June 30 immediately following three years after the approval being issued and shall not be renewable.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.230 Nationally Certified School Psychologist

An individual who is a Nationally Certified School Psychologist may qualify for a school support endorsement for school psychologist under this Section, rather than the requirements set forth in Section 25.235 (Endorsement for School Psychologists). Each candidate shall hold a valid Nationally Certified School Psychologist (NCSP) credential issued by the National Association of School Psychologists (<http://www.nasponline.org/standards-and-certification/national-certification/index.aspx>) that allows the holder to work as a school psychologist in public schools.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

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Section 25.235 Endorsement for School Psychologists

- a) The school psychologist endorsement shall be affixed to a PEL.
- b) Each individual seeking a PEL endorsed for school psychologist shall complete the requirements set forth in Section 25.25.
- c) Each candidate for the school support personnel endorsement for school psychologist shall hold a master's or higher degree in psychology or educational psychology with a specialization in school psychology.
- db) Each candidate shall:
 - 1) have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C or a comparable approved program in another state or country (including an internship); or
 - 2) hold a comparable certificate or license issued by another state or country (see Section 25.425).
- ee) If completing an Illinois approved program, each Each candidate shall have completed both a supervised field experience of at least 250 hours in a school setting ~~and/or child study center and a one-year, full-time internship under the direction of an intern supervisor.~~ either:
- f) The following experience shall be honored in lieu of an internship:
 - 1) one year of professional experience as a school psychologist on a valid, comparable out-of-state certificate or license that allows the holder to work as a school psychologist in that state's public schools~~a one-year, full-time internship under the direction of an intern supervisor; or~~
 - 2) one year of full-time experience working as a school counselor on a short-term approval and a proficient or higher evaluation rating, one year of full-time work experience as a school psychologist on a valid, comparable out-of-state school psychology certificate or license that allows the holder to work as a school psychologist in that state's public schools or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school psychologist.

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- g~~e~~) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), ~~as well as the test of basic skills,~~ subject to the provisions of Section 25.720 ~~and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.130.)~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.245 Endorsement for School Nurses

- a) The school nurse endorsement shall be affixed to a [PEL](#).
- b) Each individual seeking a [PEL](#) endorsed for school nurse shall complete the requirements under Section 25.25.
- c) Each individual seeking the school support personnel endorsement for school nursing shall hold a bachelor's degree or higher.
- d) Each individual shall:
- 1) complete an Illinois program approved for the preparation of school nurses pursuant to Subpart C or a comparable approved program (including an internship) in another state or country; or
 - 2) hold a comparable certificate or license issued by another state or country.
- e) If completing an Illinois approved program, each individual must complete an internship of at least 300 hours that is supervised by a school nurse who holds an endorsement issued under this Section with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.
- f) The following experience shall be honored in lieu of an internship:
- 1) one year of professional experience as a school nurse on a valid, comparable out-of-state certificate or license that allows the holder to work as a school nurse in that state's public schools; or
 - 2) one year of full-time experience working as a school nurse on a short-term approval and a proficient or higher evaluation rating.

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g) ~~Each individual must pass the applicable content-area test (see Section 25.710) subject to the provisions of Section 25.720.~~

h) ~~Each individual shall be licensed as a registered professional nurse in Illinois under the Nurse Practice Act [225 ILCS 65].~~

~~Each candidate for the school support personnel endorsement for school nursing shall hold a bachelor's degree or higher.~~

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

e) ~~Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country.~~

d) ~~Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2):~~

1) ~~Completion of an internship that:~~

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

B) ~~was supervised by a school nurse who holds an endorsement issued under this Section with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.~~

2) ~~Completion of two years of experience as a school nurse prior to July 1, 1972.~~

e) ~~Each candidate shall be required to pass the applicable content area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.120.)~~

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- f) ~~Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school nurse.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.250 Standards for ~~Non-Teaching~~ Speech-Language Pathologists

A support personnel endorsement as a ~~speech-language pathologist~~~~Non-Teaching Speech-Language Pathologist~~ shall be available to holders of the ~~PEL~~~~professional educator license~~ who demonstrate that they meet the standards set forth at 23 Ill. Adm. Code 28.230 by completing an approved program and passing the relevant test. These individuals shall not be required to meet the Illinois Professional Teaching Standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24) or the ~~Initial Teacher Preparation Program~~~~Common Core of~~ Standards for All Special Educators (23 Ill. Adm. Code 28.100).

- a) An individual who holds a ~~non-teaching~~ speech-language pathologist's credential may serve as part of a team that includes a licensed teacher and may provide instructional support to that teacher or to students in regard to academic subjects. However, he or she shall not be the educator responsible for the academic instruction of students in a class or the sole teacher in a classroom.
- b) An individual who holds a ~~non-teaching~~ speech-language pathologist's credential may provide any service that constitutes speech-language therapy, regardless of the setting in which the service is delivered. That is, the ~~non-teaching~~ speech-language pathologist may provide therapeutic services as the sole professional in an individual or group setting.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.252 Endorsement for ~~Non-Teaching~~ Speech-Language Pathologists

Certain individuals may qualify for a school support personnel endorsement for ~~non-teaching~~ speech-language pathologist, as provided in Section 14-1.09b of the ~~School~~ Code ~~[105 ILCS 5]~~.

- a) The speech-language pathologist endorsement shall be affixed to a PEL.

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- b) Each individual seeking a PEL endorsed for speech-language pathologist shall complete the requirements set forth in Section 25.25.
- c) Each applicant shall hold a master's or doctoral degree in speech-language pathology earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the Code. For the purposes of this subsection (c), an approved course of study or an accredited program (Section 14-1.09b(b)(2) of the Code) includes those courses of study or programs that hold either accreditation or the status of "accreditation individual" issued by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association at the time that the applicant completed the program.
- d) Each individual shall:
 - 1) complete an Illinois program approved for the preparation of speech-language pathologists under Subpart C or a comparable approved program (including an internship) in another state or country; or
 - 2) hold a comparable certificate or license issued by another state or country.
- e) The following experience shall be honored in lieu of an internship:
 - 1) one year of professional experience in PK-12 schools as a speech-language pathologist on a valid, comparable out-of-state certificate or license that allows the holder to work as a speech-language pathologist in that state's public schools; or
 - 2) 150 clock hours of supervised, school-based professional experience.
 - A) That experience shall be related to the aspects of practice that are addressed in the content-area standards for speech-language pathologists (see Section 25.250 and 23 Ill. Adm. Code 28 (Standards for Endorsements in Special Education)) with respect to:
 - i) planning and intervention;
 - ii) the learning environment;

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- iii) service delivery;
- iv) professional conduct and ethics; and
- v) facilitation and advocacy.

B) The required evidence of completion of the experience required by this subsection (e)(2) shall be a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the individual's experience with students with disabilities in a school setting. This letter shall indicate how the experience related to the knowledge or performance aspects of each of the standards identified in subsection (c)(2).

- f) Each individual must pass the applicable content-area test (see Section 25.710), subject to the provisions of Section 25.720.
- g) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the Code.
- h) Notwithstanding any of the requirements of this Section, the speech-language pathology endorsement shall be issued to any speech-language pathologist who meets the following requirements, as outlined in Section 14-1.09b(c) of the Code:
 - 1) *holds a regular license as a speech-language pathologist pursuant to the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110]; and*
 - 2) *holds a current Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association.*
- a) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code.
- b) Each applicant shall hold a master's or doctoral degree earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the School Code. For the purposes of this subsection (b), a course of study or program approved or accredited (Section 14-1.09b(b)(2) of the School Code) includes those courses of study or programs that hold either accreditation or the status of

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~~"accreditation candidate" issued by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association at the time that the applicant completed the program.~~

e) ~~Each applicant shall have met the requirements of Section 14-1.09b(b)(3) of the School Code.~~

- 1) ~~A program of study that meets the content area standards for speech language pathologists approved by the State Board of Education in consultation with the SEPLB is a relevant preparation program that has been approved pursuant to Subpart C.~~
- 2) ~~A comparable out of state program is one that leads to qualification as either a teaching or a non-teaching speech language pathologist.~~
- 3) ~~A comparable out of state license or certificate is one authorizing employment in the public schools in either capacity. If no educational credential is issued by the state's Board of Education, a credential issued by a state professional association or organization in speech language pathology can be used.~~
- 4) ~~The required 150 clock hours of supervised, school-based professional experience shall consist of activities related to the aspects of practice that are addressed in the content area standards for speech language pathologists (see Section 25.250 and 23 Ill. Adm. Code 28 (Standards for Certification in Special Education)) with respect to:~~
 - A) ~~planning and intervention;~~
 - B) ~~the learning environment;~~
 - C) ~~service delivery;~~
 - D) ~~professional conduct and ethics; and~~
 - E) ~~facilitation and advocacy.~~
- 5) ~~The required evidence of completion for the 150 clock hours of supervised, school-based professional experience shall be a letter signed by the chief administrator or other designated official of the employing~~

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~~school district or nonpublic school documenting the nature and duration of the individual's experience with students with disabilities in a school setting. This letter shall indicate how the experience related to the knowledge and/or performance aspects of each of the standards identified in subsection (c)(4).~~

- d) ~~Each candidate shall be required to pass the applicable content area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.255 Interim Approval for Speech-Language Pathologist Interns (Repealed)

~~An individual who has met the requirements of Section 14-1.09b(b)(1) and (b)(2) of the School Code and who wishes to participate in an internship enabling him or her to complete the supervised, school-based professional experience described in Section 14-1.09b(b)(3) of the School Code and Section 25.252 of this Part may obtain an interim approval as a speech-language pathologist intern.~~

- a) ~~Each applicant for this approval shall be of good character, as defined in Section 21B-15 of the School Code [105 ILCS 5/21B-15].~~
- b) ~~Each applicant shall be required to pass the tests required under Section 25.252(d) of this Part.~~
- e) ~~Each applicant shall submit an application to the State Board of Education along with:~~
 - 1) ~~the application fee required by Section 21B-40 of the School Code;~~
 - 2) ~~evidence that he or she meets the licensing requirements of Section 14-1.09b(b)(1) of the School Code; and~~
 - 3) ~~evidence that he or she holds an advanced degree in conformance with Section 14-1.09b(b)(2) of the School Code.~~

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- d) ~~Interim approval as a speech language pathologist intern shall be valid until June 30 immediately following three years after the approval being issued and shall not be renewable.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.260 Endorsement for School Marriage and Family Therapists

- a) The marriage and family therapist endorsement shall be affixed to a PEL.
- b) Each individual seeking a PEL endorsed for marriage and family therapist shall complete the requirements set forth in Section 25.25.
- c) Each individual seeking a school family therapist personnel endorsement for school marriage and family therapist shall hold a master's or higher degree in marriage and family therapy awarded by a regionally accredited institution of higher education.
- d) Each individual shall:
- 1) complete an Illinois program approved for the preparation of school marriage and family therapists pursuant to Subpart C or a comparable out-of-state program (including an internship); or
 - 2) hold a comparable certificate or license issued by another state or country (see Section 25.425).
- e) If completing an Illinois approved program, each individual must complete a supervised marriage and family therapist practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in this subsection (e), each applicant must complete a structured and supervised internship, as part of an approved program.
- 1) The internship must occur in a school setting and include at least 600 clock hours and last no less than one semester, during which the individual shall engage in the performance of various aspects of the marriage and family therapist role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the

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discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case, at least 240 hours of the internship shall involve direct service work with individuals and groups of school age and may include students' families.

- 2) The internship shall occur in a school setting, except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in related settings outside the schools that, in the judgment of the institution, expose the individual to the needs of school-aged children and prepare the individual to function as a marriage and family therapist.
- f) The following experience shall be honored in lieu of an internship:
 - 1) one year of professional experience in PK-12 schools as a marriage and family therapist on a valid, comparable out-of-state certificate or license that allows the holder to work as a marriage and family therapist in that state's public schools; or
 - 2) one year of full-time experience working as a marriage and family therapist on a short-term approval and an proficient or higher evaluation rating.
 - g) Each individual must pass the applicable content-area test (see Section 25.710) subject to the provisions of Section 25.720.
 - a) Each candidate for school family therapist personnel endorsement for school marriage and family therapist shall hold a master's or higher degree in marriage and family therapy awarded by a regionally accredited institution of higher education.
 - b) Each candidate shall have completed an Illinois program approved for the preparation of school marriage and family therapists pursuant to Subpart C or hold a comparable certificate or license issued by another state or country (see Section 25.425).
 - e) Each candidate shall have completed a supervised marriage and family therapist practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work.

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~~Except as provided in subsection (d), each applicant shall have completed a structured and supervised internship, as part of an approved program.~~

- ~~1) The internship must occur in a school setting and include at least 600 clock hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the marriage and family therapist role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case, at least 240 hours of the internship shall involve direct service work with individuals and groups of school age and may include students' families.~~
- ~~2) The internship shall occur in a school setting, except that, at the discretion of the institution, a maximum of one third of the hours required may be credited for experiences in related settings outside the schools that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a marriage and family therapist.~~
- ~~d) An applicant shall not be subject to the requirements of subsection (c) if he or she presents evidence of holding a valid and comparable out of state license that is valid for serving as a marriage and family therapist in the public schools of that state or provides evidence of at least one year of full time experience as a school marriage and family therapist on an Illinois educator license with stipulations endorsed for provisional educator with school support personnel endorsement for school marriage and family therapist.~~
- ~~e) Each candidate shall be required to pass the applicable content area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code [105 ILCS 5]. (See also 23 Ill. Adm. Code 23.140.)~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

**Section 25.265 Interim Approval for School Marriage and Family Therapist Interns
(Repealed)**

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~~An individual who wishes to participate in an internship enabling him or her to meet the requirements described in Section 25.260 may obtain an interim approval as a school marriage and family therapist intern.~~

- a) ~~Each applicant shall be of good character, as defined in Section 21B-15 of the School Code [105 ILCS 5].~~
- b) ~~Each applicant shall be required to pass the tests required under Section 25.260(e).~~
- c) ~~Each applicant shall submit the application fee required under Section 21B-40 of the School Code, along with an application to the State Board of Education and a transcript indicating compliance with subsection (a).~~
- d) ~~Interim approval as a school marriage and family therapist intern shall be valid until June 30 immediately following three years after the approval being issued and shall not be renewable.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

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

Section 25.300 Relationship Among Credentials in Subpart E

Each candidate for an administrative endorsement shall hold a ~~PEL professional educator license~~ issued pursuant to Section 21B-20(1) of the ~~School~~ Code and Section 25.25 of this Part. ~~After July 1, 2013, each of the credentials discussed in this Subpart requires a separate endorsement on a professional educator license.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.311 Alternative Route to Superintendent Endorsement ~~(Beginning January 1, 2013)~~

This Section establishes the requirements, in addition to those set forth in Section 21B-55 of the ~~School~~ Code, ~~[105 ILCS 5]~~ for programs offering an alternative route to obtain a superintendent endorsement on the ~~PEL professional educator license~~ for those individuals who have *been employed for a period of at least five years in a management-level position other than education.* ~~(Section 21B-55(d)(2) of the Code)[105 ILCS 5/21B-55(d)(2)]~~

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a) General Requirements

An institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C may establish a program under this Section. Each alternative superintendent endorsement program shall:

- 1) include an intensive course of study covering each of the areas listed in Section 21B-55(c) of the ~~School~~ Code that is provided in a shorter amount of time than what is required to complete a superintendent endorsement preparation program approved pursuant to Subpart C and offered immediately preceding the candidate's placement into a school district under subsection (a)(2) of this Section;
- 2) provide for the candidate's placement as a full-time superintendent or assistant superintendent in an Illinois public school district for one school year; and
- 3) conduct a comprehensive assessment of the candidate's performance by school officials, which shall include at least the president of the board of education of the district of placement and, if the candidate is serving as an assistant superintendent, the district superintendent.

b) Candidate Qualifications

~~1) In order to be admitted to an alternative superintendent endorsement program, each candidate shall pass Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.720 of this Part.~~

1) In order to serve as superintendent or assistant superintendent, each candidate shall apply for and be issued an educator license with stipulations endorsed for alternative provisional superintendent upon the presentation of evidence of having met the requirements set forth in Section 21B-55(d) of the ~~School~~ Code and payment of the fee required under Section 21B-40 of the ~~School~~ Code.

- A) For the purposes of previous employment, "management-level position" does not include any management position in a public or nonpublic school that serves any of prekindergarten through grade 12.

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B) A "minimum of a master's degree" means the completion of a master's degree or other degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

C) Each candidate shall pass the content-area test for superintendent.

~~23~~) *Successful completion of an alternative route to superintendent endorsement program shall be deemed to satisfy any other supervisory, administrative, or management experience requirements established by law, and, once completed, an individual shall be eligible for a superintendent endorsement on a professional educator license (Section 21B-55(e) of the ~~School~~ Code) upon application and payment of the fee required under Section 21B-40 of the ~~School~~ Code.*

c) Proposal Requirements

- 1) Each proposal to establish an alternative program shall describe the roles and responsibilities of the participating institution of higher education or not-for-profit entity and the school districts in which candidates will be assigned for the year of practice as full-time superintendents or assistant superintendents.
- 2) Each proposal shall describe the proposed course of study, which shall:
 - A) describe how individual candidates' education and experience will be used in determining the portions of the course of study he or she will be required to complete;
 - B) demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a superintendent endorsement preparation program approved pursuant to Subpart C with regard to:
 - i) educational management;
 - ii) governance and organization; and
 - iii) instructional and district planning; and

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- C) include a preservice assessment of each candidate's performance to be conducted by the institution of higher education at the conclusion of the course of study in order to determine the candidate's readiness for the year-long assignment as a superintendent or assistant superintendent. Each proposal shall state the criteria for the institution's determination of candidates' readiness.
- 3) Each proposal shall describe the proposed arrangements for candidates' assignment to a position as superintendent or assistant superintendent and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each agreement shall address the nature and intensity of the support to be provided to candidates by experienced district-level administrators, university staff ~~and~~ or other professionals with relevant experience, including at least:
 - A) the qualifications and experience of these individuals;
 - B) the estimated amount of time these individuals will devote to advising and assisting candidates; and
 - C) the specific roles of the assisting individuals.
- 4) Each proposal shall describe the proposed method of assessing candidates' performance for the year referred to in this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education or not-for-profit entity and the school districts where candidates will practice. Each agreement shall include:
 - A) the roles of all parties who will participate in the evaluation of candidates; and
 - B) assessment methods capable of demonstrating whether a candidate has acquired knowledge and skills equivalent to those required of candidates in a superintendent endorsement preparation program approved pursuant to Subpart C.

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- 5) Each proposal shall delineate the criteria by which candidates will be recommended for the superintendent endorsement on the [PEL professional educator license](#) by the participating institution of higher education or not-for-profit entity.
- 6) Each proposal shall include an assurance that if a candidate, during his or her year of practice, will be evaluating any principals, the program shall facilitate and ensure the candidate's successful completion of the prequalification process and passage of the assessment required under Section 24A-3 of the [School Code](#).
- 7) Proposals shall be submitted [electronically](#) to the State Board ~~of Education and addressed as follows:~~

~~Alternative Superintendent Endorsement Program
100 North First Street
Springfield, Illinois 62777~~

- d) Program Approval
Proposals for the establishment of alternative superintendent endorsement programs meeting the specifications of this Section and Section 21B-55 of the [School Code](#) shall be approved by the State Superintendent pursuant to the requirements set forth in Section 25.120 ~~of this Part~~, in consultation with [SEPLB the State Educator Preparation and Licensure Board](#).
- e) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.335 General Administrative Endorsement (Through June 30, 2016) (Repealed)

~~This endorsement, to be affixed to a professional educator license, 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.) No candidates currently are being admitted to general administrative endorsement programs (see Section 21B-25(2)(A) of the School Code). For candidates who have completed a program on or before September 1, 2014, a general administrative endorsement shall be issued in accordance with the deadlines set forth at Section 21B-25(2)(A) of the School Code.~~

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- 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. 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; or~~
 - 2) ~~a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).~~~~
- e) ~~Each candidate shall have two years of full-time teaching or school support 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, pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), or meeting comparable out-of-state recognition standards.~~
- d) ~~Each candidate shall be required to pass the applicable content area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.~~
- e) ~~A candidate who receives the general administrative endorsement on or before June 30, 2016 may continue to be employed in the positions listed in this Section after July 1, 2016. (Also see Section 25.337(d).)~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.337 Principal Endorsement (2013)

- a) This endorsement is required for principals and assistant principals.

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- b) A principal endorsement shall be affixed to a ~~PEL~~ [professional educator license](#) provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the ~~School Code~~ [\[105 ILCS 5\]](#) (also see Section 25.425 of this Part).
- c) Each candidate shall have *at least 4 total years of teaching or 4 total years of working in the capacity of school support personnel in an Illinois public school or nonpublic school recognized by the State Board of Education in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), in a school under the supervision of the Illinois Department of Corrections, or in an out-of-state public school or out-of-state nonpublic school meeting out-of-state recognition standards comparable to those approved by the State Superintendent of Education (Section 21B-25(2)(B)(ii) of the Code)* ~~[105 ILCS 5/21B-25]~~.
- d) For the purposes of Section 21B-25(2)(B)(ii) of the ~~School Code~~, a candidate may qualify for the principal endorsement with *fewer than 4 years of experience* upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the ~~School Code~~ and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).
- 1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating in his or her three annual performance evaluations conducted.
 - 2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), ~~as well as the test of basic skills, pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.~~

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- f) ~~An individual holding a general administrative endorsement issued pursuant to Section 25.335 may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.345 Endorsement for Chief School Business Official

This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

- a) Each candidate for the chief school business official's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. 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, other than a candidate whose master's degree was earned in *business administration, finance, accounting, or public administration* (~~Section 21B-25(2)(C) of the School Code [105 ILCS 5]~~), shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country, or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have:
- 1) *two years' of full-time administrative experience in school business management* (~~Section 21B-25(2)(C) of the School Code~~); or
 - 2) *two years of university-approved practical experience.* (~~Section 21B-25(2)(C) of the Code~~)
- c) Each candidate whose master's degree was earned in *business administration, finance, accounting, or public administration* shall complete an additional six semester hours of internship in school business management from a regionally accredited institution of higher education (Section 21B-25(2)(C) of the ~~School Code~~) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer. Institutions may consider a candidate's work experience in a school business office that is comparable to the

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responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.

- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), ~~as well as the test of basic skills pursuant to Section 25.720, except that individuals holding a professional educator license who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.~~
- e) Educator License with Stipulations. An individual holding an educator license with stipulations endorsed for chief school business official shall be considered fully qualified to serve as a chief school business official provided he or she meets any renewal requirements set forth in Subpart J.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.355 Endorsement for Superintendent ~~(Beginning September 1, 2016)~~

The requirements of this Section apply to individuals seeking a superintendent endorsement ~~on or after September 1, 2016.~~

- a) This endorsement is required for superintendents and assistant superintendents.
- b) A superintendent endorsement shall be affixed to a ~~PEL~~ professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the ~~School~~ Code ~~[105 ILCS 5]~~ (see Section 25.425).
- c) In accordance with Section 21B-25(2)(D) of the ~~School~~ Code, each candidate shall hold an Illinois ~~PEL~~ professional educator license and have two years of full-time administrative or supervisory experience in a general administrative position or as a principal, director of special education, or chief school business official either:

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- 1) on the Illinois general administrative, principal, director of special education, or chief school business officer endorsement in:
 - A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a [PEL professional educator license](#) endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a [PEL professional educator license](#) endorsed in the teaching field specific to each teacher's assignment; or
- 2) while holding a credential required by the employing state in order to serve as principal, director of special education, or chief school business official that is comparable *in validity and educational and experience requirements* (Section 21B-25(2)(D) of the ~~School~~ Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)

- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710); ~~as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.360 Endorsement for Superintendent (Through August 31, 2019) (Repealed)

~~This endorsement, to be affixed to a professional educator license, is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.) Applicants for an endorsement issued under this Section shall apply for, and have the endorsement issued, no later than September 1, 2019.~~

- a) ~~Each candidate for the superintendent's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of~~

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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 an Illinois program approved for the preparation of superintendents pursuant to Subpart C or have met the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- e) In accordance with Section 21B-25(2)(D) of the School Code, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time in a general administrative position or as a principal, director of special education or chief school business official either:
 - 1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:
 - A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or
 - 2) while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable in validity and educational and experience requirements (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)
- d) Each candidate shall be required to pass the applicable content area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.

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(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.365 Endorsement for Director of Special Education

This endorsement, to be affixed to a ~~PEL professional educator license~~, shall be required for directors and assistant directors of special education ~~beginning July 1, 2005~~.

- a) Each candidate for the director of special education endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. 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:
 - 1) have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C or a comparable approved program specific to directors of special education in another state or country or hold a comparable certificate or license issued by another state or country, provided that the requirements met by the applicant for the out-of-state program or certificate or license included completion of at least one course each in:
 - A) special education law;
 - B) special education finance;
 - C) supervision of programs for children with disabilities; and
 - D) cross-categorical special education methods; or
 - 2) submit, along with the application for the endorsement and the applicable fee, a copy of a letter of approval as an administrator of special education issued by the State Board ~~of Education~~ at any time; or
 - 3) submit, along with the application for the endorsement and the applicable fee, evidence of holding an administrative certificate or a ~~PEL professional educator license~~ endorsed for an administrative position and having completed 30 semester hours of coursework, distributed as ~~follows: specified in this subsection (b)(3)~~.

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- A) at least one course in each of the areas described in subsection (b)(1); and
- B) additional coursework to reach the required total of 30 semester hours, chosen from the areas of:
 - i) curricular adaptations/modifications and assistive technology;
 - ii) facilitation of the least restrictive environment for all students;
 - iii) characteristics of students with disabilities;
 - iv) collaboration with parents and school personnel;
 - v) transition services for students with disabilities; and
 - vi) educational and psychological diagnosis and remedial techniques.
- c) Each candidate shall have two years' full-time experience providing special education services:
 - 1) in the public schools, as a special education teacher, a speech-language pathologist, a school social worker, or a school psychologist; or
 - 2) in a nonpublic school, if the candidate holds the appropriate corresponding Illinois ~~PEL professional educator license~~ endorsed in a special education teaching field or for school support personnel as speech-language pathologist, school social worker, school psychologist, school counselor, school nurse, or marriage and family therapist.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), ~~as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.~~

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.400 Registration of Licenses; Fees

Section 21B-40 of the ~~School~~ Code ~~[105 ILCS 5]~~ requires the registration of an individual's educator license (i.e., ~~PEL professional educator license~~, educator license with stipulations, or substitute teaching license) and establishes the amount of the registration fee to be paid for each full or partial year in the license's validity period. An individual shall register the license immediately (i.e., before January 1 of the next fiscal year) after the date on which the license initially was issued and between April 1 and June 30 in the last year of each 5-year renewal cycle. (See Sections 21B-40(a)(4) and 21B-45(k) of the ~~School~~ Code.) Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

- a) An individual shall pay a separate fee to register each license held (i.e., ~~PEL professional educator license~~, educator license with stipulations, or substitute teaching license) for the license's period of validity (i.e., the time period during which the license is valid). An individual who does not hold an educator license but who has an approval issued pursuant to this Part is not subject to the requirements of this Section.
- b) An individual is required to register his or her license in each region where he or she teaches or in any county of the State, if the individual is not yet employed, but is required to pay a registration fee in only one region. Therefore, an individual who moves from one region to another after paying a registration fee for a particular period of time:
 - 1) shall be required to register his or her license in the new region; but
 - 2) shall not be required to pay any additional registration fee.
- c) When a registration fee is paid, the amount due shall be the amount required to register the license for its entire period of validity.
- d) Pursuant to Section 25.450, a licensee may ~~immediately~~ reinstate the license if it has lapsed (i.e., become invalid for employment due to failure to register the license) by payment of all accumulated registration fees and either payment of the penalty or completion of the coursework required under Section 21B-45 of the ~~School~~ Code. The amount due for each year in the renewal cycle shall be the fee

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that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.

- e) The provisions of subsection (d) do not apply to individuals who are ineligible to register their licenses due to the renewal requirements set forth in Section 21B-45 of the ~~School~~ Code and Subpart J not being met by September 1 of the year in which the license expired. A license subject to this subsection (e) shall be reinstated:
 - 1) upon payment of all accumulated registration fees;
 - 2) either payment of the penalty or completion of the coursework required under Section 21B-45 of the ~~School~~ Code, ~~the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed~~; and
 - 3) completion of any outstanding professional development activities required for renewal.
- f) The amount of the fee that was in effect for any given year shall remain in effect for that year, regardless of when the fee is paid.
- g) In accordance with Section 21B-45(e)(5) of the ~~School~~ Code, *a licensee working in a position that does not require a professional teaching license or an educator license with stipulations or working in a position for less than 50 percent of full-time equivalency for any particular school year is considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license.*
- h) In accordance with Section 21B-45(e)(6) of the ~~School~~ Code, a licensee with a license in retired status *shall not be required to pay registration fees until returning to a position that requires educator licensure. Upon returning to work in a position that requires the PEL, at which time the licensee shall immediately pay a registration fee and complete renewal requirements for that year.* (See Subpart J regarding renewal requirements.) The requirements of this subsection (h) do not apply to a licensee whose license is in retired status, who holds a ~~PEL professional educator license~~, and who works only as a substitute teacher for less than 50 percent of full-time equivalency for any particular school year.
- i) An unregistered license is invalid after September 1 for employment and

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performance of services in an Illinois public or State-operated school or cooperative and a charter school. ~~(Section 21B-45(a) of the School Code)~~

- j) The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more licenses shall have the effect of extending the period of validity of any other license that is subject to additional renewal requirements that have not been met.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.425 Individuals Prepared in Out-of-State Institutions

- a) In accordance with Section 21B-35 of the ~~School Code [105 ILCS 5]~~, an applicant who ~~was prepared in~~ ~~has completed a comparable state approved education program of~~ another state or country may be granted an Illinois professional educator license endorsed in the area (i.e., teaching, administrative, or school support personnel) that corresponds to the completed program if he or she meets all the generally applicable requirements of Article 21B of the ~~School Code~~ (e.g., age and good character) and the requirements for the license and the endorsement sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed ~~and is aligned to the standards set forth in Section 25.115(e). A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education or a not-for-profit entity recognized under Subpart C.~~
- 1) ~~The individual shall hold a bachelor's degree or higher from a regionally accredited institution of higher education. (Section 21B-35(a)(2) of the School Code)~~
 - 2) ~~Each applicant for an Illinois professional educator license endorsed in a teaching field who has not been entitled by an Illinois approved institution of higher education or completed an Illinois approved program must hold a valid, comparable out-of-state license or have completed a program that met the following requirements:~~
 - A) ~~For those who have completed traditional preparation programs, these requirements include:~~

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- i) ~~college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;~~
 - ii) ~~coursework in the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;~~
 - iii) ~~coursework in the methods of reading and reading in the content area (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(B) of this Part; and~~
 - iv) ~~coursework in instructional strategies for English language learners, which shall address bilingual education, English as a Second Language or English as a New Language methods (Section 21B-35(a)(5) of the School Code).~~
- B) ~~For those who have completed preparation programs in a school support personnel field listed in Subpart D, these requirements include college coursework in:~~
- i) ~~professional education, including an internship or equivalent experience;~~
 - ii) ~~the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;~~
 - iii) ~~the methods of reading and reading in the content area (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and~~
 - iv) ~~instructional strategies for English language learners (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language~~

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~~acquisition and the diverse learner set forth in the Standards for the Speech Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsement).~~

- ~~C) For those who are seeking an endorsement for principal, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.337.~~
 - ~~D) For those who are seeking an endorsement for superintendent, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.360.~~
 - ~~E) For those who are seeking an endorsement for chief school business official, the applicant's preparation shall be evaluated in accordance with the criteria specified Section 25.345.~~
 - ~~F) For those who are seeking an endorsement for director of special education, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.365.~~
 - ~~G) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution, either an intensive course of study approved by that state for this purpose or a valid, comparable out-of-state license, and student teaching or another structured teaching experience that forms part of the approved alternative program, as well as the coursework specified in subsection (a)(2)(A).~~
- 13) Each out-of-state applicant shall have passed each of the tests required for the PEL professional educator license and the endorsement sought, as set forth in Section 21B-30 of the School Code and Section 25.720.
- 24) In accordance with Section 21B-30(f) of the School Code, beginning July 1, 2015, each applicant who has not been entitled by an Illinois-approved institution of higher education for a PEL professional educator license endorsed in a teaching field shall pass the teacher performance assessment (TPA) (see Section 25.720(c) of this Part). ~~Any applicant who completed student teaching by August 31, 2015 may pass the Assessment of~~

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~~Professional Teaching (APT) instead (see Section 25.720(d)). If the applicant has not met the requirement to pass the TPA and is not eligible to take the APT, he or she may:~~

- ~~A)~~ apply for an educator license with stipulations endorsed for the grade levels and content area of the endorsement sought, provided he or she holds a valid, comparable certificate or license from another state and has passed the test of basic skills and applicable content area test required by Section 21B-30 of the School Code and Section 25.720 of this Part, and complete the TPA while employed as a teacher in an Illinois school district; or
 - ~~A~~B) enroll in the student teaching portion of an educator preparation program offered by an Illinois institution of higher education approved to offer a program pursuant to Subpart C, during which time the TPA shall be completed; or
 - ~~B~~C) for purposes of meeting both the requirements of Section 21B-30(f) of the ~~School~~ Code and this subsection (a)(4), an applicant who provides evidence with his or her application of having at least one year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.
- b) An individual may receive additional endorsements on a ~~PEL~~ professional educator license endorsed for teaching by meeting the applicable requirements of Sections 25.37 and 25.100.
 - c) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service whose evaluations are accepted by the State Board pursuant to subsection (d) to determine if the candidate has met the requirements of Section 21B-35(b) of the ~~School~~ Code, including the coursework required under subsection (a)(2)(A).
 - 1) After reviewing the documents submitted, the service shall provide to the State Superintendent ~~of Education~~ a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.

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- 2) The transcript provided by the service pursuant to subsection (c)(1) shall be reviewed to determine whether the individual qualifies for a [PEL professional educator license](#) and the endorsements for which application was made; if so, he or she shall receive the license and the endorsements indicated by the coursework completed.
- 3) If the review of the individual's transcript indicates that he or she does not qualify for a [PEL professional educator license](#) and the endorsements for which application was made, he or she shall receive a notification of the deficiencies for the license and the endorsement requested.
- d) Evaluation services shall be approved to review foreign credentials for purposes of Illinois licensure if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.430 Short-Term Approval for Teachers at All Grade Levels

Subject to the provisions of this Section, an individual ~~holding a professional educator license~~ may receive short-term approval for assignment in a position in which he or she does not hold necessary qualifications. Nothing in this Section is intended to modify existing endorsement requirements pursuant to Section 25.100.

- a) Applicability
 - 1) The short-term approvals described in this Section shall be available [for application](#) until June 30, 2023 with respect to:
 - A) individuals who [hold a PEL endorsed in a teaching area but lack full qualifications in a content area](#); [or](#)

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- B) individuals who do not hold a PEL but possess adequate content knowledge for the area to be taught, ~~lack the required grade level endorsements for an assignment; or~~
- C) ~~positions in which there is not a content area test for the endorsement.~~
- 2) The short-term approval shall be available in situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.
- 3) The short-term authorization described in this Section shall not be available with respect to:
 - A) special education teaching positions; or
 - B) driver's education positions.
- b) Application Procedures for Individuals Who Hold a Professional Educator License and Validity
 - 1) A licensed teacher seeking short-term approval under this Section shall file an application in the ELIS Educator Licensure Information System.
 - 2) The application for short-term approval shall be approved by the State Superintendent if the applicant provides proof of completion of nine semester hours of college coursework in the content area of assignment or provides proof of passing the content-area test for the assignment.
 - 3) ~~Short term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.~~
 - 4) ~~Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement pursuant to Section 25.100 to continue teaching in the assigned area.~~
- c) Application Procedures for Individuals Who Do Not Hold a Professional Educator License

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- 1) An individual seeking short-term approval under this Section shall file an application in [ELIS](#).
- 2) The application for short-term approval shall be approved by the State Superintendent if the applicant meets the following requirements:
 - A) provides proof of holding at least a bachelor's degree in the content area sought, or a bachelor's degree in any area and 32 semester hours of content-specific coursework in the area to be taught;
 - B) provides an assurance, signed by the hiring district, of the mentoring, instructional coaching, and supervision the individual will receive pursuant to subsection (c)(3).
- 3) District Mentoring and Instructional Coaching Plan
School districts employing individuals on a short-term approval earned under the provisions set forth in subsection (c)(2) must provide evidence of mentoring and instructional coaching that will be provided to the applicant.
 - A) The applicant must receive instructional coaching and mentoring from an individual who holds a PEL endorsed in a teaching field.
 - B) Instructional coaching must occur on an ongoing basis. Coaches must schedule at least one meeting per week with the applicant and document those meetings with the hiring district.
 - C) Districts must provide evidence of meeting the requirements of this subsection (c)(3) by filing annual reports with their ROE on a format specified by the State Board. ROEs shall upload reports to each educator's ELIS account.
- 4) Acquisition of the Professional Educator License
Individuals who work as teachers on the short-term approval shall receive the PEL in the content area of the short-term approval if the following requirements are met:
 - A) The individual shall file an application for the PEL in [ELIS](#) prior to the approval expiring; and

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B) The individual shall provide evidence of completing the requirements of Section 25.25.

d) Filing of Information by School Districts

The employing entity hiring an individual under this Section shall file the following with the regional superintendent in a format designed by the State Superintendent:

- 1) a description of the vacant position, including the subject area and the grade level;
- 2) a description of the entity's inability to fill the position with a fully qualified individual;
- 3) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position; and
- 4) a statement of assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught and, if the teacher is employed by virtue of meeting the requirements of subsection (c), a description of the supervision, mentoring, and instructional coaching that individual will receive.

e) Validity

- 1) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.
- 2) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement or the PEL to continue teaching in the assigned area.

f) Each regional superintendent overseeing the entity that employs an individual for a position under this Section shall upload the information specified in subsections (b)(1) through (4), on a form supplied by the State Superintendent, into the ELIS

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[account of the employed individual within 10 business days after the individual is hired.](#)

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.432 Short-Term Approval for School Support Personnel

Subject to the provisions of this Section, an individual holding an active and current professional license issued by the Department of Financial and Professional Regulation or a national certification board, as approved by the State Board of Education, related to the approval area sought, may receive short-term approval for assignment in a position in which he or she does not hold necessary qualifications.

a) Applicability

- 1) The short-term approvals described in this Section shall be available for application until June 30, 2023.
- 2) The short-term approval shall be available in situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of an employee who was fully qualified for the assignment in question.

b) Application Procedures and Validity

- 1) An individual seeking short-term approval under this Section shall submit an application in [ELIS](#).
- 2) The application for short-term approval shall be approved by the State Board if the applicant provides proof of meeting the following requirements:
 - A) Holds a master's degree or higher in the approval area sought (approvals for school nurse shall require a bachelor's degree or higher);
 - B) Holds [State or national licensure \(see subsection \(d\)\)](#); and
 - C) Provides an assurance, signed by the hiring district, of the supervision the individual will receive from an individual in the

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school of assignment who holds a PEL endorsed for administration.

- 3) Acquisition of the Professional Educator License
Individuals who work as a school support personnel on the short-term approval shall receive the PEL upon approval expiration if the following requirements are met:
 - A) The individual shall file an application for the PEL in the ELIS prior to the approval expiring; and
 - B) The individual shall provide evidence of completing the requirements of Section 25.25.
 - 4) Filing of Information by School Districts
The employing entity hiring an individual under this Section shall file the following with the regional superintendent in a format designed by the State Superintendent:
 - A) a description of the vacant position, including the subject area and the grade level;
 - B) a description of the entity's inability to fill the position with a fully qualified individual;
 - C) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
 - D) a statement of assurance that the district will provide the educator to be employed with mentoring and high-quality professional development each year in the subject area of the approval.
- c) Validity
- 1) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.

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- 2) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement or the PEL to continue teaching in the assigned area.
- d) Applicability of Professional Licensure and National Certification
- 1) The following national certifications, as applicable to the approval area sought, shall be used to meet the certification required by this Section:
- A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;
 - B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;
 - C) Nationally Certified Counselor from the National Board for Certified Counselors; or
 - D) Certified School Social Work Specialist (C-SSWS) from the National Association of Social Workers.
- 2) The following professional licenses issued by the Department of Financial and Professional Regulation, as applicable to the approval area sought, shall be used to meet the certification required by this Section:
- A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and
 - E) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].

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- e) Each regional superintendent overseeing the entity that employs an individual seeking a position under this Section shall upload the information specified in subsection (b), on a form supplied by the State Superintendent, into the ELIS account of the employed individual within 10 business days after the individual is hired.

(Source: Added at 45 Ill. Reg. _____, effective _____)

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21B-70 of the ~~School Code~~ ~~105 ILCS 5/21B-70~~ shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (a)). ~~For purposes of this Section, "State Superintendent of Education" means the State Superintendent or a designee.~~ When permitted or required by the State Superintendent, documentation called for in this Section may be submitted via electronic means.

- a) When the funding available in any fiscal year is inadequate to cover all the payments requested by "qualified educators", as defined in Section 21B-70(a) of the ~~School Code~~, payments shall be paid on a first-come, first-served basis, regardless of the type of payment being requested, but shall be subject to any limitations established for a particular payment type under Section 21B-70 of the ~~School Code~~. Therefore, although a qualified educator, as defined in Section 21B-70(a) of the ~~School Code~~, is someone who meets the requirements for a particular payment, not all qualifying educators in any given year will be assured of receiving the applicable payments.
- b) A qualified educator shall qualify for a payment as called for in Section 21B-70(c)(1), (c)(2), ~~or~~ (c)(3), or (d)(1) of the ~~School Code~~ when he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, as the individual originally assigned to a ~~full year~~-full-time position whose functions:
- 1) are specifically authorized by the grade levels and content-area endorsements on his or her PEL professional educator license and include the provision of instruction to students; or

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2) are specifically authorized by a school support personnel endorsement for school counselor on a ~~PEL~~professional educator license and include the provision of counseling services to students.

c) Qualification for Payments

1) A qualified educator shall qualify for one or more incentive payments under Section 21B-70(c)(5) of the ~~School~~ Code for each year during which:

A+) he or she is either:

iA) employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a ~~full year~~, full-time position whose functions meet the requirements of subsection (b), as verified by the employer using a format specified by the State Superintendent ~~of Education~~; or

iiB) retired (i.e., drawing an annuity from either the Teachers' Retirement System of the State of Illinois pursuant to Article 16 of the Illinois Pension Code [40 ILCS 5/Art. 16] or the Public School Teachers' Pension and Retirement Fund – Cities Over 500,000 Inhabitants pursuant to Article 17 of the Illinois Pension Code [40 ILCS 5/Art. 17]); and

B2) he or she *agrees, in writing*, using a format prescribed by the State Superintendent of Education, *to provide at least 30 hours of mentoring or National Board for Professional Teaching Standards (NBPTS) professional development or both during the school year to classroom teachers or school counselors* as described in Section 21B-70(c)(5) of the ~~School~~ Code. (Section 21B-70(c)(5) of the ~~School~~ Code)

2) Funds may also be used to provide instructional leadership training for qualified educators interested in supporting implementation of the Illinois Learning Standards or teaching and learning priorities identified by the State Board.

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- d) Requirements for Professional Development and Assistance to NBPTS Candidates
- 1) As verification that he or she qualifies for the applicable incentive payment, a qualified educator who provides professional development to new or experienced teachers or school counselors under subsection (c) shall submit to the State Superintendent ~~of Education~~ a written log of the assistance provided, using a format specified by the State Superintendent, demonstrating that he or she addressed one or more of the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) as relevant to the classroom-based needs of the recipient teachers, or one or more of the standards set forth in 23 Ill. Adm. Code 23.110 (Standards for the School Counselor), as applicable. Each recipient of professional development shall be identified by name, shall be working in an Illinois public educational setting, and shall sign the log as verification of the dates and hours of service indicated.
 - 2) As verification that he or she qualifies for the applicable incentive payment, a qualified educator who assists other Illinois educators in preparing for certification by the National Board for Professional Teaching Standards under subsection (c) shall submit to the State Superintendent ~~of Education~~ a written log of the assistance provided, using a format specified by the State Superintendent. This record shall identify the activities performed and verify that these activities addressed specific requirements candidates must meet for NBPTS certification.
- e) Requirements for Mentoring or NBPTS Professional Development
- 1) Mentoring or professional development provided in accordance with subsection (c) shall be conducted either:
 - A) as part of and in conformance with a mentoring or professional development program formally established by a school district; or
 - B) under the terms of a written agreement among the mentor, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipients, and those recipients, that describes the goals of the mentoring or professional development, the duration of the mentor's

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involvement, and the amount of time expected to be devoted to each recipient.

- 2) Mentoring or professional development may be provided to recipients either individually or in groups, provided that the mentor must address areas of practice relevant to the needs of each recipient.
- 3) An individual who provides mentoring or professional development under this Section shall notify his or her employing district (if different from that of the recipients) to this effect and, as verification that he or she qualifies for the applicable incentive payment, shall submit to the State Superintendent ~~of Education~~ a written log that:
 - A) meets the requirements of subsection ~~(e)~~(1); and
 - B) discusses how the mentoring or professional development was related to the academic needs of the recipient teachers' students or the needs of the students served by the recipient counselors, as applicable.
- f) ~~Licensed Educator licensed~~ teachers shall receive incentive payments only for providing mentoring and professional development to other teachers, and educator licensed school counselors shall receive incentive payments only for providing mentoring and professional development to other school counselors.
- g) Instructional Leadership Training
In any fiscal year in which money remains after funding the categories in subsections (a) through (c), the State Superintendent ~~of Education~~ shall announce no later than June 1 the amount of funding that will be devoted to training for qualified educators. The announcement shall indicate the:
 - 1) specific purposes, from among those specified in Section 21B-70 of the training to be conducted;
 - 2) amount of any stipend awarded for participating in the training;
 - 3) limitations on the qualified educators who may participate (e.g., school demographics, including student characteristics and achievement levels; school district location); and

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- 4) process a qualified educator would use to apply for a stipend under this subsection (g).

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.450 Lapsed Licenses

- a) A lapsed license is a [PEL professional educator license](#) or an educator license with stipulations endorsed for career and technical educator or chief school business official for which renewal requirements have not been completed by September 1 of the year in which it expired, or a [PEL professional educator license](#) that has not been registered for a period of six or more months since the expiration of its last registration, or was not registered by January 1 of the fiscal year following its initial issuance. For purposes of this Section, the [following](#) licenses ~~listed in subsections (a)(1) through (3)~~ do not lapse:
 - ~~1)~~ ~~A professional educator license exchanged for a certificate that was issued between July 1, 1929 and July 1, 1951.~~
 - ~~12)~~ A substitute teaching license issued under Section 21B-20(3) of the ~~School~~ Code [105 ILCS 5].
 - ~~23)~~ An educator license with stipulations issued under Section 21B-20(2) of the ~~School~~ Code endorsed in an area other than career and technical educator or chief school business official.
- b) In accordance with Section 21B-45(a) of the ~~School~~ Code, a lapsed license shall be reinstated if the individual pays any back fees, including all registration fees, that he or she owes and either:
 - 1) pays a \$500 penalty; or
 - 2) provides evidence of *completing nine semester hours of coursework from a regionally accredited institution of higher education in the content area that most aligns with one or more of the educator's endorsement areas (Section 21B-45(b) of the Code)*~~[105 ILCS 5/21B-45(b)]~~. For the purposes of this subsection (b)(2):

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- A) coursework shall ~~be earned with a grade of C- or higher~~ ~~not be counted as both satisfying the penalty and meeting any professional development owed under subsection (b)(3);~~
 - B) coursework may include content or methods classes for cross-categorical special education, reading, English ~~language~~ learners (i.e., bilingual education, English as a Second Language, or English as a New Language); and
 - C) the validity period for any coursework used for license reinstatement shall expire on September 1 immediately following the fifth full year after the date of the coursework's completion.
- c) Licensees whose licenses lapsed on September 1 due to failure to complete renewal requirements must complete all outstanding professional development activities required for renewal.
- d) The penalty referenced in subsection (b)(1) cannot be paid in advance of the individual's license lapsing. In other words, once the license expires due to failure to pay registration fees or complete license renewal requirements, the individual has the option of:
- 1) if the license expired due to failure to pay registration fees and the license has not yet lapsed:
 - A) waiting until the license lapses on January 1 of the next fiscal year before paying the penalty or presenting evidence of completing the coursework required under subsection (b)(2); or
 - B) paying all registration fees owed; or
 - 2) if the license expired due to failure to complete renewal requirements and the license has not yet lapsed, completing the applicable renewal requirements ~~and~~ or paying all registration fees owed.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.480 Supplemental Documentation and Review of Certain License Applications

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This Section sets forth the requirements for supplemental documentation and other information that an applicant must submit when he or she has provided an affirmative response or indicated noncompliance with any of the requirements set forth in Sections 25.485 through 25.491 or has knowingly misrepresented his or her qualifications to obtain a license pursuant to Section 21B-15 of the Code. An application for issuance, renewal, reinstatement, or registration of a license shall not be processed until all supplemental documentation has been received. References to "license" in this Section and any of Sections 25.485 through 25.491 shall be understood to mean "certificate" if the sanction affected (or the violation occurred when an individual held) a teaching, administrative, school service personnel or substitute teaching certificate previously issued by the State Board ~~of Education.~~

a) Personal Statement

When a personal statement is required to be submitted, the applicant shall provide the information required under this subsection (a). A personal statement shall not be afforded full weight by the committee reviewing the application and supplemental documentation if the statement fails to adequately address each of the requirements of this subsection (a) to the degree necessary to enable the review committee to make a determination of whether the applicant has been rehabilitated and should be licensed as a professional educator. Each personal statement shall:

- 1) be written in the applicant's own words (statements written by an attorney or someone other than the applicant shall be considered a letter of reference);
- 2) provide a detailed description of the conduct and circumstances that led to the knowing misrepresentation of the applicant's qualifications to obtain a license or a detailed description of the conduct and circumstances for the license sanction, or criminal~~the~~ conviction or the indicated~~a~~ report of child abuse or neglect (whichever is applicable);
- 3) provide evidence that the applicant has rehabilitated himself or herself, including an explanation of why the applicant believes he or she is of good character, merits receipt of an educator license, and would be an asset to the field of professional educators; and
- 4) provide any other information that is requested by the State Board ~~of Education~~ that is relevant to the agency's review and understanding of the reasons for the knowing misrepresentation of the applicant's qualifications to obtain a license, the license sanction, or the circumstances of the

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criminal conviction or the indicated report of child abuse or neglect (whichever is applicable).

b) Character References

When character references are required, the applicant shall provide at least three letters that meet the requirements set forth in this subsection (b). A character reference shall not be afforded full weight by the committee reviewing the application and supplemental documentation if the reference fails to adequately address each of the requirements of this subsection (b) to the degree necessary to enable the review committee to make a determination of whether the applicant has been rehabilitated and should be licensed as a professional educator. Each character reference shall:

- 1) be written by a colleague of the applicant who is employed in an educational field or by a faculty member of the applicant's educator preparation program who has first-hand knowledge of or experience working with the applicant; if the applicant has no prior education-related experience, then an employer of the applicant may submit a character reference;
- 2) state that the purpose of the letter is to assist the applicant in obtaining an educator license and acknowledge the specific conduct and circumstances that led to the applicant's license sanction, or the conviction or a report of child abuse or neglect (whichever is applicable);
- 3) state the author's relationship (e.g., former instructor, employer, school colleague) with the applicant and the length of time he or she has known the applicant;
- 4) explain in detail why the author believes that, in spite of the reason for the applicant's license sanction, or the conviction or a report of child abuse or neglect (whichever is applicable), the applicant has been rehabilitated and why the applicant would be an asset to the field of professional educators; and
- 5) be signed by the author and include the telephone number or email address to be used should the committee reviewing the character reference have questions or need additional information and, as applicable, be presented on the letterhead of the author's place of employment.

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c) Application Review Process

- 1) The application and supplemental documentation shall be reviewed by a committee made up of staff from the State ~~Board's~~Board of Education's licensure division. The committee may contact the applicant if additional information is needed. Upon conclusion of the committee's review, the committee shall notify the applicant of the agency's decision to deny or its intent to deny an application, by certified mail, return receipt requested mailed to the address shown on the application. A decision to issue the license will be recorded in ELIS and an electronic notification to that effect will be sent to the applicant.
- 2) If the agency intends to deny an application on character grounds pursuant to Section 21B-15 of the ~~School~~ Code [~~105 ILCS 5/21B-15~~], the applicant shall be notified pursuant to subsection (c)(1) of this Section of the opportunity to request a credibility hearing. The applicant's request for a credibility hearing shall be submitted in writing to the agency no later than 10 days after the applicant's receipt of the agency's notification. Requests shall be sent to the Educator Licensure Division, 100 North First Street, S-306, Springfield, Illinois 62777.
 - A) Credibility hearings may be held via video conference or in-person and will not be held if the applicant has not submitted all required documentation at least 72 hours prior to the hearing. At this hearing, the applicant may present his or her own statement or provide documentary evidence and present character witnesses who wish to make a statement on behalf of the applicant.
 - B) The applicant shall not be permitted to pose questions to the review committee. An applicant may be represented by counsel at this hearing, but his or her attorney will not be permitted to address or pose questions to the review committee.
 - C) No later than 30 days after the conclusion of the credibility hearing, the review committee shall issue to the applicant its decision to grant or deny the application. The decision of the review committee is a final decision and is reviewable pursuant to the Administrative Review Law [735 ILCS 5/Art. III], as provided in Section 21B-90 of the ~~School~~ Code. A timely filed action for

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administrative review shall act as a stay of enforcement of the denial.

d) Eligibility to Reapply

An applicant who was denied an initial license or denied the renewal, registration or reinstatement of a license on the grounds that he or she does not have good character or that he or she knowingly misrepresented his or her qualifications to obtain a license pursuant to Section 21B-15 of the ~~School~~ Code is ineligible to apply for any educator license or endorsement on any currently held license for a period of up to five calendar years from the date of the denial as determined by the review committee. If an application is submitted during the period of ineligibility, the application shall be denied and the application fee will not be refunded.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.485 Licensure of Persons with Prior Certificate or License Sanctions

A previous denial of licensure or another action against an individual's license may indicate that issuance, renewal, reinstatement, or registration of a license would also currently be inappropriate. Accordingly, each applicant for the issuance, renewal, reinstatement, or registration of an Illinois professional educator license, an educator license with stipulations, or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G, shall be required to indicate on the relevant form whether he or she has ever had a professional license of any kind or teaching certificate or license denied, suspended, or revoked in Illinois or any other state, country or jurisdiction.

- 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
 - 4) the ending date of each penalty, if applicable.

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- b) Subject to subsection (c) or (d), the State Superintendent ~~of Education~~ shall review the information submitted pursuant to subsection (a) and shall determine whether issuance, renewal, reinstatement, or registration of a license or issuance of one or more additional credentials, as applicable, is appropriate in light of the circumstances surrounding the previous denial or suspension (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. (Also see Section 25.480(b).)
- c) The State Superintendent may review any other license held by the applicant to determine if, based on the severity of the misrepresentation, suspension or revocation is warranted.
- d) An application shall not be evaluated from an individual whose previous denial occurred five or fewer years from the date of application.
- e) An application from an individual who has had an educator's license revoked either in Illinois or another state shall not be considered except that the provisions of this subsection shall not apply to any individual who voluntarily surrendered his or her license pursuant to Section 21B-45 of the ~~School Code~~ ~~[105 ILCS 5]~~, provided that the voluntary surrender was unrelated to misconduct.
- f) An application from an individual whose license had been suspended shall not be evaluated for a period of time that is equal to the length of the suspension. The start date of this waiting period shall begin on the day following the date on which the suspension was lifted. The provisions of this subsection (f) shall not apply to:
 - 1) any application to register or renew the license that was subject to the suspension, provided that the license was maintained as valid during the term of the suspension; and
 - 2) any application to renew another license that was not subject to the suspension.
- g) Submission of the application following the time period specified in subsection (e) or (f) is not a guarantee that the application will be approved and a license, 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/Art. 10].

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- h) 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 45 Ill. Reg. _____, effective _____)

Section 25.488 Licensure of Persons Named in Reports of Child Abuse or Neglect

Pursuant to Section 21B-75(b) of the ~~School~~ Code ~~[105 ILCS 5/21B-75(b)]~~, the State Superintendent ~~of Education~~, in consultation with ~~SEPLB~~ ~~the State Educator Preparation and Licensure Board~~, may initiate the suspension or revocation of a license for abuse or neglect of a child. Accordingly, each applicant for the issuance, registration, reinstatement, or renewal of an Illinois professional educator license, an educator license with stipulations, or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G, shall be required to indicate on the relevant form whether he or she has ~~ever received an indicated finding of neglect or abuse from been named as a perpetrator by~~ a state agency responsible for child welfare in Illinois or any other state if the indicated finding in the report was not reversed on appeal.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, reinstate, or renew a license or to receive an additional credential until he or she provides to the State Superintendent of Education:
- 1) an official copy of the report, including the child's age and sex, the report number assigned by the Department of Children and Family Services or comparable out-of-state agency, the date of the report, and the status of the report ("indicated", "unfounded", or other) with supporting documentation for the determination;
 - 2) a personal statement that meets the requirements outlined in Section 25.480(a) that includes a detailed explanation of his or her relationship to the child;
 - 3) character references that meet the requirements outlined in Section 25.480(b) ~~of this Part~~, in which the authors clearly indicate that they have knowledge that the applicant has been found to be a perpetrator of child abuse or neglect but can also attest to the individual's good character, as defined in Section 21B-15 of the ~~School~~ Code, and rehabilitation; and

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- 4) an explanation of the status of any request to expunge, amend, or remove the report from the responsible state agency's records.
- b) The State Superintendent shall review the documentation provided by the applicant pursuant to subsection (a) ~~of this Section~~ and determine whether issuance, renewal, reinstatement, or registration of a license or issuance of one or more additional credentials, as applicable, is appropriate based on whether the evidence of good character, as defined in Section 21B-15 of the ~~School~~ Code, and rehabilitation provided is convincing when taken together with the gravity of the offense, the individual's age and background at the time of the offense, and any criminal penalty that was imposed.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section 25.510 Endorsement for Paraprofessional Educators

- a) The term "paraprofessional" educator shall be used to refer to the non-certificated personnel authorized by Sections 10-22.34 and 34-18 of the ~~School~~ Code ~~[105 ILCS 5]~~ to be employed to assist in instruction and who are required under Section 21B-20(2)(J) of the ~~School~~ Code to hold an educator license with stipulations endorsed for paraprofessional educator, except that the following individuals are not subject to this Section:
 - 1) Any individual whose paraprofessional approval was continued after June 30, 2013, ~~in accordance with the provisions of Section 25.15 (Types of Licenses; Exchange)~~, subject to any limitations of his or her approval;
 - 2) Any individual who holds an educator license indicative of completion of at least a bachelor's degree;
 - 3) Any individual who holds an educator license with stipulations endorsed for career and technical educator (see Section 25.70); and
 - 4) Any individual who holds a short-term substitute teaching license (see Section 25.525).
- b) ~~Each~~ ~~Beginning July 1, 2013, each~~ paraprofessional educator shall be of good character, as defined in Section 21B-15 of the ~~School~~ Code. Each

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paraprofessional educator shall be subject to that portion of Section 24-5 of the ~~School~~ Code that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis as may be required ~~by under rules of the~~ Illinois Department of Public Health ~~rules at~~ (77 Ill. Adm. Code 696; (Control of Tuberculosis Code). To receive an educator license with stipulations endorsed for paraprofessional educator, an individual shall:

- 1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken;
 - 2) hold an associate degree from a regionally accredited institution of higher education;
 - 3) hold a high school diploma or its recognized equivalent and pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board ~~of Education~~ in consultation with ~~the~~ SEPLB; or
 - 4) hold a high school diploma or its recognized equivalent and pass the WorkKeys[®] assessment offered by ACT with at least the score identified by the State Board ~~of Education~~ in consultation with ~~the~~ SEPLB.
- c) Revocation or Suspension of Approval or Licensure or other Permissible Sanction
- 1) Revocation, suspension, or other permissible sanction may be initiated by the State Superintendent with respect to a paraprofessional approval or an educator license with stipulations endorsed for paraprofessional educator for any of the bases set forth in Section 21B-75(b) of the ~~School~~ Code and any of these actions shall be governed by, and conducted in accordance with, 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings). The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law [735 ILCS 5/Art. III].
 - 2) When the State Superintendent ~~of Education~~ receives information indicating that an individual who holds approval as a paraprofessional or an educator license with stipulations endorsed for paraprofessional educator has been convicted of any offense as defined in Section 21B-80

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of the ~~School~~ Code, the State Superintendent shall forthwith revoke the individual's approval or license. The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law.

- 3) In accordance with Section 21B-20(2)(J) of the Code, the educator license with stipulations endorsed for paraprofessional is valid until June 30 immediately following five fiscal years after the license was issued and may be renewed upon application and payment of the fee required by Section 21B-40 of the Code to register the license.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.520 Substitute Teaching License

- a) A substitute teaching license may be issued to an applicant who has met the requirements of Section 21B-20(3) of the ~~School~~ Code ~~{105 ILCS 5}~~.
- b) A substitute teaching license is valid until June 30 immediately following five years after the license was issued and may be renewed upon application and payment of the fee required under Section 21B-40 of the ~~School~~ Code to register the license.
- c) There is no limit on the number of days a substitute teacher may teach in a single school district or facility operating under 23 Ill. Adm. Code 401, provided that no substitute teacher may teach for longer than 90 school days for any one licensed teacher under contract in the same school year. A substitute teacher who holds a PEL or educator license with stipulations shall not teach for more than 120 school days for any one licensed teacher under contract in the same school year. The limitations in this subsection (c) on the number of days a substitute teacher may be employed do not apply to any school district organized under Article 34 of the School Code.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.550 Approval of Educational Interpreters

Each educational interpreter who serves students with hearing loss in the public schools shall be of good character, as defined in Section 21B-15 of the ~~School~~ Code ~~{105 ILCS 5}~~. Each educational interpreter shall be subject to that portion of Section 24-5 of the ~~School~~ Code that

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requires physical fitness and freedom from tuberculosis as may be required ~~by~~under rules of the Illinois Department of Public Health ~~ruleset~~ (77 Ill. Adm. Code 696; ~~Control of Tuberculosis~~ Code). Each educational interpreter shall hold a statement of approval or endorsement from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or oral transliteration. Each individual who is required to hold a statement of approval or endorsement shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the ~~School~~ Code for those applicants who hold a PEI professional educator license and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

- 1) Each applicant for approval as an educational interpreter either for sign language interpreter or oral transliteration shall:
 - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
 - B) hold an associate's degree issued by a regionally accredited institution of higher education;
 - C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the ~~Illinois~~ State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b); or
 - D) hold a high school diploma or its recognized equivalent and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID).
- 2) Each applicant for approval as a sign language interpreter also shall have:
 - A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA);
 - B) maintained a valid certification from the RID; or
 - C) maintained a valid Illinois Board for Evaluation of Interpreters (IL BEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission.

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- 3) Each applicant for approval for oral transliteration also shall have attained Transliteration Skills Certification at Level 3 or above.
- 4) If the applicant is unable to provide evidence of meeting one of the criteria set forth in subsection (a)(2), a one-time, interim approval shall be granted if each of the following conditions are met. The interim approval is valid until June 30 following two years of the approval being issued. The provisions of this subsection (a)(4) shall not apply to individuals who held initial approval issued prior to June 30, 2013.
 - A) The applicant shall provide evidence of meeting one of the criteria listed in subsection (a)(1).
 - B) The applicant shall have attained a rating of at least Level 3.0 on the EIPA.
- b) **Validity; Renewal**

Approval shall be valid for five fiscal years, subject to the provisions of Section 21B-20 of the ~~School~~ Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 clock hours of professional development activities (see Section 25.800). Sign language interpreter approvals shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period it will expire.
- e) **Continuing Professional Development**
 - ~~1) An individual may accrue clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:~~
 - ~~A) are designed to improve the skills and knowledge of interpreters for the deaf; or~~
 - ~~B) are organized by an entity that is approved pursuant to Section 25.855 and address educational concerns.~~
 - 2) An individual may accrue the required clock hours for continuing professional development by completing college coursework that is part of

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~~an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. Clock hours will be credited based on 1 semester hour of college coursework being equivalent to 15 clock hours of professional development activities.~~

3) ~~Evidence of Completion~~

- A) ~~Each individual who will be required to complete professional development as a condition of renewal shall electronically sign a statement of assurance in ELIS attesting to completion of the required activities. For any activity completed under subsection (e)(1), the individual shall retain the evidence of completion form provided by the entity organizing the event.~~
- B) ~~As evidence of completion of college coursework, the individual shall retain a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.~~
- C) ~~An educational interpreter who earned continued professional development units (CPDUs) on or before June 30, 2014 shall have those CPDUs converted to clock hours in accordance with Section 25.800(d).~~

- ~~cd)~~ Revocation or Suspension of Approval or other Permissible Sanction
The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.560 Approval of Interveners for Students Who Are Deaf-Blind

Each intervener who serves students with ~~deaf-blindness~~~~Deaf-Blindness~~ in the public schools shall be of good character, as defined in Section 21B-15 of the ~~School Code~~ ~~[105 ILCS 5]~~. Each intervener shall be subject to that portion of Section 24-5 of the ~~School Code~~ that requires physical fitness and freedom from tuberculosis as may be required ~~by~~~~under rules of the~~ Illinois Department of Public Health ~~rules~~. (77 Ill. Adm. Code 696; Control of Tuberculosis Code). Each intervener shall hold a statement of approval from the State Superintendent ~~of Education~~, which shall be identified as a valid intervener. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee

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required by Section 21B-40 of the ~~School~~ Code and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

- 1) Each applicant for approval as an intervener shall:
 - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;
 - B) hold an associate's degree issued by a regionally accredited institution of higher education; or
 - C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b).
- 2) Each applicant for intervener shall also demonstrate nationally recognized intervener knowledge and skills competencies by holding a National Intervener Credential/Certificate.

b) Validity; Renewal

Approval shall be valid for five ~~fiscal~~ years, subject to the provisions of Section 21B-20 of the ~~School~~ Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 professional development (PD) hours. ~~The number of PD hours to be awarded for completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable.~~ The approval shall be renewed between April 1 and June 30 of each renewal cycle. If the approval is not renewed during this time period, it will expire.

e) ~~Continuing Professional Development~~

~~1) An individual may accrue units of PD in accordance with the provisions of Section 25.875(k) by participating in conferences, workshops, institutes, seminars, symposia or other similar events that:~~

- ~~A) are designed to improve the skills and knowledge of interveners; or~~

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- B) ~~are organized by an entity that is approved pursuant to Section 25.855 or 25.860 and address educational concerns.~~
- 2) ~~An individual may accrue the required credit for professional development in accordance with the provisions of Section 25.875(i) by completing college coursework that is part of an intervener training program offered by a regionally accredited institution of higher education or an Illinois community college.~~
- 3) ~~Evidence of Completion~~
 - A) ~~Along with his or her statement of approval, each individual who will be required to complete PD as a condition of renewal shall record activities completed in ELIS. For any activity completed under subsection (c)(1), the individual shall present the attendance form provided by the entity organizing the event.~~
 - B) ~~As evidence of completion for college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.~~
- d) ~~Revocation or Suspension of Approval or Other Permissible Sanction~~

~~The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanctions for interveners.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART H: CLINICAL EXPERIENCES

Section 25.610 Definitions

"Clinical Experiences" ~~means that.~~ ~~That~~ part of the professional preparation program enabling candidates preparing for licensure to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking licensure. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a role for which a PEL professional educator license is required. At appropriate times the candidate

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shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

"Clinical Practice" means student, ~~Student~~ teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

"Code" means the Illinois School Code [105 ILCS 5].

"College Supervisor" means a, ~~That~~ person employed by the institution of higher education to supervise candidates engaged in clinical experiences.

"Cooperating Teacher" means a, ~~That~~ person employed by a school district directly engaged in teaching students in a school and who is immediately responsible for a student engaged in clinical experiences.

"Directed Observation" means a, ~~A~~ clinical experience involving observation of practitioners working under the direction of representatives of schools or educator preparation institutions. This experience is planned, guided, and evaluated by a mentor or supervisor and can occur in a variety of educational settings and situations.

"Dispositions" means professional, ~~Professional~~ attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities.

"Field Experiences" means a, ~~A~~ variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, ~~and/or~~ conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

"Intern Supervisor" means a, ~~That~~ person employed by a school district directly engaged in school support personnel work in a school building and who is immediately responsible for a school support personnel intern.

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"Internship" ~~means a~~ sustained, continuous, structured, and supervised experience lasting for a substantial period of time in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The use of internship is usually restricted to school support personnel and administrative programs.

"Practicum" ~~means a~~ type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area.

"Student Teaching" ~~means a~~ form of internship required for approval of educator preparation programs calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations, and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel. ~~(Student teaching is referred to as "clinical practice" by NCATE.)~~

"Supervised Participation" ~~means a~~ wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.620 Student Teaching

- a) The SEPLB recognizes and accepts student teaching only when it is earned during the candidate's final year of his or her educator preparation program and conducted in a public school, a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), or an out-of-state or international school.
- b) Student teaching shall be structured as part of comprehensive field experiences

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and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C, and in accordance with the standards referred to in Section 25.115(d).

- c) Student teaching shall be completed within the grade range and in the area of specialization appropriate to the endorsement sought on the ~~PEL professional educator license~~. For an early childhood education endorsement, an individual may satisfy the student teaching requirement of his or her ECE preparation program through placement in a setting with children from birth through grade 2. (See Section 21B-20(1) of the Code.) Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.
- d) ~~Student~~Beginning with student teaching conducted in the 2014-15 school year, ~~student~~ teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in his or her most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. The requirements of this subsection (d) do not apply in cases in which the student teacher:
 - 1) is serving on an educator license with stipulations endorsed for transitional bilingual educator; or
 - 2) is working in a school that is not legally required to employ teachers with licensure and either has two years of teaching experience at that school or presents to the employer the evidence described in Section 25.25(b) documenting that he or she has two years of teaching experience in one or more other schools in which the chief administrator is required to hold a ~~PEL professional educator license~~ endorsed for either general administrative or principal and the majority of teachers are required to hold a ~~PEL professional educator license~~ endorsed for the grade levels and in the content area in which they are employed; or
 - 3) holds a substitute teaching license and is not subject to the limitations of Section 21B-20(3) of the ~~School Code~~ 105 ILCS 5.
- e) In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met.

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- 1) The student teacher must be enrolled in a student teaching course at the institution.
 - 2) The school district or nonpublic school and the institution of higher education shall jointly agree to the student teaching placement and the responsibilities of each person to be involved.
 - 3) The school district or nonpublic school shall ensure the requirements of Section 2-3.250, 10-21.9, or 34-18.5 [of the Code](#), as applicable to the school district or nonpublic school, have been met.
- f) Student teachers may be compensated for their services.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section 25.705 Purpose – Severability

- a) This Subpart establishes procedures and requirements for the Illinois Licensure Testing System, as required by Section 21B-30 of the ~~School Code~~ [105 ILCS 5/21B-30](#).
- ~~b) When specific tests are made available both as paper and pencil tests and as computer based tests, certain testing procedures shall differ according to the format selected by a particular examinee, as described in the relevant provisions of this Subpart I.~~
- be) If any provision of this Subpart or application of that provision to any person or circumstance is held invalid, its invalidity shall not affect other provisions or applications of this Subpart that can be given effect without the invalid provision or application, and to this end the provisions of this Subpart are declared to be severable.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.710 Definitions

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

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"Code" means the Illinois School Code [105 ILCS 5].

"Passing Raw Score 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 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 Licensure Testing System at one test administration to take the test in the same area as given at subsequent administrations.

"Scaled Score score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. For the content-area tests and tests of 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.

"School Code" or "Code" means 105 ILCS 5.

"Subarea Score score" is the scaled score for the subset of test items on a 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 that measures specific content in reading comprehension, writing, language arts and mathematics.~~

"Test" or "Tests" refers to the Test of English as a Foreign Language (TOEFL), the Common European Framework of Reference for Languages (CEFR), and test of basic skills, the assessment of professional teaching, the language proficiency tests, the content-area tests, and the teacher performance assessment for the Illinois Licensure Testing System (ILTS). In the event that an ILTS test is not

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[offered, the State Board, in consultation with SEPLB, may identify alternative tests to be used.](#)

The Illinois Licensure Testing System shall consist of the following tests:-
~~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 (prekindergarten through grade 12) (through August 31, 2020)~~

~~Basic Skills (through April 2012)~~

~~Reading Comprehension~~

~~Language Arts~~

~~Mathematics~~

~~Writing~~

Business, Marketing, and Computer Education

Chief School Business Official

Computer Science

Dance

Director of Special Education

Drama/Theatre Arts

Early Childhood Education

Early Childhood Special Education

~~Elementary/Middle Grades (K-9) (through August 31, 2018)~~

Elementary Education (1-6) (February 2016)

Language and Literacy

Mathematics

Science and Social Science

Fine Arts, Physical Development and Health

English Language Arts

English Language Proficiency

English as a New Language

Family and Consumer Sciences

Foreign Languages

Arabic

Chinese (Cantonese or Mandarin)

French

German

Hebrew

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Italian
Japanese
Korean
Latin
Russian
Spanish

[General Administrative \(Principal\) \(through June 30, 2014\)](#)

Gifted Education Teacher (beginning September 2014)

Gifted Education Specialist (beginning September 2014)

[Guidance](#)

Health Education

Health Careers

Learning Behavior Specialist I

Learning Behavior Specialist II/Behavior Intervention Specialist

Learning Behavior Specialist II/Bilingual Special Education Specialist

Learning Behavior Specialist II/Curriculum Adaptation Specialist

Learning Behavior Specialist II/Deaf/Blind Specialist

Learning Behavior Specialist II/Multiple Disabilities Specialist

Learning Behavior Specialist II/Technology Specialist

Learning Behavior Specialist II/Transition Specialist

Library Information Specialist

Mathematics

[General](#) Middle Grades (5-8) (February 2017)

Middle Grades (5-8) Language Arts (February 2017)

Middle Grades (5-8) Mathematics (February 2017)

Middle Grades (5-8) Social Science (February 2017)

Middle Grades (5-8) Science (February 2017)

Music

Physical Education

Principal (beginning May 1, 2013)

Reading Teacher

Reading Specialist

School Counselor

School Nurse

School Psychologist

School Social Worker

Sciences

Biology

Chemistry

Earth and Space Science

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Environmental Science
Physics
Social Sciences
Economics
Geography
History
Political Science
Psychology
Sociology and Anthropology
Special Education General Curriculum
Speech-Language Pathologist: Nonteaching
Speech-Language Pathologist: Teaching
Superintendent
Teacher of Students who are Blind or Visually Impaired
Teachers of Students who are Deaf or Hard of Hearing
Technology Education
Technology Specialist
[Test of Academic Proficiency \(i.e., Illinois' test of basic skills\)
\(February 2012\)](#)
[Reading Comprehension](#)
[Language Arts](#)
[Mathematics](#)
[Writing](#)
TPA (required beginning September 1, 2015)
Transitional Bilingual Education – Language Proficiency
Arabic
Assyrian
Bosnian
Bulgarian
Burmese
Cantonese
[Chin \(Haka\)](#)
[Ewe](#)
Filipino
[French](#)
Greek
Gujarati
Hindi
Japanese
[Kaniobal](#)

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[Karen \(S'gaw\)](#)
[Kirundi \(Rundi\)](#)
Korean
Lao
Lithuanian
[Malay](#)
Malayalam
Mandarin
[Mongolian](#)
Nepali
Polish
[Portuguese](#)
[Rohingya \(Ruwainggya\)](#)
Russian
Serbian
[Somali](#)
Spanish
[Swahili](#)
[Tamil](#)
Telegu (Telugu)
Ukrainian
Urdu
Vietnamese
[Yoruba](#)
Visual Arts

"Test [Items](#)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](#)objective" is a statement of the behavior or performance measured by test items.

"Unauthorized [Aids](#)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 shall not be considered an unauthorized aid. Furthermore, a calculator

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shall not be considered an unauthorized aid when its use is authorized pursuant to the current ILTS registration bulletin and the contractor's web site.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.717 Test Equivalence

- a) The State Board of Education will implement the following procedures to maintain uniformity in the difficulty level of ~~each form of the basic skills test,~~ each language proficiency test and each content-area test from test-to-test and from year-to-year. These procedures will conform to the accepted professional standards for test score comparability and equating promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association as presented in the "Standards for Educational and Psychological Testing" (2014) published by the American Educational Research Association, 1430 K Street, N.W., Suite 1200, Washington, D.C. 20005. No later amendments to these standards are incorporated by this subsection.
- b) To achieve uniformity of test form difficulty, all test content advisory committees (see Section 25.715) shall be given identical orientation and training sessions throughout each step in test development and in standard setting. As a further measure to maintain test equivalence, when a new test form is produced, new items shall be matched to the items they are replacing in terms of average item difficulty statistics. Following the administration of a new test form, test scores for new test forms shall be made comparable in difficulty with the test scores on the previous test form by statistical test equating. The method to be used is set forth in Appendix A.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

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 (2), each candidate seeking an initial Illinois license (professional educator license or certain educator licenses with stipulations) shall be required to pass a test of basic skills authorized under~~

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~~Section 21B-30 of the School Code [105 ILCS 5]. Further, Section 21B-30(c) of the School Code requires candidates in teacher preparation or school support personnel preparation programs to pass this test prior to starting their student teaching or starting the final semester of their internship.~~

- ~~1) A passing score on the Illinois test of basic skills may not be used as admission criteria for entry into a preparation program. (See Section 21B-35 of the School Code.)~~
- ~~2) A person who has passed the Illinois test of basic skills and has been issued an Illinois educator license or any subsequent endorsement on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent endorsements or other educator licenses.~~
- ~~3) A person who has passed another state's or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)~~
- ~~4) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, 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 on that subtest.~~~~
- ~~5) In lieu of passing the Illinois test of basic skills, a candidate in an Illinois educator preparation program or applicant for an educator license may submit for consideration his or her composite score either from the ACT[®] or the SAT[®], provided that either test must include a writing component.
 - ~~A) The State Superintendent shall announce and post on the State Board's website the minimum composite score on each test that will be accepted under this subsection (b)(5).~~~~

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- i) ~~The minimum composite score to be used for the ACT[®] shall be the average of the college readiness benchmarks established by ACT[®], rounded up to the next whole number, or at least 22.~~
- ii) ~~The minimum writing score for the ACT[®]-administered no later than August 31, 2015 shall be the combined English/Writing score of at least 19. For tests administered September 1, 2015 through September 9, 2016, a writing score shall be a minimum of 16. The minimum writing score shall be 6 on tests administered September 10, 2016 or later.~~
- iii) ~~Before March 5, 2016, the minimum composite score for the SAT[®] shall be 1030 and the minimum writing score shall be 450.~~
- iv) ~~On and after March 6, 2016, the minimum composite score (evidence-based reading and writing plus mathematics) for the SAT[®] shall be 1110 and the minimum writing and language test score shall be 26.~~
- B) ~~The candidate or applicant may apply to the State Board of Education for consideration of his or her ACT[®] or SAT[®] results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT[®] or the College Board to send an official score report of his or her composite score and English/Writing or single writing score, as applicable, to the address provided on the application form.~~
- C) ~~A minimum composite score for either the ACT[®] or SAT[®] may be achieved by combining multiple subscores from one or multiple test administrations.~~
- 4) ~~In lieu of passing the test of basic skills, applicants for career and technical educator license and provisional career and technical educator license renewal may pass the WorkKeys[®] assessment offered by ACT with at least the score identified by the State Board in consultation with the State Educator Preparation and Licensure Board.~~

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be) Content-Area Tests

- 1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the ~~School~~ Code; also see Section 25.710). Further, Section 21B-30(d) of the ~~School~~ Code requires passage of this test before a candidate begins student teaching or begins serving as a teacher of record. A person who has passed another state's or country's content test as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois content test before receiving the license or endorsement. (See Section 21B-35 of the ~~School~~ Code.)
- 2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the ~~School~~ Code, in order to qualify for an educator license with stipulations endorsed for transitional bilingual educator, and received that license shall not be required to retake that test in order to qualify for a bilingual education credential on another ~~PEL professional educator license~~ received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program also shall not be required to retake that test.
- 3) An individual who holds a State Seal of Biliteracy or who has obtained working fluency or higher on the Global Seal of Biliteracy shall be exempt from the language proficiency test required for a bilingual education or world language endorsement in the same language.

~~d) Assessment of Professional Teaching (APT) (Through August 31, 2020)
In order to complete an educator preparation program, each candidate or out of state applicant who has completed his or her student teaching by August 31, 2015 and is seeking his or her first Illinois professional educator license endorsed in a teaching field shall be required to pass the APT relevant to the endorsement sought (see Section 25.710) or, in lieu of passing the APT, may provide evidence of meeting the requirements of subsection (c).~~

ce) Teacher Performance Assessment (TPA)

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~~Each~~Beginning September 1, 2015, each candidate or out-of-state applicant completing an educator preparation program in a teaching field shall be required to pass the TPA, ~~except as otherwise provided in subsection (d) (see Section 21B-30(f) of the School Code).~~ The TPA is a performance-based assessment designed to measure an educator's knowledge, skills, and preparedness.

- 1) Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate's student teaching experience.
 - 2) A person who has *successfully completed an evidence-based assessment of teacher effectiveness*, as required under this subsection ~~(c)~~(e), at the time of initial certification or licensure in another state or country shall not be required to complete the TPA. (See Section 21B-35 of the ~~School~~ Code.)
 - 3) For purposes of meeting the requirements of both Section 21B-30(f) of the Code and this subsection (c), an applicant who provides evidence with his or her application or to his or her Illinois preparation program of having at least one year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.
 - 4) In accordance with Section 21B-110 of the Code, the edTPA is waived during any time in which the Governor has declared a public health emergency under Section 7 of the Illinois Emergency Management Agency Act. [20 ILCS 3305]
- ~~f)~~ Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), 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.
- ~~d.g)~~ Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a computer-based test or subtest of the Illinois test of basic skills may retake that test or specific subtest by computer as permitted by the testing vendor after no fewer than 30 days but also may retake that test or specific subtest during any subsequent, regularly scheduled administration of the test or subtest in paper and pencil format.

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.728 Use of Test Results by Institutions of Higher Education

- a) Each institution shall use the content-area tests in the disciplines relevant to individuals' program completion as provided in Section 21B-30(d) of the ~~School Code~~.
- b) An institution shall have the option of requiring passage of the TPA before awarding credit for student teaching. (Also see Section 25.720 for the requirements that apply.) ~~An institution may also require passage of the Illinois test of basic skills earlier in a preparation program than is required under Section 21B-30(e) of the School Code.~~
- c) In using any test that forms part of the Illinois Licensure Testing System, institutions shall abide by all the rules governing the Testing System set forth in this Subpart, including, but not limited to, passing score, registration and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart.
- d) Institutions shall be responsible for informing their students of all requirements related to taking the tests and for providing students with any pertinent testing information in a timely manner. Neither the State Board of Education nor its testing contractor shall assume responsibility for any candidate's inability to progress through or complete an approved program because of failure to take one or more licensure tests in a timely manner.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.730 Registration – Paper-and-Pencil Testing (Repealed)

~~Information about the tests and registration will be available from the State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, and at www.isbe.net.~~

- a) ~~Registration may be submitted by mail or conducted on line at www.icts.nesinc.com or by mail. If accomplished electronically, an individual's registration must be received by the testing contractor chosen by the State Board of Education on or before the emergency registration deadline. If sent through the mail, an individual's registration must be either received by the testing contractor on or before the registration deadline or must be postmarked by the United States~~

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~~Postal Service on or before the registration deadline and received by the testing contractor by the late registration deadline as specified in Section 25.732 of this Part. An individual's registration must include the following:~~

- ~~1) Registrant's name, mailing address, both daytime and evening telephone numbers, Social Security number, date of birth, and gender;~~
 - ~~2) Name and identification number of tests;~~
 - ~~3) Test date and first and second test site identification numbers;~~
 - ~~4) An assurance that the registrant will abide by all the conditions of testing set forth in Section 25.750 of this Part;~~
 - ~~5) An assurance that the registrant has not had and will not seek access to any secure test materials, either prior to or after the test date, and will not disclose any of the content of test materials to any individual for a period of ten years after the date of the test administration; and~~
 - ~~6) The registrant's signature, which shall signify that the facts and assurances presented are true to the best of the registrant's knowledge and that the registrant agrees to abide by the testing conditions.~~
- b) ~~The testing contractor will acknowledge receipt of registrations within four weeks after their receipt.~~
- e) ~~An individual may amend or cancel his or her registration by submitting a properly completed change notice to the testing contractor. The change notice must be received by the testing contractor on or before the late registration deadline as specified in Section 25.732 of this Part. Changes that may be made by an individual to his or her registration are:~~
- ~~1) changing the test site or test date;~~
 - ~~2) adding a test or tests; and~~
 - ~~3) deleting a test or tests.~~
- d) ~~All requests for changes to a registration, except for deletion of a test or tests, must be accompanied by payment of the appropriate fee.~~

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- e) ~~An individual who cancels her or his registration in accordance with this Section, including meeting the specified deadline, will receive a partial refund. An individual who cancels his or her registration other than in strict accordance with this Section, or who is absent from the test administration, will receive no refund or credit of any kind.~~
- f) ~~The registration deadline for each test administration will be six calendar weeks prior to the test administration date.~~
- g) ~~The testing contractor may issue a fee credit to an individual who is absent from a test administration for which he or she was registered because of a medical emergency or death, provided that:~~
 - 1) ~~a written request is received by the State Board of Education no later than six months after the date of the missed test administration, and~~
 - 2) ~~a written statement from a member of the medical profession or funeral home documenting the reason for the absence accompanies the request.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.731 Registration—~~Computer-Based Testing~~

Information about the tests and registration will be available from the State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, and at www.isbe.net.

- a) Registration shall be accomplished on line at the contractor's web site ~~identified in the registration bulletin~~ that is applicable to the time period of testing and shall be completed no later than ~~24 hours~~~~three business days~~ prior to ~~the date of the~~ test administration. An individual's registration must include the following:
 - 1) Registrant's name, mailing address, both daytime and evening telephone numbers, Social Security number, date of birth, and gender;
 - 2) Name and identification number of tests;
 - 3) An assurance that the registrant will abide by all the conditions of testing set forth in Section 25.750 ~~of this Part~~;

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- 4) An assurance that the registrant has not had and will not seek access to any secure test materials, either prior to or after the test date, and will not disclose any of the content of test materials to any individual for a period of ~~10~~ten years after the date of the test administration; and
 - 5) An assurance that the facts and assurances presented are true to the best of the registrant's knowledge and that the registrant agrees to abide by the testing conditions.
- b) ~~The testing contractor will electronically send an authorization to test within 24 hours after receipt of an individual's registration, which will permit the individual to schedule a testing appointment with the contractor.~~
- c) An individual may amend or cancel his or her registration by submitting the relevant information electronically no later than 24 hours prior to the scheduled testing time. Changes that may be made by an individual to his or her registration are:
- 1) changing the test site or test date;
 - 2) adding a test or tests; and
 - 3) deleting a test or tests.
- d) No fees shall apply to changes in registration relative to ~~computer-based~~ testing.
- e) An individual who cancels his or her registration under this Section no later than 24 hours prior to the scheduled time of test administration will receive a partial refund. An individual who cancels his or her registration other than in strict accordance with this Section, or who is absent from the test administration, will receive no refund or credit of any kind.
- f) An individual requesting special accommodations should register as soon as possible in order to be reasonably assured that the accommodations can be provided.
- g) The testing contractor may issue a fee credit to an individual who is absent from a test administration for which he or she was registered because of a medical emergency or death, ~~as provided in Section 25.730(g) of this Part.~~

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.732 Late Registration (Repealed)

~~Late registration for individuals not meeting the deadlines established in Section 25.730 of this Part will be permitted. This Section shall not apply to registration for computer based testing.~~

- ~~a) An individual's late registration must be received by the testing contractor no later than the close of business three weeks before the date of test administration and must include the information specified in Section 25.730(a) of this Part.~~
- ~~b) The testing contractor will acknowledge receipt of late registrations within two weeks after their receipt.~~
- ~~c) All requests for a late registration must be accompanied by payment of a late fee in addition to the payment for each test to be taken.~~
- ~~d) The late registration fee will be waived for examinees who failed the examination at its most recent administration but whose score reports were not released before the next regular registration deadline.~~
- ~~e) Late registration requests for the accommodation of persons with special needs as specified in Section 25.740 of this Part or a special test date as specified in Section 25.745 of this Part will be honored by the testing contractor only if space, staff, and time constraints allow.~~
- ~~f) An individual may amend or cancel his or her registration or late registration by submitting a properly completed change notice. The notice must be received by the testing contractor by the late registration deadline. Changes that may be made by an individual to his or her registration or late registration are:
 - ~~1) changing the test site or test date;~~
 - ~~2) adding a test or tests; and~~
 - ~~3) deleting a test or tests.~~~~
- ~~g) All requests for changes to a late registration, except for deleting of a test or tests, must be accompanied by the appropriate fee for a change in registration.~~

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- h) ~~The late registration deadline for each test administration will be three calendar weeks prior to the test administration date.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.733 Emergency Registration (Repealed)

~~A limited number of emergency registrations per test administration will be allowed on a space-available basis and for paper and pencil testing only. This Section shall not apply to registration for computer-based testing.~~

- a) ~~Emergency registration will be offered at a limited number of test sites throughout the state, as identified in each year's "Illinois Licensure Testing System Registration Bulletin".~~
- b) ~~Emergency registrations will be accepted until the close of business on the Tuesday before the Saturday test date.~~
- c) ~~All requests for emergency registration must be made by telephone or via the Internet to the testing company identified in the "Illinois Licensure Testing System Registration Bulletin". Fees will be payable only by Visa or MasterCard as specified in Section 25.780(j) of this Part.~~
- d) ~~All individuals registering by emergency registration over the telephone must complete, prior to testing, a registration form and sign an assurance that they will abide by all the conditions set forth in Section 25.750 of this Part. Registration forms and assurance statements will be available at the test sites on the day of the test.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.735 Frequency and Location of Tests

- a) ~~The tests of basic skills and content area knowledge will be administered in paper and pencil format no fewer than three times a year and at no fewer than six sites each time at locations throughout the State. The English language proficiency test and the target language proficiency test in Spanish will be administered in paper and pencil format four times per year at one site in the Chicago area. Target language proficiency tests in languages other than Spanish will be administered in paper and pencil format twice per year at one site in the~~

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~~Chicago area. Specific tests may be administered in paper and pencil format at other additional times and locations as the State Board of Education deems advisable.~~

- ~~a~~b) Each test ~~that is made available as a computer based test~~ will be offered during no fewer than ~~three~~four "testing windows" annually, and each examinee may register to take ~~an available computer based~~ test at any of the testing sites in the United States that are operated by the contractor chosen by the State Board ~~of Education~~. Testing sites and testing windows shall be ~~identified in the registration bulletin and any other published material pertaining to the testing system, as well as on the web sites of the State Board and its testing contractor.~~
- e) ~~Registration deadlines and procedures for paper and pencil testing may vary from those stated in Section 25.730 of this Part when testing is conducted outside the fixed schedule set forth in subsection (a).~~
- ~~b~~d) All test sites will be accessible to persons with disabilities.
- ~~c~~e) Information relative to the format of a particular test at any given time may be found on the ILTS website accessible at <https://www.il.nesinc.com/http://www.isbe.net/licensure/default.htm>; choose "Illinois Licensure Testing System".

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.740 Accommodation of Persons with Special Needs

- a) Persons with special needs include those with visual, physical, or other disabilities who would not be able to take the required tests under standard conditions. Each request for an accommodation shall be submitted on a form specified by the State Superintendent ~~of Education~~ and made available on the web site of the testing contractor. Detailed requirements for requesting accommodations may be found on the contractor's website.
- b) Each request for an accommodation must include a signed statement from a medical or human services professional licensed in this or any other state, such as, but not limited to, a physician, psychiatrist, or psychologist, describing the ~~handicapping~~ condition upon which an accommodation is being requested and specifying the exact nature of the needed accommodations. All requests and supporting documentation shall be uploaded electronically to the testing

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~~contractor's website. If required, requests may also be sent via mail. Additional documentation may be required per the requirements on the testing contractor's website. If an examinee's registration is being sent through the mail, this statement shall accompany the registration materials. If an examinee's registration is being accomplished electronically, the signed statement shall be sent either through the mail or by facsimile to be matched with the registration materials. 1) Each request for special accommodations in connection with paper and pencil testing must be submitted with the examinee's registration materials and in time to ensure receipt by the testing contractor no later than the regular registration deadline for the desired test administration. The testing contractor will notify each person of the disposition of his or her request no later than two weeks prior to the date of testing. 2) Requests for special accommodations in connection with computer-based testing will be honored if possible, subject to appropriate documentation provided by the examinee the capabilities of the testing location requested. An examinee needing accommodations is advised to register and submit his or her request well in advance of the applicable deadline, in order to provide the greatest possible amount of time for the testing contractor to make the necessary arrangements. The testing contractor will notify each person requesting an accommodation for computer-based testing as soon as the disposition of the request has been determined.~~

- c) Special test administration procedures may include, but will not be limited to:
- 1) testing arrangements for visually ~~impaired~~~~handicapped~~ persons, such as:
 - A) a special examiner to read the test ~~and/or~~ execute the examinee's choice of answers; ~~and/or~~
 - ~~B) permission to circle answers directly in the test booklet; and/or~~
 - ~~B) permission to use magnifying devices; and/or~~
 - ~~C) the use of either a large print or Braille version of the test;~~
 - 2) testing arrangements for hearing-impaired persons, such as:
 - A) providing written instructions for administering the tests; ~~and/or~~
 - B) providing ~~captioning for audio materials~~~~a sign language interpreter for any audio taped material or the testing instructions;~~ and

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- 3) other arrangements determined on a case-by-case basis, as warranted by the individual's needs and the availability of appropriate means for meeting them.
- d) Special test administration procedures for persons for whom English is not the first language shall be limited to the allotment of extra time ~~and shall be available in conjunction with paper and pencil testing only.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.745 Special Test Dates (Repealed)

~~This Section shall not apply to computer based testing. All paper and pencil tests will be administered on Saturdays, except that arrangements will be made to accommodate persons whose religious convictions prohibit their taking tests on the regularly scheduled test administration date, provided that each such person submits, along with his or her registration materials, a written request for an alternate test date accompanied by a letter signed by a member of the clergy and corroborating the religious basis of the request.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.750 Conditions of Testing

All candidates shall abide by the rules of test participation and other terms, conditions, and policies stated ~~in the applicable ICTS registration bulletin and~~ on the contractor's web site. These include, but are not limited to, the conditions set forth in this Section.

- a) ~~Identification and Admission—Paper and Pencil Testing~~
~~On the day of the test, each person shall present the admission ticket received following test registration and two pieces of positive identification, one of which is government issued and includes a photograph taken within the last four years. Positive identification includes, but is not limited to, a driver's license, student identification card, Illinois identification card, passport, employee identification card, Social Security card, birth certificate, or selective service registration card. Any person lacking sufficient identification will be required to sign a declaration of identity statement. Any person lacking sufficient identification and refusing to sign a declaration of identity statement will be refused admission. Copies of proof of identity may be made at the discretion of staff at the testing site.~~

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- ab) Identification and Admission—~~Computer Based Testing~~
On the day of the test, each person shall present one piece of current, government-issued identification, issued in the name in which the examinee registered and bearing a photograph and the examinee's signature.
- be) On-Site Verification of Identity
- 1) ~~Each person taking a paper and pencil test shall be required to provide a right thumbprint in a designated area on the personalized answer document in order to be admitted to the test site, except that a person who is unable to provide a right thumbprint due to a physical condition shall be admitted if he or she provides a print of the left thumb or, if unable to provide a left thumbprint, a print of another finger. The test proctor shall indicate which finger was used, if other than the right thumb.~~
- 12) Each person taking a ~~computer based~~ test shall be required to provide a digital fingerprint or palm print and a digital signature.
- 23) Any person refusing to provide a thumbprint, other fingerprint, palm print, or signature in accordance with this subsection (be) shall be refused admission.
- 34) Additional procedures that are designed to confirm examinees' identities or provide for test security, such as video recordings and repeated photographing of examinees, may be employed during test administration. Any person refusing to accede to these procedures shall be refused admission.
- d) ~~Late Arrival—Paper and Pencil Testing~~
~~Persons arriving more than 30 minutes after a test administration has begun will be refused admission. Persons arriving within 30 minutes after a test administration has begun will be required to sign an acknowledgment of late arrival specifying that no additional time will be allotted beyond that already given to the other examinees for the session.~~
- ce) ~~Late Arrival—Computer Based Testing~~
Persons arriving after their respective scheduled testing times will be refused admission ~~if admitting them would cause a delay in subsequent testing appointments.~~

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- ~~d~~f) No refund of fees will be made to any person refused admission under subsection (a), (b), or (c), ~~(d), or (e)~~ of this Section.
- ~~e~~g) Each person admitted to a testing site shall abide by the instructions of the proctors administering the test in all matters relating to the test, including, but not limited to, seating arrangements and security measures. Each person authorizes the proctors to serve as his or her agents in maintaining a secure test administration.
- ~~f~~h) Each person beginning a test shall take every section of that test. The score of a person not completing all sections of a test will be reported as set forth in Sections 25.765 and 25.775 ~~of this Part~~, unless the person cancels that score as provided in Section 25.755 ~~of this Part~~.
- ~~g~~i) No refund will be made to any person canceling his or her score, nor will credit be given toward the fee for any future test.
- ~~h~~j) Examinees may perform intermediate work that is necessary to enable them to answer test questions. ~~Persons taking paper and pencil tests shall use as scratch paper only the blank sheets furnished as part of the test materials. Persons taking computer-based tests shall use only the erasable notepad and marker provided for this purpose.~~
- ~~i~~k) No person may:
- 1) bring written notes into a testing site or use written notes during a test;
 - 2) make notes or copies of the contents of a test or remove any test materials from the testing site;
 - 3) bring into the testing site or use unauthorized aids (see Section 25.710 ~~of this Part~~);
 - 4) bring any personal item into a ~~computer-based~~ testing room or use any personal item during ~~computer-based~~ testing, unless permitted as part of an accommodation arranged pursuant to Section 25.740 ~~of this Part~~;
 - 5) communicate in any way with other examinees or any person other than the proctors during a test session;

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- 6) engage in behavior that disrupts or gives unfair advantage or disadvantage to other examinees;
- 7) fail to sign the documents on which he or she is directed to record his or her answers; or
- 8) fail to follow the oral or written instructions or directions of the proctors dealing with the administration of the test.

j) An individual who wishes to object to any of the testing conditions or procedures set forth in this Section shall notify the testing contractor in writing of the basis for this objection no later than six weeks prior to the test administration date. ~~An individual who wishes to object shall not register using the late or emergency registration procedures described in Sections 25.732 and 25.733 of this Part.~~

- 1) The testing contractor shall inform the registrant as to whether his or her objection will be honored.
- 2) If an individual's objection is not honored, the testing contractor shall inform the individual that he or she will not be registered for the test administration.

3) ~~An individual who objects to a condition of testing after using late or emergency registration procedures for paper and pencil testing may be prohibited from taking the test, or his or her score may be voided.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.760 Passing Score

- a) The passing raw score will be established for each test by the State Board of Education, in consultation with the SEPLB, based upon the professional judgments and recommendations of committees of Illinois educators about the acceptable, minimal level of performance for entry-level educators in Illinois classrooms.
- b) ~~The Beginning June 1, 2006, the~~ raw score for each test that forms part of the Illinois Licensure Testing System shall be transferred to a scaled score ranging from 100 to 300, with 240 established as the passing score. The passing raw score shall always be equal to a scaled score of 240. The following formula shall

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be used to transform raw scores to scaled scores, where MAX means the maximum raw score, CUT means the passing raw score, and X means the number of multiple choice items correctly answered or the number of holistic score points assigned to a constructed-response item or section, as applicable:

- 1) If X is greater than or equal to CUT, then the scaled score is $240 + 60 [(X - CUT)/(MAX - CUT)]$.
 - 2) If X is less than CUT, then the scaled score is $100 + 140X/CUT$.
- c) Scaled scores are rounded to the nearest integer except between 69 and 70 and between 239 and 240. To ensure that a score just below passing is not equated with a scaled score of 70 or 240, scaled scores between 69 and 70 will be considered 69, and scaled scores between 239 and 240 will be considered 239.
- d) ~~In order to pass the basic skills test, a person must receive a passing score on each of the subtests of reading comprehension, language arts, mathematics and writing.~~
- e) The requirements of this Section do not apply to ~~scores achieved on the ACT[®] or SAT[®] when results from those assessments are used in lieu of results from Illinois' test of basic skills pursuant to the requirements of Section 25.720 nor to scores used for determining passage of the TPA.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.770 Re-scoring

- a) A person shall have the right to request re-scoring of the ~~basic skills test, the APT, or a~~ content-area test, provided the request is submitted in writing and received by the State Board ~~of Education~~ within three months after the test administration date and is accompanied by payment of the applicable fee. A person shall also have the right to request re-scoring of a language proficiency test. However, no re-scoring service shall be available for the constructed-response portions of a language proficiency test; re-scoring on this test shall be limited to the multiple-choice items only.
- b) In the case of any discrepancy discerned as a result of re-scoring, the State Board ~~of Education~~ will correct its records and inform all parties to whom the test score was reported as to the person's score.

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.780 Fees

Each fee or refund required pursuant to this Section shall be established by the State Superintendent of Education in consultation with the testing contractor and published in all written materials related to the testing program. The fee schedule shall be maintained in the offices of the State Board of Education and shall also be available upon request.

- a) Each registration shall be accompanied by payment of a fee for each test to be taken. The registration fee for a test to be administered by the testing contractor outside the United States may be different from other registration fees.
- b) Each request for re-scoring of a test shall be accompanied by payment of a fee, which shall be refunded if the original scoring is found to be in error.
- c) Each request for an additional individual score report shall be accompanied by payment of a fee.
- d) Each request for a change in the tests, test date, or test site for which the individual is scheduled, other than changes related to ~~computer-based~~ testing, shall be accompanied by payment of a fee.
- e) Each request to add a test or tests to an individual's registration shall be accompanied by payment of a fee.
- f) An individual who cancels his or her registration ~~in accordance with Section 25.730 of this Part~~ shall receive a partial refund for each test for which he or she registered.
- ~~g) Each late registration for paper and pencil testing shall be accompanied by payment of a fee in addition to the payment of the fee for each test to be taken.~~
- ~~gh) A fee of \$20 shall be charged for any test payment that does not clear.~~
- hi) Only cashiers' checks and money orders will be accepted for payment of fees by mail; payment of fees associated with registration transactions made via the Internet shall be made by Visa or MasterCard only. Payment for ~~computer-based~~ testing shall be made via the Internet only and by VISA or MasterCard only.

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- j) ~~Payment of fees for emergency registration (applicable to paper and pencil testing only) must be made by Visa or MasterCard only, as identified in the current year "Illinois Licensure Testing System Registration Bulletin".~~
- 1) ~~A fee in addition to the fee for each test to be taken as specified in subsection (a) of this Section will be charged for each emergency registration.~~
 - 2) ~~No refund or credit of any kind shall be made to any person who registers by emergency registration.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

Section 25.800 Professional Development Required ~~(Beginning July 1, 2014)~~

- a) Pursuant to Section 21B-45 of the ~~School~~ Code ~~[105 ILCS 5]~~, renewal of ~~PELs~~~~professional educator licenses~~ endorsed in a teaching, administrative, or school support personnel field or an educator license with stipulations endorsed for chief school business official (see Section 21B-20 of the ~~School~~ Code) ~~or career and technical educator (see Section 25.805)~~ is contingent upon licensees' presentation of proof of professional development activities. ~~Specific approvals, as defined in Section 25.805, are also subject to renewal requirements set forth in that Section.~~ For the purposes of this Subpart J, "5-year renewal cycle" for any license ~~or renewable approval~~ shall include July 1 following the license's issuance through June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete. If a licensee earns more than the required number of professional development hours during a renewal cycle, the additional hours earned between April 1 and June 30 of the last year of the renewal cycle may be carried over and applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.
- b) Except as provided in Section 25.880 and in subsection (c) of this Section, renewal of an individual's ~~professional educator~~ license ~~or approval requires~~~~shall require~~ the licensee's completion of professional development activities sufficient to satisfy the requirements of Section 21B-45 of the ~~School~~ Code. Professional

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development hours used to fulfill minimum required hours for a renewal cycle shall be applied to one renewal cycle only. Each licensee shall:

- 1) enter the information required by Section 21B-45(e) of the ~~School Code~~ and Section 25.805 of this Part into the Educator Licensure Information System (ELIS) prior to renewal for each activity completed; 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 Subpart J.
- c) Teachers and School Support Personnel
Any licensee holding a PEL endorsed in a teaching or school support personnel field shall complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. (Section 21B-45(e)(1) of the Code)
- d) Administrators
- 1) Any licensee holding a PEL endorsed in an administrative field or an educator license with stipulations endorsed for chief school business official who is working in a position that requires this credential shall complete one Illinois Administrators' Academy (see Section 2-3.53 of the Code) course each fiscal year, in addition to 100 clock hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the Code)
 - 2) Teacher Leader Endorsements
Any licensee holding a PEL endorsed for teacher leader issued pursuant to Section 21B-25(2)(E) of the Code and Section 25.32 of this Part who is working in an administrative capacity at least 50 percent of the school day shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the Code)
Licensees not working in administrative positions are subject to the requirements of subsection (b) rather than this subsection (d).
- e) Career and Technical Educators
Any licensee holding an educator license with stipulations endorsed for career and technical educator issued pursuant to Section 21B-20(e) of the Code shall

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complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. Renewal of the license shall be contingent on the licensee's fulfillment of the applicable requirements of this Section.

- 1) For purposes of this subsection (e), coursework completed for license renewal purposes shall be considered "related to education" if it leads to a PEL or, for individuals holding a PEL, an endorsement on that license for the skill area of instruction, or if it relates to the field of an individual's current teaching assignment or any other field of teaching assignment.
- 2) The provisions of Sections 25.855 and 25.865 shall apply to the awarding of credit for activities offered by approved providers, provided that:
 - A) the references to Section 21B-45 of the School Code are not applicable to the educator license with stipulations endorsed for career and technical educator; and
 - B) references to Subpart J of this Part shall be understood as referring to this Section when necessary to the context.

f) Educational Interpreters

- 1) An individual may accrue the required 50 clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:
 - A) are designed to improve the skills and knowledge of interpreters for the deaf;
 - B) are organized by an entity that is approved pursuant to Section 25.855; and
 - C) address educational concerns.
- 2) An individual may accrue the required clock hours for professional development by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college.

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- g) Interveners for Students Who are Deaf-Blind
- 1) An individual may accrue the required 50 clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other similar events that:
 - A) are designed to improve the skills and knowledge of interveners; and
 - B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860; and
 - C) address educational concerns.
 - 2) An individual may accrue the required credit for professional development by completing college coursework that is part of an intervener training program offered by a regionally accredited institution of higher education or an Illinois community college.
- h) Retired Educators
Any licensee whose license is in retired status shall not be required to complete professional development activities or pay registration fees until returning to a position that requires educator licensure (Section 21B-45(e)(6) of the Code). If an individual returns to a position for which educator licensure is required, he or she shall complete:
- 1) at least 24 hours of the professional development required for his or her endorsement area, as provided by subsections (b) through (e), for each year in which he or she is employed for 50 percent or more of full-time equivalency; and
 - 2) any Administrators' Academy courses as may be required. (Also see Section 25.880(h).)

Professional Educator License Endorsed for School Support Personnel

- 1) Any licensee who holds a professional educator license endorsed for school support personnel who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional

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Regulation related to his or her school support personnel endorsement area or national certification board may renew his or her professional educator license by paying only the registration fees required under Section 21B-40 of the School Code. (See Section 21B-45(1) of the School Code.) For purposes of this subsection (c), "related to" a school support personnel area shall be:

- A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school speech and language pathologist (school support personnel endorsement only (i.e., nonteaching)), a license issued under the Illinois Speech Language Pathology and Audiology Practice Act [225 ILCS 110];
 - E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and
 - F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].
- 2) Upon application for renewal of a professional educator license endorsed in school support personnel, the licensee shall indicate in ELIS whether he or she holds a current and active professional license listed in subsection (c)(1) and electronically sign an assurance that the professional development requirements for that license were met.
- 3) Any licensee who holds the professional educator license endorsed for school support personnel and does not hold one of the other professional licenses listed in subsection (c)(1) shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J.

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- 4) ~~Any licensee who holds a professional educator license endorsed in a teaching field and for speech language pathologist but does not hold a school support personnel endorsement shall complete 120 hours of professional development activities and meet all other requirements for educator licensure renewal set forth in this Subpart J regardless of whether he or she also holds a current and active professional license identified in subsection (c)(1)(D).~~
- d) ~~Credit for CPDUs Earned Prior to July 1, 2014~~
~~Any licensee who earned continuing professional development units (CPDUs) by completing any of the activities listed in Section 25.875 prior to July 1, 2014 shall have those CPDUs converted to clock hours as set forth in this subsection (d) and have those CPDUs credited to the 5 year renewal cycle during which the CPDUs were completed. For each subsequent 5 year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned CPDUs prior to July 1, 2014 and has not entered those into ELIS shall do so by using the conversion set forth in this subsection (d).~~
- 1) ~~One CPDU earned shall equal one clock hour of professional development activities.~~
- 2) ~~One semester hour of college coursework related to education from a regionally accredited institution (i.e., completion of an advanced degree, receipt of a subsequent endorsement, completion of coursework in an undergraduate or graduate program) shall equal 15 clock hours of professional development activities.~~
- 3) ~~Except as provided in subsection (e)(7) or (e)(8), if the total credit received in the conversion from CPDUs to clock hours is fewer than 120 clock hours, the licensee shall complete a sufficient number of professional development activities, as required under Section 21B-45 of the School Code and this Subpart J, as may be necessary to reach 120 clock hours before the end of his or her 5 year renewal cycle.~~
- e) ~~Credit for Certain Activities Completed Prior to September 1, 2014~~
~~Certain activities completed before August 31, 2014 shall qualify a licensee as meeting all or a portion of the 120 clock hours of professional development required and shall be attributed to the 5 year renewal cycle in which the activity was completed. For each subsequent 5 year renewal cycle, the licensee shall meet the applicable requirements of Section 25.805. Any licensee who earned credit~~

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for activities completed prior to September 1, 2014 shall enter his or her completed credit into ELIS by noting the activity completed and the credit earned, as set forth in this subsection (e).

- 1) ~~Completion of all requirements for an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 120 clock hours of professional development. The degree must be conferred no later than December 31, 2014 in order to qualify under this subsection (e)(1).~~
- 2) ~~Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development.~~
- 3) ~~Receipt of a subsequent Illinois endorsement on a professional educator license may be used to fulfill 120 clock hours of professional development. The endorsement must be issued no later than December 31, 2014 to qualify under this subsection (e)(3).~~
- 4) ~~Becoming "highly qualified" in an additional teaching area may be used to fulfill 120 clock hours of professional development. The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the 5-year renewal cycle to which the professional development credit is attributed.~~
- 5) ~~Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 120 hours of professional development, provided that the coursework was approved by the State Superintendent of Education; offered by a regionally accredited institution of higher education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and included demonstration of performance through the activities listed in this subsection (e)(5) for each of the Illinois Professional Teaching Standards set forth in 23 Ill. Adm. Code 24 (Standards for Illinois Teachers).~~

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- A) ~~Observation, by the course instructor or another experienced teacher, of the teacher's classroom practice for the purpose of identifying and describing how the teacher:~~
- ~~i) made content meaningful for students;~~
 - ~~ii) motivated individuals and the group and created an environment conducive to positive social interactions, active learning and motivation;~~
 - ~~iii) used instructional strategies to encourage students' development of critical thinking, problem-solving and performance;~~
 - ~~iv) communicated using written, verbal, nonverbal and visual communication techniques; and~~
 - ~~v) maintained standards of professional conduct and provided leadership to improve students' learning.~~
- B) ~~Review and analysis by the course instructor or another experienced teacher of written documentation prepared by the teacher for at least two lessons that provides evidence of classroom performance related to the Illinois Professional Teaching Standards, with an emphasis on how the teacher:~~
- ~~i) used his or her understanding of students, assessment data and subject matter to determine learning goals;~~
 - ~~ii) designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards set forth in 23 Ill. Adm. Code 1. Appendix D;~~
 - ~~iii) adapted or modified curriculum to meet individual students' needs; and~~
 - ~~iv) sequenced instruction and designed or selected student assessment strategies.~~

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- ~~C) Demonstration of professional expertise on the part of the teacher in reflecting on his or her practice in terms of teaching strengths, weaknesses and implications for improvement according to the Illinois Professional Teaching Standards.~~
- 6) Successful completion of four semester hours of graduate level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 120 clock hours of professional development, provided that the coursework was approved by the State Superintendent of Education, either in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit, and addressed the five core propositions of NBPTS and relevant standards through the activities described in subsection (e)(5); except that references to the Illinois Professional Teaching Standards shall be understood to mean NBPTS.
- 7) A licensee who holds a master's degree in an education related field reduces the 120 clock hours of professional development required by 40 clock hours.
- 8) A licensee who holds a second master's degree, an education specialist or a doctorate in an education related field or who has attained NBPTS master teacher designation reduces the 120 clock hours of professional development required by 80 clock hours.
- 9) A licensee with a school support personnel endorsement who holds one of the certifications specified in this subsection (e)(9) shall be deemed to have satisfied the continuing professional development requirements.
 - A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;
 - B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;
 - C) Nationally Certified Counselor from the National Board for Certified Counselors; or

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- ~~D) Certificate of Clinical Competence from the American Speech-Language Hearing Association.~~
- f) ~~Holders of a professional educator license who are working solely in a substitute teaching capacity are not subject to the requirements of Section 21B-45 of the School Code or this Subpart J.~~
- g) ~~The ending date of the licensee's 5-year renewal cycle in effect on July 1, 2014 is not changed by the provisions of this Subpart J.~~
- h) ~~A licensee must complete one Illinois Administrator Academy course within one year after entering a position requiring an administrative endorsement.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.805 ~~Continuing~~ Professional Development Options

- a) Activities
Professional development activities, offered through an Illinois-approved professional development provider, shall generate credit for purposes of renewal of a PEL professional educator license endorsed in a teaching, administrative, or school support personnel field or an educator license with stipulations endorsed for chief school business official or CTE only if they address one or more of the criteria identified in Section 21B-45(d) of the Code. ~~For the purposes of this Subpart J:~~
- 1) ~~"Sustained period of time" shall mean professional development that includes structured opportunities for educators to apply what they have learned in real-life situations and/or professional development offered over a course of two or more sessions.~~
- 2) ~~"Licensee's performance" shall mean professional development identified by the licensee, school or district that is designed to improve the licensee's knowledge and skills relative to district or school performance and/or student achievement.~~
- 3) ~~"State approved standards" shall mean the standards applicable to the licensee's credential, as set forth in Section 25.115(e).~~

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- 4) ~~"Related to student growth or district improvement" shall mean professional development identified by the teacher, school or district that would contribute to improvements in academic achievement of students in the licensee's classroom or for the school and district as a whole, as may be identified in the school or district improvement plan.~~
- 5) ~~"Higher education coursework" shall mean coursework completed at a postsecondary institution.~~

b) National and State Certifications

- 1) A licensee who holds a school support personnel endorsement who is employed and performing services on the endorsement in an Illinois public school and who holds the applicable national certifications specified in this subsection (b)(1) shall be deemed to have satisfied 120 hours of professional development. (See Section 21B-45(l) of the School Code.)
 - A) Nationally Certified School Psychologist from the National School Psychologist Certification Board;
 - B) Nationally Certified School Nurse from the National Board for Certification of School Nurses;
 - C) Nationally Certified Counselor from the National Board for Certified Counselors;
 - D) Certificate of Clinical Competence from the American Speech-Language-Hearing Association; or
 - E) Certified School Social Work Specialist (C-SSWS) from the National Association of Social Workers.
- 2) A licensee who holds a school support personnel endorsement who is employed and performing services in Illinois public schools and who holds an active and current professional license issued by the Department of Financial and Professional Regulation related to his or her school support personnel endorsement area or national certification board shall be deemed to have satisfied 120 hours of professional development. (See Section 21B-45(k)(1) of the Code.) For purposes of this subsection (b), "related to" a school support personnel area shall be:

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- A) for a school counselor, a license issued under the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act [225 ILCS 107];
 - B) for a marriage and family therapist, a license issued under the Marriage and Family Therapist Licensing Act [225 ILCS 55];
 - C) for a school psychologist, a license issued under the Clinical Psychologist Licensing Act [225 ILCS 15];
 - D) for a school speech and language pathologist (school support personnel endorsement only (i.e., nonteaching)), a license issued under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110];
 - E) for a school nurse, a license issued under the Nurse Practice Act [225 ILCS 65]; and
 - F) for a school social worker, a license issued under the Clinical Social Work and Social Work Practice Act [225 ILCS 20].
- 3) National Board for Professional Teaching Master Teacher Designation
Any licensee holding a National Board for Professional Teaching
Standards (NBPTS) master teacher designation shall complete a total of
60 clock hours of professional development per 5-year renewal cycle.
(Section 21B-45(e)(4) of the Code)
- A) If National Board certification is not valid at the time of renewal,
the licensee shall complete all required professional development
for the license cycle.
 - B) Administrators who hold a master teacher designation are also
subject to the requirements set forth in Section 25.800(d)(1).
 - C) When an Illinois licensee successfully renews his or her National
Board certification, his or her master teacher designation shall be
automatically renewed.

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- D) The holder of an NBPTS master teacher designation whose certification through the NBPTS is not renewed shall have the designation expired.
- c) Higher Education Coursework
One semester hour of college coursework related to education from a regionally accredited institution shall equal 15 clock hours of professional development activities. One quarter hour shall equal 10 clock hours.
- 1) Coursework may be completed through an Illinois institution of higher education that offers approved educator preparation programs and Illinois public community colleges.
- 2) Any licensee using coursework to fulfill professional development hours must upload a copy of a transcript showing completion of the coursework to his/her ELIS account.

Endorsements in a Teaching Field or for School Support Personnel
Any licensee shall complete 120 clock hours of professional development activities during each 5-year renewal cycle, unless otherwise specified in this Subpart J. (Section 21B-45(e)(1) of the School Code)

- e) Administrative Endorsements
- 1) Any licensee holding a professional educator license endorsed in an administrative field who is working in a position that requires this credential shall complete one Illinois Administrators' Academy (see Section 2-3.53 of the School Code) course each fiscal year, in addition to 100 clock hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the School Code)
- 2) Beginning in his or her first full 5-year renewal cycle, any licensee holding a professional educator license endorsed in an administrative field who is employed in an Illinois public or State-operated school or cooperative or charter school and is not working in a position requiring the administrative credential is subject to the requirement of subsection (b) and shall complete one Illinois Administrators' Academy course during each 5-year renewal cycle.

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- A) ~~The licensee is subject to this subsection (e) in each 5-year renewal cycle in which he or she has held the administrative endorsement for at least one year and was employed on a full-time basis in each year of the 5-year renewal cycle.~~
 - B) ~~The Illinois Administrators' Academy course may count toward the 120 hours of professional development required in each 5-year renewal cycle on a clock-hour basis (Section 21B-45(e)(2) of the School Code) or toward the 60 hours of professional development required under subsection (d).~~
- d) **Master Teacher Designation**
~~Any licensee holding a National Board for Professional Teaching Standards (NBPTS) master teacher designation shall complete a total of 60 clock hours of professional development per 5-year renewal cycle. (Section 21B-45(e)(4) of the School Code) (Also see Section 25.832.)~~
- 1) ~~If the master teacher designation is removed during a 5-year renewal cycle, the licensee shall complete at least 20 percent of the professional development required in this Section for each year in which the master teacher designation was not held. (Also see Section 25.832.)~~
 - 2) ~~Any licensee whose master teacher designation is removed shall be subject to the full renewal requirements that would apply to his or her endorsement area for the 5-year renewal cycle subsequent to the cycle in which the designation was removed.~~
- e) **Teacher Leader Endorsements**
~~Any licensee holding a professional educator license endorsed for Teacher Leader issued pursuant to Section 21B-25(2)(E) of the School Code and Section 25.32 of this Part who is working in an administrative capacity at least 50 percent of the school day shall complete one Illinois Administrators' Academy course each fiscal year, in addition to 100 hours of professional development activities during each 5-year renewal cycle. (Section 21B-45(e)(3) of the School Code) Licensees not working in administrative positions or those holding Teacher Leader endorsements received on or before December 31, 2012 are subject to the requirements of subsection (b) rather than this subsection (e).~~
- f) **Multiple Endorsements**

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- 1) ~~Licenses who are performing services on one or more endorsements during a given renewal cycle are subject to the requirements of this subsection (f). The provisions of this subsection (f) also apply to individuals who hold and are performing services on both an educator license with stipulations endorsed for career and technical educator and a professional educator license.~~

- 2) ~~When two or more endorsements are being used during a renewal cycle, the licensee shall complete renewal requirements in proportion to each year that he or she worked on a given endorsement or license.~~
 - A) ~~Example: If the holder of a professional educator license endorsed for both teaching and administrative fields worked one year as a principal and four years as a teacher, he or she would complete 20 percent of the requirements set forth in subsection (c) (including completion of one Administrators' Academy course) applicable to the year in which the educator served as a principal and 80 percent of the requirements set forth in subsection (b) or (d) applicable to the years in which the educator served as a teacher.~~

 - B) ~~Example: If the holder of a professional educator license endorsed for both an administrative field and school support personnel worked for one year as an administrator and four years in a school support position, he or she would complete 20 percent of the requirements set forth in subsection (c) (including completion of one Administrators' Academy course) applicable to the year in which the educator served as an administrator and 80 percent of the requirements set forth in subsection (b), subject to any exemption allowed under Section 25.800(c), applicable to the years in which the educator served in a school support position.~~

- g) ~~Retired Status
Any licensee whose license is in retired status, as defined in Section 21B-45(e)(6) of the School Code, and who returns to a position for which educator licensure is required, shall complete at least 20 percent of the professional development required for his or her endorsement area as provided under subsections (b) through (e) for each year in which he or she is employed for 50 percent or more of full-time equivalency and any Administrators' Academy courses as may be required. (Also see Section 25.880(h).)~~

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.830 Verification of Completed Activities; Renewal Process

- a) A licensee shall enter any professional development credit earned *prior to renewal*. The licensee shall enter electronically into the [Educator Licensure Information System \(ELIS\)](#) the name, date, and location of the activity, the number of professional development hours earned, and the provider's name (Section 21B-45(e) of the ~~School Code~~ [Code](#) ~~[105 ILCS 5]~~), except that:
- 1) any Illinois Administrators' Academy course completed shall be entered by the provider rather than the licensee; ~~and~~
 - 2) a licensee who holds both a [PEL professional educator license](#) endorsed in school support personnel and one of the professional licenses listed under Section 25.805(b)(2) shall enter the license as an activity on his or her Professional Development page of ELIS and upload a copy of the valid license into his or her ELIS account; ~~and~~
 - 3) a licensee who completes applicable higher education coursework shall enter the coursework using the semester-to-hour conversion set forth in Section 25.805(c) and upload a copy of the transcript into his or her ELIS account. ~~800(e) shall indicate in ELIS if his or her professional license is active and current.~~
- b) Professional development completed after June 30 of the year in which the 5-year renewal cycle ends will be counted towards the renewal requirements for the licensee's next renewal cycle.
- c) A licensee who fails to enter into ELIS his or her completed professional development prior to renewal shall be unable to include credit for those activities among the clock hours needed to satisfy renewal requirements.
- d) A licensee who fails to complete an Administrators' Academy course in a given fiscal year as required by Section 21B-45(e)(2) or (3) of the ~~School~~ Code shall be required to complete two courses for each one missed. He or she may complete these courses at any time during the remainder of the 5-year renewal cycle or prior to the reinstatement of a license that has lapsed pursuant to Section 25.450 of this Part.

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- e) Accumulation of the number of hours of professional development activities required under Section 21B-45(e) of the ~~School~~ Code and entering them into ELIS shall not entitle the licensee to renewal of the license. Renewal of the licensee's license shall be determined by the State Superintendent ~~of Education~~.
- f) In accordance with Section 21B-45(e)(5) and (e)(6) of the Code, licensees who are retired, working in positions that do not require a PEL, or professional educator license and those who are working in positions that require a PEL professional educator license for less than 50 percent of full-time equivalency in a school year, are "exempt" and do not have to complete professional development activities. Prior; however, prior to renewing the license, the licensee shall request that his or her ROE record that status in ELIS indicating the starting and ending date of the exemption and the reason the exemption was requested. ROEs must verify that the educator is exempt or retired prior to changing the educator's status. ROEs retain authority to require necessary documentation to make this determination. (See Section 25.880.)
- ~~g)~~ A licensee whose professional educator license is in "retired status", as defined in Section 21B-45(e)(6) of the School Code, is not subject to renewal requirements; however, prior to renewing the license, the licensee shall record that status in ELIS. The licensee's "retired" status shall take effect in the next full 5-year renewal cycle following the cycle in which the licensee retired. The licensee shall complete and record in ELIS the professional development required to be completed in the 5-year renewal cycle during which the licensee retired (i.e., at least 20 percent of the total professional development required in the 5-year renewal cycle for each year in which the license was valid and active).
- ~~gh)~~ A licensee who does not enter all of his or her professional development activities prior to September 1 of the year in which the 5-year renewal cycle ends may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her license.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.831 Educator Professional Development Audits

- a) The State Board of Education shall conduct random audits of licensees to verify a licensee's fulfilment of the professional development hours required under Section 21B-45 of the Code.

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- b) Educators who do not meet required professional development hours or who do not provide sufficient evidence of completion will be notified that their license has lapsed and has been put into a "hold" status until evidence of completing the required professional development has been submitted. Upon submission of the required audit documents, the license status shall be changed to "lapsed" and the educator may reinstate the license.
- c) A lapsed license may be reinstated by meeting the requirements set forth in Section 21B-45(b) of the Code.

(Source: Added at 45 Ill. Reg. _____, effective _____)

Section 25.832 Validity and Renewal of NBPTS Master Teacher Designation (Repealed)

- a) ~~When an Illinois licensee successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master teacher designation.~~
- b) ~~The holder of an NBPTS master teacher designation whose certification through the NBPTS is not renewed shall have the designation removed from his or her professional educator license.~~
- e) ~~Since NBPTS certification is valid for 10 years, any master teacher designation on a professional educator license shall be renewed automatically on that license once the individual has held the designation for five years. An individual shall meet the requirements of subsection (a) in order to renew the designation after holding the designation for 10 years.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 25.835 Request for Extension

Section 21B-45(e)(9) of the ~~School~~ Code allows a licensee who is unable to complete the required professional development by September 1 of the year in which the license has expired, *due to professional development opportunities being unavailable*, to request that the SEPLB extend the deadline for completing the outstanding professional development beyond August 31 of that year.

- a) A written request for an extension shall be submitted to the State Superintendent ~~of Education~~ no sooner than April 1 nor later than June 30 of the last year in the

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5-year cycle. (See Section 21B-45(e)(9) of the ~~School~~ Code.) The request shall indicate the:

- 1) licensee's name, type of license held (including license number), and endorsements placed on the license;
- 2) number of clock hours of professional development or Administrators' Academy courses, as applicable, needed to fulfill the requirements;
- 3) reason the licensee is requesting the extension, to include the efforts he or she has made to complete the required professional development before September 1 of the year in which the license would expire; and
- 4) licensee's plan for completing the outstanding professional development, to include a description of the professional development in which the licensee will participate and the timeline for its completion.

b) The request shall be presented to ~~the~~ SEPLB at its next regularly scheduled meeting following receipt of the request. ~~The~~ SEPLB shall approve a request when:

- 1) the preponderance of evidence indicates that failure to complete the professional development was beyond the control of the licensee;
- 2) the outstanding professional development does not exceed at least 20 percent of the total required for the 5-year renewal cycle ~~and/or~~ one Administrators' Academy course; and
- 3) the plan for completing the outstanding professional development will result in the completion of the activities by no later than August 31 of the year immediately subsequent to the year in which the license expired.

c) The licensee shall be notified whether the extension has been granted within 30 days after ~~the~~ SEPLB's action, but in no case later than August 31 of the year in which the license will expire.

- 1) The license of a licensee for which an extension is approved *shall remain valid during the extension period*. (Section 21B-45(e)(9) of the ~~School~~ Code) Failure of the licensee to complete the outstanding professional development within the timeline indicated in the approved extension

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request will result in his or her license lapsing and the inability of the licensee to register the license with the appropriate ~~ROE~~Regional Office of Education.

- 2) The license of a licensee for which an extension is not granted shall lapse September 1 of the year in which the license expired and cannot be registered. (See Section 25.400(e).)
- 3) Any professional development completed during the extension period shall first be applied to the previous 5-year renewal cycle and may be credited to the subsequent 5-year renewal cycle only if it exceeds the amount of the outstanding professional development owed.
- 4) *An unregistered license is invalid after September 1 for employment and performance of services in an Illinois public or State-operated school or cooperative and a charter school.* (Section 21B-45(~~ba~~) of the ~~School~~ Code)

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.840 Appeals to the State Educator Preparation and Licensure Board

- a) A licensee may appeal the lapse of his or her license for failure to complete renewal requirements to ~~the~~ SEPLB. The licensee shall submit his or her request for an appeal by certified mail, return receipt requested, no later than September 30 of the year the license lapsed. The appeal request shall be sent to the State Educator Preparation and Licensure Board, 100 North First Street, Springfield, Illinois 62777-0001.
- b) Within 90 days after receipt of an appeal submitted pursuant to subsection (a), the SEPLB may hold an appeal hearing or make a recommendation based on a review of the record, as enumerated in Section 21B-45(m) of the ~~School~~ Code. If a hearing is to be held, the Board shall notify the licensee of the date, time, and place of the hearing.
 - 1) The licensee shall submit to ~~the~~ SEPLB any additional information as ~~the~~ SEPLB determines is necessary to decide the appeal.
 - 2) If a hearing is held, ~~the~~ SEPLB may request that the licensee appear before it. The licensee shall be given at least ~~10~~ten days' notice of the date, time,

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and place of the hearing.

- 3) In verifying whether the licensee has met the renewal criteria set forth in Section 21B-45 of the ~~School~~ Code and this Subpart J, ~~the~~ SEPLB shall consider:
 - A) *the regional superintendent of education's rationale for recommending nonrenewal of the license, if applicable;*
 - B) *any evidence submitted to the State Superintendent along with the individual's electronic statement of assurance for renewal provided in ELIS~~provided in ELIS~~; and*
 - C) *the State Superintendent's rationale for nonrenewal of the license. (See Section 21B-45(m)(2) of the ~~School~~ Code.)*
- c) ~~The~~ SEPLB shall notify the licensee of its decision regarding license renewal no later than 30 days after reaching a decision as set forth in Section 21B-45(m) of the ~~School~~ Code. Upon receipt of notification of renewal, the licensee, using ELIS, shall pay the applicable registration fee. If the decision is not to renew the individual's license, the notification shall state the reasons for that decision.
- d) An individual whose license is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may reinstate the license once that license has lapsed (i.e., September 1 of the year in which the license expired) if he or she has;
 - 1) paid any accumulated registration fees, including registration fees owed;
 - 2) either paid the penalty or completed the coursework required under Section 21B-45 of the ~~School~~ Code ~~with a grade of C- or higher, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and~~
 - 3) presented evidence of completing the balance of the professional development activities that were required for renewal of the license previously held.
- e) ~~The~~ SEPLB shall not renew any license if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through

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25.491 ~~of this Part~~. Any disciplinary action taken against a licensee 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 21B-90 of the ~~School~~ Code.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.855 Approval of Professional Development Providers

A licensee may not receive credit for professional development activities completed for the purpose of renewing the ~~PEL professional educator license~~ with respect to activities offered by entities that are not approved under Section 21B-45(g) of the ~~School~~ Code ~~[105 ILCS 5]~~ or this Subpart J. The State Superintendent of Education shall post by July 1 of each year a list of the entities approved for this purpose.

- a) ~~Any provider, other than those listed in subsection (b), that received approval to offer educator preparation programs prior to July 1, 2014 may continue to offer professional development activities until December 31, 2014, provided those activities conform to the requirements of Section 21B-45 of the School Code and this Subpart J. Starting January 1, 2015, a provider meeting the requirements of subsection (c) must be granted approval under this Section in order to continue to serve as an approved provider for license renewal purposes.~~
- b) In accordance with Section 21B-45(g), the entities listed in this subsection (b) are deemed approved to provide professional development activities for the renewal of the ~~PEL professional educator license~~. No further approval is necessary.
 - 1) The State Board of Education;
 - 2) ~~ROEs~~Regional offices of education and intermediate service centers;
 - 3) Regionally accredited institutions of higher education that have been approved under Subpart C to offer educator preparation programs;
 - 4) Illinois public school districts;
 - 5) Charter schools authorized under Article 27A of the ~~School~~ Code;

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- 6) Joint education programs established under Article 10 of the ~~School~~ Code for the purposes of providing special education services or ~~CTE career and technical education~~; and
 - 7) Any other entity as identified in Section 21B-45(g) of the ~~School~~ Code.
- c) An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (See Section 21B-45(g)(3) of the ~~School~~ Code.) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of, or on behalf of a group; ~~and~~ or serving as a spokesman, proxy or attorney for a group. "Represent" also shall refer to Illinois professional associations whose primary purpose is to provide support to or promote the goals of a group of educators or conduct research about issues of interest to a group. An eligible Illinois professional association shall represent one or more of the following:
- 1) School administrators holding Illinois educator licensure;
 - 2) Principals holding Illinois educator licensure;
 - 3) School business officials serving in Illinois public schools;
 - 4) Teachers holding Illinois educator licensure (e.g., special education teachers, bilingual education teachers, early childhood teachers, career and technical educators, teachers in various content areas);
 - 5) Boards of education established under Article 10 or Article 34 of the ~~School~~ Code;
 - 6) Illinois public school districts;
 - 7) Parents of students enrolled in Illinois public schools; or
 - 8) School support personnel holding Illinois educator licensure.
- d) Each association eligible under subsection (c) wishing to receive approval shall submit an application in a format specified by the State Board ~~of Education~~ that shall include:

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- 1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <http://learningforward.org/>;
- 2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;
- 3) a description linking the professional development activities to one or more of the purposes listed in Section 21B-45(h) of the [School Code](#), which are to:
 - A) *increase the knowledge and skills of school and district leaders who guide continuous professional development;*
 - B) *improve the learning of students;*
 - C) *organize adults into learning communities, the goals of which are aligned to those of the school and district;*
 - D) *deepen educator's content knowledge;*
 - E) *provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;*
 - F) *prepare educators to appropriately use various types of classroom assessments;*
 - G) *use learning strategies appropriate to the intended goals;*
 - H) *provide educators with the knowledge and skills to collaborate; and*
 - I) *prepare educators to apply research to decision-making;*
 - J) *provide educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional outcomes for all*

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students, with or without disabilities, in a general education setting;

- 4) the qualifications and experience the provider will require of presenters to be assigned in each area;
 - 5) the mode of delivery of the professional development; and
 - 6) assurances that the requirements of subsection (e) will be met.
- e) Each provider approved to issue credit for professional development activities under Section 21B-45 of the ~~School~~ Code and this Section shall:
- 1) verify attendance at its professional development activities, provide to participants the standard forms referred to in Section 25.865, and require completion of the evaluation form;
 - 2) maintain participants' evaluation forms for a period of not less than six years and make them available for review upon request by staff of the State Board ~~of Education~~; ~~and~~
 - 3) maintain attendance records for each event or activity it conducts for a period of not less than six years; ~~and-~~
 - 4) register annually with the State Board of Education prior to offering any professional development opportunities in the current fiscal year. (Section 21B-45(i)(7) of the Code)
- f) Applicants may be asked to clarify particular aspects of their materials.
- g) The State Superintendent ~~of Education~~ shall respond to each application for approval no later than 45 days after receiving it.
- h) A provider shall be approved to issue credit for clock hours completed in increments of at least a quarter hour for a given type of activity only if the provider's application provides evidence that:
- 1) the activities it sponsors or conducts will be developed and presented by persons with education and experience in the applicable content areas; and

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- 2) there is an apparent correlation between the proposed content of the professional development activities, the relevant standards set forth in Section 25.115(e), and one or more of the criteria set forth in Section 21B-45(d) of the ~~School~~ Code and Section 25.805(a) of this Part.
- i) A provider not approved under this Section may work with any provider listed under subsection (b) to offer professional development activities.
- j) Approval of ~~any~~ provider under Section 21B-45 of the Code shall be valid until June 30 ~~of the following year following the approval's being in effect for five years.~~ Continuation of that approval ~~in year 5~~ shall be contingent upon the provider's annual registration with SBE (see Section 25.856) and the State Superintendent receiving no evidence of noncompliance with the requirements of this Subpart J.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.856 Registration of Professional Development Providers

Each provider listed under Section 25.855(b) or approved under Section 25.855(c) is subject to the requirements of this Section.

- a) Prior to July 1 of each year, each provider must register electronically with the State Board to offer activities in the upcoming fiscal year.
- b) The annual registration renewal window will open April 1 for the upcoming fiscal year.
- c) Providers shall not offer any activities for educator license renewal prior to being registered with the State Board for the applicable time period.

(Source: Added at 45 Ill. Reg. _____, effective _____)

Section 25.860 Reporting by and Audits of Providers

Each provider listed under Section 25.855(b) or approved under Section 25.855(c) is subject to the requirements of this Section.

- a) During an audit, each provider shall submit to the State Board ~~of Education~~ a list of the subcontractors used in the previous 12 months for professional

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development activities for which credit was provided in accordance with this Subpart J. For each subcontractor, the provider shall submit the name, date, and summary of each activity provided, and the outcomes anticipated.

- b) Each provider shall submit to the State Board of Education, as part of its audit, any data and other information that responds to the requirements of Section 21B-45(j)(2) of the School Code ~~[105 ILCS 5]~~. The following materials must be provided for each selected activity by the timelines specified in subsection (c):
 - 1) Attendance rosters, including educator name and IEIN;
 - 2) Evaluation for Workshop, Conference, Seminar form data;
 - 3) Approved Professional Development Provider Activity Summary form;
 - 4) Approved Provider Report;
 - 5) Additional documentation deemed necessary by the State Board.

- c) An audit of each provider shall be conducted at least once every five years in accordance with Section 21B-45(j)(3) of the School Code. ~~ROEs~~ Regional offices of education and intermediate service centers shall conduct audits of school districts and cooperatives within their regions. Data and information from the audits, as well as collected pursuant to subsections (a) and (b) of this Section, shall be used to determine if the provider has met the requirements of Section 21B-45 of the School Code and this Subpart J.
 - 1) In the event that a determination is made that applicable standards have not been met, the State Board may withdraw approval for one or more types of activities or of the provider.
 - 2) A licensee may not receive credit for any professional development activity that is designed for entertainment, promotional or commercial purposes; that is solely inspirational or motivational; or that addresses purposes other than those listed in Section 25.855(d)(3), and the State Board may disapprove any activity found to be of this nature.
 - A) When an activity is disapproved under this subsection (c), the provider may continue to offer the activity but shall not provide to any participants the standard form referred to in Section 25.865

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and shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each notice or advertisement that the activity generates no credit applicable to license renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

- B) Individuals who have completed an activity that is later disapproved under this subsection (c) shall not be penalized with respect to professional development credit accrued for that activity.
- 3) Providers that do not conduct professional development activities in the year prior to an audit shall be considered discontinued and must reapply to be a professional development provider in accordance with Section 25.855 (Approval of Professional Development Providers) unless the provider is statutorily approved and has completed the annual registration.
- 4) Each provider being audited under this Subpart J shall submit a list of all professional development activities, including date of occurrence, that were offered within the last 12 months. The State Board shall select a sample of activities for the audit.
- 5) Each provider being audited under this Subpart J shall submit requested documentation to the State Board within four weeks after the request is made.
- 6) State Board staff may attend an activity at any time with one day's advance notice and ask to speak with participants, speakers, or activity organizers.
- 7) All documentation must be submitted in a format specified by the State Board.
- 8) The State Board will audit the ROEs regional offices of education and intermediate service center to review the data and information collected.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.865 Awarding of Credit for Activities with Providers

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The State Board of Education shall develop the requirements for standard forms that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the licensee and evidence of completion for the licensee with respect to the activity. The State Board shall make available information about the required format and contents of these forms so that providers may generate them for their own use.

- a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion of the professional development activity. In the case of a conference, workshop, or other event having more than one session, the sessions in whole shall be considered an "activity" for purposes of this Section. The providers shall maintain sign-in sheets for each activity.
- b) The provider shall complete the standard form to indicate the title, time, date, location, nature of the event and clock hours of credit earned (i.e., in increments of a quarter hour). Alternately, a provider may accept an official transcript in place of the standard form as evidence of completion of coursework at a regionally accredited institution of higher education that is not approved under Section 25.855.
- c) If the licensee's records are audited pursuant to Section 21B-45(j) of the School Code and Section 25.860 of this Part, credit for professional development activities claimed shall be affirmed only when the standard form is presented.
- d) In the case of higher education coursework, an official transcript shall be maintained as evidence of completion in lieu of the form specified in subsection (a).

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014) (Repealed)

~~This Section applies to CPDUs earned on or before June 30, 2014. A licensee shall record in ELIS the number of CPDUs earned at a rate of one clock hour for one CPDU. The number of CPDUs that were to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section.~~

- a) ~~Participation on collaborative planning and professional improvement teams and committees [105 ILCS 5/21-14(e)(3)(F)(i)]~~

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- 1) ~~Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.~~
 - 2) ~~Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.~~
 - 3) ~~Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team's meetings demonstrating the member's attendance; and the plan, activity description, or other product that results from the group's work.~~
- b) *Peer review and coaching* [105 ILCS 5/21-14(e)(3)(F)(ii)]
- 1) **Definitions**
 - A) ~~Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher's performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.~~
 - B) ~~Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other's teaching and discuss the observations made.~~
 - 2) ~~Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five observations; eight CPDUs shall be credited per semester in which there~~

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are six or more observations.

3) Evidence of Completion

A) For peer review: The school's, district's, or exclusive representative's written program description or policy; a record of the licensee's assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

e) *Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(F)(iii)]*

1) Definitions

A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and

i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or

ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher's progress or classroom observation; or

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- B) ~~For a consulting teacher: The district's written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.~~
- d) ~~Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans [105 ILCS 5/21-14(e)(3)(F)(iv)]~~
 - 1) ~~Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.~~
 - 2) ~~Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.~~
 - 3) ~~Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team's meetings; and a copy of the product or recommendation developed by the team or committee.~~
- e) ~~Coordinating community resources in schools, if the project is a specific goal of the school improvement plan [105 ILCS 5/21-14(e)(3)(F)(v)]~~
 - 1) ~~Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school's or district's staff or students for the purpose of meeting one or more needs identified in the school improvement plan; must include more than the classes directly taught by the licensee.~~
 - 2) ~~Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.~~
 - 3) ~~Evidence of Completion: The excerpt from the school improvement plan highlighting the needs being met; a written statement prepared by the licensee indicating the purpose or desired outcome of the external entities'~~

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~~involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual's assignment to or performance of this function.~~

- f) ~~Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(F)(vi)]~~

1) ~~Definitions~~

A) ~~Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan.~~

B) ~~Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the licensee's assignment).~~

- 2) ~~Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.~~

3) ~~Evidence of Completion~~

A) ~~For coordinating: The sponsoring entity's written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual's assignment as facilitator or coordinator or indicating that he or she performed these duties.~~

B) ~~For making presentations: The written program description indicating that the licensee served as a presenter in the program.~~

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- g) *Participating in business, school, or community partnerships directly related to student achievement or school improvement plans* [105 ILCS 5/21-14(e)(3)(F)(vii)]
- 1) ~~Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.~~
 - 2) ~~Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.~~
 - 3) ~~Evidence of Completion: A written description of the partnership that states its goals, identifies the needs it is designed to meet, and describes the activities conducted by the licensee; and a copy of the relevant portion of the school improvement plan that includes the specific needs identified.~~
- h) *Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years* [105 ILCS 5/21-14(e)(3)(F)(viii)]
- 1) ~~Definitions~~
 - A) ~~Service (as determined by the educator preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program.~~
 - B) ~~Provision of at least 40 hours of supervisory service connected with the pre-student teaching practicum to one or more candidates who are enrolled in an approved educator preparation program.~~
 - 2) ~~Credit: Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be credited for supervising one or more candidates in pre-student teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.~~

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- 3) ~~Evidence of Completion: The written agreement between the school district and educator preparation institution naming the licensee as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.~~
- i) ~~Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the endorsement area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content area standards and supports the essential characteristics of quality professional development [105 ILCS 5/21-14(e)(3)(G)(i)]~~
 - 1) ~~Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual's license and relevant endorsements and addresses the standards set forth in Subpart B of this Part relative to the licensee's fields of teaching or assignment.~~
 - 2) ~~Evidence of Completion: A grade report or official transcript issued by the institution indicating that the licensee has passed the course.~~
- j) ~~Teaching college or university courses in areas relevant to the endorsement area being renewed, provided that the teaching may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(G)(ii)]~~
 - 1) ~~Definition: Teaching a college-level course in a field that is related to an individual's endorsements and results in the granting of college credit to those enrolled.~~
 - 2) ~~Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered "the same" if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the licensee wishing to~~

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~~claim CPDUs for both shall be required to demonstrate how the two differ.~~

- 3) ~~Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the licensee as the teacher of a particular course.~~
- k) ~~Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(H)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(H)(ii)]; participating in or presenting at in-service training programs on suicide prevention [105 ILCS 5/21-14(e)(3)(H)(v)]~~
- 1) ~~Definitions~~
 - A) ~~Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.~~
 - B) ~~Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.~~
- 2) ~~Credit: One CPDU shall be credited for each hour of a licensee's attendance or participation. Eight CPDUs shall be credited for an individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.~~
- 3) ~~Evidence of Completion~~
 - A) ~~For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part.~~
 - B) ~~For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the licensee as presenter in a topic area relevant to his or her licensure or teaching assignment.~~
- h) ~~Training as reviewers of university teacher preparation programs [105 ILCS 5/21-14(e)(3)(H)(iv)]~~

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- 1) ~~Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving educator preparation programs or recognizing educator preparation institutions pursuant to Subpart C of this Part.~~
 - 2) ~~Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a license's validity.~~
 - 3) ~~Evidence of Completion: A certificate issued by the State Board.~~
- m) ~~Participating in action research and inquiry projects [105 ILCS 5/21-14(e)(3)(1)(i)]~~
- 1) ~~Definition: Conducting a teacher developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.~~
 - 2) ~~Credit: Eight CPDUs per semester shall be credited for a project involving the licensee's own classes; 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the licensee's own classes.~~
 - 3) ~~Evidence of Completion: The written protocol and a written summary of the inquiry and its results that describes what the licensee has learned and identifies the implications of the experience for the individual's future teaching.~~
- n) ~~Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to license renewal [105 ILCS 5/21-14(e)(3)(1)(ii)]~~
- 1) ~~Definition: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the licensee's areas of licensure.~~
 - 2) ~~Credit: Five CPDUs shall be credited per semester, or 2.5 CPDUs per~~

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~~quarter.~~

- ~~3) Evidence of Completion: A description of the observations prepared by the licensee, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual's future teaching.~~
- ~~o) *Traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur* [105 ILCS 5/21-14(e)(3)(I)(iii)]~~
- 1) ~~Definition: Travel lasting no less than three consecutive, full days, that has been approved based on a plan submitted by the licensee. The plan shall identify the activities or aspects of the travel that will contribute to his or her professional development and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed.)~~
- 2) ~~Credit: Twelve CPDUs shall be awarded per year in which the licensee engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a licensee who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a licensee engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim this travel in a subsequent year, provided that the licensee may not exceed the maximum number of CPDUs allowable per year for qualifying travel.~~
- 3) ~~Evidence of Completion: The travel itinerary and a written journal prepared by the licensee that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching.~~
- p) ~~*Participating in study groups related to student achievement or school*~~

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improvement plans [105 ILCS 5/21-14(e)(3)(I)(iv)]

- 1) ~~Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.~~
- 2) ~~Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.~~
- 3) ~~Evidence of Completion: A written statement of purpose for the group; a list of the group's members; and summaries of the meetings showing attendance by the licensee.~~

q) ~~*Serving on a statewide education related committee, including but not limited to the SEPLB, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities* [105 ILCS 5/21-14(e)(3)(I)(v)]~~

- 1) ~~Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any of these bodies.~~
- 2) ~~Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.~~
- 3) ~~Evidence of Completion: Minutes of the group demonstrating the individual's attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.~~

r) ~~*Participating in work/learn programs or internships* [105 ILCS 5/21-14(e)(3)(I)(vi)]~~

- 1) ~~Definition: Participation in a structured program that pairs the licensee with an employer or other entity under whose auspices the licensee can acquire knowledge or skills for use in his or her future teaching or position.~~

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- 2) ~~Credit: Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and 11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).~~
 - 3) ~~Evidence of Completion: A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the licensee's direct contact with other individuals from whose knowledge or experience he or she was to benefit.~~
- s) ~~Developing a portfolio of student and teacher work [105 ILCS 5/21-14(e)(3)(I)(vii)]~~
- 1) ~~Definition: Preparation of at least five portfolio "artifacts" or "entries", each of which relates to a different assignment and consists of:
 - A) ~~samples of at least three students' work that responds to the specified assignment; and~~
 - B) ~~a written analysis prepared by the licensee that describes:
 - i) ~~the assignment to which the work responds and the teacher's goals for that assignment;~~
 - ii) ~~the instructional strategies and materials used and the reasons for their selection;~~
 - iii) ~~what the students' work reveals about whether the teacher's goals for the assignment were met; and~~
 - iv) ~~the successful and less than successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goals.~~~~~~
 - 2) ~~Credit: 15 CPDUs.~~
 - 3) ~~Evidence of Completion: The materials referred to in subsection (s)(1).~~

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- t) ~~Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level [105 ILCS 5/21-14(e)(3)(J)(i)]~~
- 1) ~~Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group's working sessions.~~
 - 2) ~~Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).~~
 - 3) ~~Evidence of Completion: Membership list and meeting summaries showing the licensee's presence and participation; and the product of the group's work, such as a curriculum guide or new assessment.~~
- u) ~~Participating in team or department leadership in a school or school district [105 ILCS 5/21-14(e)(3)(J)(ii)]~~
- 1) ~~Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.~~
 - 2) ~~Credit: Five CPDUs shall be awarded per semester of service.~~
 - 3) ~~Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.~~
- v) ~~Participating on institution of higher education approval review teams [105 ILCS~~

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~~5/21-14(e)(3)(J)(iii)}~~

1) ~~Definitions~~

~~Participating on a review team convened pursuant to Section 25.155(i) of this Part with respect to the initial recognition of an institution of higher education and its approval to provide educator preparation programs.~~

2) ~~Credit: Fifteen CPDUs shall be credited for service on a program review panel or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester.~~

3) ~~Evidence of Completion: Documentation of the individual's assignment by State Board staff (program review panel, or institutional review team); and a statement signed by the team's chair or convenor verifying the licensee's participation for the duration of the process.~~

w) ~~*Publishing educational articles, columns, or books relevant to the endorsement area being renewed* [105 ILCS 5/21-14(e)(3)(J)(iv)]~~

1) ~~Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.~~

2) ~~Credit: Forty CPDUs shall be credited for writing a book that is technical or research based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no more than 100 percent of the available CPDUs shall be credited for any item published.~~

3) ~~Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of "publication".~~

x) ~~*Participating in non-strike related professional association or labor organization*~~

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~~service or activities related to professional development [105 ILCS 5/21-14(c)(3)(J)(v)]~~

- ~~1) Definition: Service on local professional development committees, regional professional development review committees (including service by licensees in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.~~
- ~~2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.~~
- ~~3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.~~

~~y) Other~~

~~Continuing professional development units shall be available for activities not enumerated in subsections (a) through (x) based upon written evidence maintained by the licensee that:~~

- ~~1) describes the activity and its purpose, intensity, duration, and outcomes;~~
- ~~2) discusses how the activity related to the improvement of the licensee's knowledge and skills;~~
- ~~3) identifies which of the activities enumerated in subsections (a) through (x) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k)); and~~
- ~~4) proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (y)(3).~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

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Section 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching

- a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a license is maintained as valid and exempt. The requirements of this Section apply to licensees who *are working in a position that does not require educator licensure or working in a position for less than 50 percent of full-time equivalency for any particular year*. These licensees *are considered to be exempt and shall be required to pay only the registration fee in order to renew and maintain the validity of the license*. (Section 21B-45(e)(5) of the ~~School~~ Code)
- 1) Each licensee shall submit written verification to the ROE for any year that he or she was not employed at least 50 percent full-time equivalency at an Illinois public or State-operated school or cooperative or charter school, for any year that he or she believes qualifies as a period of exemption, enter the period of exemption into ELIS. Upon verification of the licensee's employment status, the ROE shall enter the period of exemption into ELIS and the license for that period of time will be determined to be valid and active or valid and exempt.
 - 2) Periods of exemption shall be established in one ~~semester-year~~ increments. ~~A one-year period of exemption shall be available only for a school year during which a licensee is employed and performing services for fewer than 50 percent of full-time equivalency.~~
 - 3) ~~Prior to~~When applying for renewal of his or her licenses, each licensee shall provide verification of~~identify~~ the one ~~semester-year~~ periods of exemption that occurred during the 5-year renewal cycle. ~~The and the~~ proportionate reduction (i.e., 20 percent reduction for each year of exemption) that applies to the requirements for professional development activities will be reflected in ELIS.
 - 4) Completion of professional development activities during a period of exemption shall not affect the proportionate reduction in the total number of clock hours required for a licensee, but may be credited toward the total amount of professional development needed in the 5-year renewal cycle.
- b) A valid and exempt license may be immediately (i.e., within six months)

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reactivated upon the licensee becoming employed in a position that requires an educator license and performing services in an Illinois public or State-operated school or cooperative or charter school. The licensee shall [provide his or her ROE with evidence to](#) record the "active" status in ELIS before the end of the 5-year renewal cycle.

- c) Holders of valid and exempt [PELs](#) ~~professional educator licenses~~ endorsed in an administrative field who are not employed in an Illinois public or State-operated school or cooperative or charter school are not subject to the requirements of Section 21B-45 of the ~~School~~ Code or this Subpart J.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

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Section 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances (Repealed)

Introduction and General Principles

Pursuant to the federal Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA) (20 USC 6301 et seq.), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, 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.

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 areas of assignment. A teacher who collaborates or consults with another teacher does not have "primary responsibility" and is not required to be "highly qualified" in the core academic subject area; 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 licensed staff of the obligation to observe the applicable Illinois requirements for that assignment.

In establishing requirements for being considered "highly qualified", ESEA and the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA 2004") (20 USC 1400, as amended by P.L. 108 446) distinguish 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 core subjects.

A degree of flexibility has been afforded for teachers in programs supported by Title I funds who are employed in "rural" schools, which are defined as schools in districts that are eligible to

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participate in the Small Rural School Achievement (SRSA) program (for a list, see the website of the U.S. Department of Education at <http://www.ed.gov/programs/reapsrsa/eligible04/index.html>). A district may take advantage of this flexibility if it provides high quality professional development that increases the teachers' content knowledge in the additional subjects they teach and provides mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subjects they teach.

A teacher in this situation who was first employed on or before August 1, 2005, who teaches multiple core academic subjects, and who is "highly qualified" in one of those subjects will be considered "highly qualified" in the other subjects taught through the end of the 2006-07 school year, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

A teacher in this situation who was first employed after August 1, 2005, who teaches multiple core academic subjects, and who is "highly qualified" in one of those subjects will be considered "highly qualified" in the other subjects taught for a period of three years after the date of first employment, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

In the material that follows, the term "primary grades" or "primary level" refers to kindergarten and grades 1 through 5. The "middle grades" are grades 6 through 8. The "secondary level" consists of grades 9 through 12.

Further, references to a particular type of license and the endorsements on that license (e.g., professional educator license endorsed for elementary self-contained general education) should be understood to mean a license that is also valid for the subjects taught by virtue of the licensee's subject specific qualifications. These references include professional educator licenses and educator licenses with stipulations when applicable. However, a professional educator license with a National Board of Professional Teaching Standards designation 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 elementary level), an individual who holds a relevant professional educator license shall be considered "highly qualified" without reference to any additional requirements stated for the assignment to which the professional educator license with a National Board of Professional Teaching Standards designation applies.

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A professional educator license endorsed for "elementary" grade levels is the previously issued "Type 03" certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. A professional educator license endorsed for "early childhood" is the previously issued "Type 04" certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A professional educator license endorsed for "secondary" grade levels is the previously issued "Type 09" certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a "special K-12" (subject specific) endorsement or a "special preschool-age 21" endorsement is a "Type 10" certificate established under Section 21-4 of the School Code [105 ILCS 5/21-4]. An educator license with stipulations endorsed for "transitional bilingual educator" is the previously issued "Type 29" certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A "short-term emergency" approval in special education on a professional educator license is a "Type 12" certificate established under Section 25.48 of this Part.

General Education

Kindergarten and Grades 1-5

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

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

Middle Grades (6-8)

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~~A teacher who has primary responsibility for teaching content in core academic subjects, whether in a self-contained or a departmentalized setting, will be considered "highly qualified" if he or she holds a professional educator license endorsed for the elementary grades, special K-12, or secondary grades valid for the subjects taught and:~~

- ~~a) has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held; 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 master's or higher degree in a field directly related to the area of assignment, or~~
 - ~~4) holds an NBPTS master teacher designation on a professional educator license, 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 core academic subjects will be considered "highly qualified" if he or she holds a professional educator license endorsed for the secondary grades or special K-12 or, for grade 9 only, endorsed for the elementary grades valid for the subjects 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 master's or higher degree in a field directly related to the area of assignment; or~~
- ~~d) holds NBPTS master teacher designation on a professional educator license; or~~
- ~~e) qualifies with 100 points under the Illinois HOUSSE, if applicable.~~

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Bilingual Education

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

Kindergarten and Grades 1-5

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 for bilingual education on a professional educator license or an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) holds an elementary or a special K-12 endorsement for self-contained general elementary education on a professional educator license and has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, or
 - 2) holds an elementary or a special K-12 endorsement 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 endorsement that is valid for the primary grades and has passed the Early Childhood test, or
 - 4) holds an elementary or special K-12 endorsement for self-contained general elementary education, or an elementary or a special K-12 endorsement valid for the subjects taught, or, through grade 3 only, an early childhood endorsement valid for the primary grades and qualifies with 100 points under the Illinois HOURSSE, if applicable; or
- b) holds an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) has passed the content area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and

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- 3) ~~is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and~~
- 4) ~~has not exhausted the three year period permitted under ESEA for attaining full licensure.~~

~~Middle Grades (6-8)~~

~~A teacher who has primary responsibility for teaching content in 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 a professional educator license with an endorsement for bilingual education or an educator license with stipulations endorsed for transitional bilingual educator and:~~
 - 1) ~~holds an elementary or a special K-12 or a secondary endorsement valid for the subjects taught; and~~
 - 2) ~~for each core subject area of teaching responsibility:~~
 - A) ~~has passed either the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, 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 master's or higher degree in a field directly related to the area of assignment, or~~
 - D) ~~holds an NBPTS master teacher designation on a professional educator license, or~~
 - E) ~~qualifies with 100 points under the Illinois HOUSSE, if applicable; or~~
- b) ~~holds an educator license with stipulations endorsed for transitional bilingual educator and:~~

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- 1) has passed the content area test applicable to the subject taught, and
- 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
- 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and
- 4) has not exhausted the three-year period permitted under ESEA for attaining full licensure.

Secondary Grades (9-12)

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

- a) holds a professional educator license with an endorsement for bilingual education or an educator license with stipulations endorsed for transitional bilingual educator and:
 - 1) holds a secondary, special K-12, or, for grade 9 only, elementary endorsement valid for the subjects 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 master's or higher degree in a field directly related to the area of assignment, or
 - D) holds an NBPTS master teacher designation on a professional educator license, or
 - E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

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- b) ~~holds an educator license with stipulations endorsed for transitional bilingual educator and:~~
 - 1) ~~has passed the content area test applicable to the subject taught, and~~
 - 2) ~~is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and~~
 - 3) ~~is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and~~
 - 4) ~~has not exhausted the three-year period permitted under ESEA for attaining full licensure.~~

~~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).~~

~~Kindergarten and Grades 1-5~~

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

- a) ~~holds a professional educator license with an elementary or a special K-12 endorsement and an endorsement for bilingual education, ESL, or ENL and:~~
 - 1) ~~has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, 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 endorsement valid for the primary grades and an endorsement 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~~

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- e) ~~holds an educator license with stipulations endorsed for transitional bilingual educator and:~~
 - 1) ~~has passed the content area test applicable to the subject taught, and~~
 - 2) ~~is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and~~
 - 3) ~~is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and~~
 - 4) ~~has not exhausted the three-year period permitted under ESEA for attaining full licensure.~~

~~Middle Grades (6-8)~~

~~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 a secondary endorsement and an endorsement for ESL or ENL (or, for grades 5 and 6 only, an endorsement for bilingual education) and:~~
 - 1) ~~has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, 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 master's or higher degree in English language arts or the teaching of English as a new language, or~~
 - 4) ~~holds an NBPTS master teacher designation on a professional educator license 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~~

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- b) ~~for grade 6 only, holds an educator license with stipulations endorsed for transitional bilingual educator and:~~
 - 1) ~~has passed the content area test applicable to the subject taught, and~~
 - 2) ~~is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and~~
 - 3) ~~is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal ESEA at 34 CFR 200.56(a)(2)(ii)(A) (2008), and~~
 - 4) ~~has not exhausted the three-year period permitted under NCLB for attaining full licensure.~~

~~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 endorsement and an endorsement 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~~
- e) ~~holds a master's or higher degree in English language arts or the teaching of English as a new language, or~~
- d) ~~holds an NBPTS master teacher designation on a professional educator license 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.~~

~~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~~

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~~employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered "highly qualified" in the core subject area of assignment. However, it should be noted that a teacher in this situation will be treated as a veteran teacher after attaining one year's teaching experience, as is the case for any other teacher. That is, the teacher has two years before he or she will be required to meet the criteria in every subject taught but will have access to points under the Illinois HOUSSE after one year's experience.~~

~~A special education teacher who has completed an Illinois approved preparation program in special education after June 30, 2002, and has also passed the assessment of professional teaching or TPA, as applicable, shall be considered "highly qualified" in language arts, by virtue of the subject area competence cumulatively evidenced by the individual's:~~

- ~~• completion of coursework addressing the General Curricular Standards for Special Education teachers set forth at 23 Ill. Adm. Code 27.350, as well as the Common Core of Standards for All Special Educators (23 Ill. Adm. Code 28, Standards for Certification in Special Education), which encompass numerous relevant knowledge and performance indicators;~~
- ~~• passage of the test of basic skills covering reading comprehension, language arts, mathematics and writing; and~~
- ~~• passage of the assessment of professional teaching, one of whose major components is language arts (see 23 Ill. Adm. Code 24.130).~~

~~Kindergarten and Grades 1-5~~

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

- ~~a) holds either an elementary or a special preschool-age 21 endorsement for the student population served and has passed the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held; or~~
- ~~b) holds either an elementary or a special K-12 endorsement valid for the subject taught and for the student population served, and has passed the content area test applicable to the subject taught; or~~
- ~~e) through grade 3 only, holds an early childhood endorsement that is valid for the primary grades and for early childhood special education, or holds a special~~

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preschool age 21 endorsement for the student population served, and has passed the Early Childhood test or the Early Childhood Special Education test; or

- d) holds an elementary or a special preschool age 21 endorsement for the student population served, or an early childhood endorsement that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a professional educator license endorsed for special preschool age 21 for the student population served, or an elementary, secondary, or special K-12 endorsement that is valid for the grade levels of the assignment and the subjects taught and for the student population served; and, for each core subject area taught:

- a) has passed either the Elementary/Middle Grades test, Elementary Education test or Middle Grades test, as applicable to the endorsement held, 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 master's or higher degree in a field directly related to the area of assignment; or
- d) holds NBPTS master teacher designation on a professional educator license; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades Teachers Providing Instruction at the Primary Level

A teacher who provides instruction at the primary level to students of middle grade age whose performance is assessed against alternate achievement 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 core academic subjects will be considered "highly qualified" if he or she holds a special preschool age 21 endorsement for the

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~~student population served or an elementary, secondary, or special K-12 endorsement, as applicable to the grade levels of the assignment and for the student population served; and, for each core subject area taught:~~

- ~~a) has passed 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 master's or higher degree in a field directly related to the area of assignment; or~~
- ~~d) holds an NBPTS master teacher designation on a professional educator license; or~~
- ~~e) qualifies with 100 points under the Illinois HOUSSE, if applicable.~~

~~Secondary Teachers Providing Instruction at the Primary or Middle Grades Level~~

~~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 achievement 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, other than teaching experience, 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: 12.5 points per semester, up to a maximum of 50 points. (Special education teachers may count teaching experience in special education as experience in each core academic subject taught.)~~
- ~~b) Completion of college coursework in the core academic subject area of assignment: 5 points per semester hour.~~

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- e) ~~Possession of an NBPTS master teacher designation on a professional educator license applicable to the area of assignment: 100 points for a general education teacher in grades below 6 or a special education teacher.~~
- d) ~~Completion of the required content area coursework within the context of completing an Illinois approved educator preparation program in elementary education or an approved out-of-state elementary education preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through grade 8. Completion of the required content area coursework within the context of completing an Illinois approved early childhood education preparation program or an approved out-of-state early childhood preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through grade 3. (This coursework may not also be counted for points under subsection (b).)~~
- e) ~~Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events that are directly related to the area of teaching assignment: 1 point per full hour of participation.~~
- f) ~~Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points, in accordance with Section 25.875(k).~~
- g) ~~Work experience (non-teaching) 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.~~
- h) ~~Supervising a student teacher in the subject area of assignment: 10 points per student teacher, applicable to all subjects.~~
- i) ~~Peer review or peer coaching that meets the requirements of Section 25.875(b): 5, 8, 9, or 11 points per semester, in accordance with Section 25.875(b)(2).~~
- j) ~~Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(e)(1)(A): 9 or 11 points per semester, in accordance with Section 25.875(e)(2)(A).~~
- k) ~~Participation in site-based management or decision-making teams, relevant committees, boards, or task forces directly related to school improvement plans~~

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~~and focused on the core academic subject of assignment: 8 or 11 points per semester, in accordance with Section 25.875(d). (May be counted only once per subject area.)~~

- ~~l) Teaching a college course in accordance with Section 25.875(j) that is directly related to the subject area of assignment: 20 points.~~
- ~~m) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n) and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(n)(2).~~
- ~~n) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p): 12 or 15 points per year, in accordance with Section 25.875(p)(2).~~
- ~~o) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points per semester, in accordance with Section 25.875(q).~~
- ~~p) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s): points in relation to contact hours per semester, as set forth in Section 25.875(s)(2).~~
- ~~q) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u) and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(u)(2).~~
- ~~r) 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).~~
- ~~s) Teacher to teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via ecommunications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques and strategies aligned to the State Goals for Learning (see 23 Ill. Adm. Code 1, Appendix D): 1 point per hour of interaction with a teacher who is "highly qualified" in the relevant core academic subject area, up to a maximum of 50 points.~~
- ~~t) Possession of an NBPTS master teacher designation on a professional educator license in an area other than in the area of assignment: 15 points.~~

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- u) Possession of an Illinois professional educator license endorsed in a teaching field in an area other than in the area of assignment: 10 points.
- v) Completion of a major or an approved program in special education with at least 15 points in each core academic subject taught: 75 points for a special education teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

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 professional educator license 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(e) of the School Code [105 ILCS 5/27A-10(e)].

Teachers Who Hold an Educator License with Stipulations Endorsed for Alternative Provisional Educator

A teacher who holds an educator license with stipulations endorsed for alternative provisional educator (see Sections 21B-20(2)(B) and 21B-50 of the School Code [105 ILCS 5/21B-20(2)(B) and 21B-50]) that was attained through enrollment in an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the license 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 educator license with stipulations endorsed for alternative provisional educator and for the secondary grades 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 master's or higher degree in a field directly related to the subject, or holds an NBPTS designation on a professional educator license in the subject.

Resident Teachers

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~~A teacher who holds an educator license with stipulations endorsed for resident teacher (see Section 21B-20(2)(D) of the School Code [105 ILCS 5/21B-20(2)(D)]) 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, or, for assignments other than in the elementary grades, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds an NBPTS master teacher designation on a professional educator license in the subject.~~

~~Visiting International Teachers~~

~~A teacher who holds an educator license with stipulations endorsed for visiting international educator (see Section 21B-20(2)(I) of the School Code [105 ILCS 5/21B-20(2)(I)] and Section 25.92 of this Part) will be considered highly qualified based upon having passed a content area test relevant to the subject taught as required under subsection (d)(3) of that Section, provided that the endorsement held is valid for the grade level or levels of his or her teaching assignment.~~

~~Career and Technical Educator~~

~~A teacher in a career and technical 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.~~

~~Physical Education and Health Teachers~~

~~In accordance with Section 21B-200 of the School Code [105 ILCS 5/21B-200], teachers who hold an endorsement either in physical education or health shall be considered highly qualified if they meet the requirements stated in this Appendix D as relevant to general education assignments at the grade level of instruction and shall present evidence of meeting those requirements if requested to do so by their school districts of employment.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

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Section 25.APPENDIX E Endorsement Structure Beginning July 1, 2013

Section 25.100 explains the endorsements issued on the professional educator license and the availability of any content-specific endorsements (previously called "designations"). The relevant provisions of Section 25.100(d) shall apply in cases in which no test is available (see Section 25.710). Any individual holding only an endorsement available prior to July 1, 2004 that was not exchanged for an endorsement available after that date, and, as applicable, content-area endorsement, is limited to teaching only the content encompassed by the endorsement issued prior to July 1, 2004.

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Fundamental Learning Areas			
English Language Arts	None	English Language Arts	English Journalism Language Arts Speech
Reading Teacher	None	Reading Teacher	Reading
Reading Specialist	None	Reading Specialist	Reading
Mathematics	None	Mathematics	Mathematics
Science – Content-specific Endorsement Required	Science – Biology Science – Chemistry Science – Earth and Space Science Science – Environmental Science Sciences – Physics	Science endorsement with designations for: Biology Chemistry Earth and Space Science Environmental Science Physics	Biological Science/Biology Botany Physiology Zoology Chemistry Aerospace Astronomy Earth Science Geology Physical Geography/ Physiography

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
			Biological Science Physical Science General Science Physics
Social Sciences – Content-specific Endorsement Required	Social Sciences – Economics Social Sciences – Geography Social Sciences – History Social Sciences – Political Science Social Sciences – Psychology Social Sciences – Sociology and Anthropology	Social Sciences endorsement with designations for: Economics Geography History Political Science Psychology Sociology and Anthropology	Economics Geography U.S. History World History Political Science Psychology Anthropology Sociology
Physical Education	None	Physical Education	Physical Education
Health Education	None	Health Education	Health Education
Dance	None	Dance	Dance
Drama/Theatre Arts	None	Drama/Theatre Arts	Theatre and Drama
Music	None	Music	Music Instrumental Music Vocal Music
Visual Arts	None	Visual Arts	Art
World Foreign Languages – Content-specific Endorsement Required	Foreign Languages – Arabic Foreign Languages – Chinese (Cantonese or Mandarin) Foreign Languages – French Foreign Languages –	World Foreign Languages endorsement with designations for: Arabic Chinese (Cantonese or	Arabic Cantonese, Mandarin French German Hebrew Italian Japanese Korean

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	German Foreign Languages – Hebrew Foreign Languages – Italian Foreign Languages – Japanese Foreign Languages – Korean Foreign Languages – Latin Foreign Languages – Russian Foreign Languages – Spanish Foreign Languages – Spanish Other foreign languages, provided the candidate meets the requirements of Section 25.100(i).	Mandarin) French German Hebrew Italian Japanese Korean Latin Russian Spanish Other world foreign languages, provided the candidate completed a major in the foreign language designated.	Latin Russian Spanish Other foreign languages, as applicable
Additional Teaching Fields			
Agricultural Education	None	Agricultural Education	Agricultural Business and Management Agriculture Agricultural Power and Machinery Horticulture Agricultural Resources
Business, Marketing, and Computer Education – Content-	Business Computer Programming	Business, Marketing, and Computer Education	Accounting Basic Business Business Computer

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
specific Endorsement Optional		endorsement with a designation for: Business Computer Programming	Programming Business/Marketing/Management Information Processing Information Processing/Secretarial Marketing
Computer Applications	None	Computer Applications	Computer Applications
Computer Science	None	Computer Science	Computer Science
Family and Consumer Sciences – Content-specific Endorsement Required	Family and Consumer Sciences – Apparel and Textiles Family and Consumer Sciences – Living Environments Family and Consumer Sciences – Nutrition, Wellness, and Hospitality	Family and Consumer Sciences endorsement with designations for: Apparel and Textiles Living Environments Nutrition, Wellness, and Hospitality	Child and Day Care Services Consumer Education and Resource Management Fashion and Clothing Services Food and Nutrition Services Home Economics Institutional and Home Management Services Interior Furnishings Services/Living Environments Interpersonal, Family Relationships, Parenting
Health Careers	None	Health Careers	Health Occupations
Gifted Education Teacher	None	None	None

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Gifted Education Specialist	None	None	None
Teacher Leader	None	Teacher Leader	None
Technology Education	None	Technology Education	Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology Public Service Drafting/Design Autobody Repair Heating, Ventilation, and Air Conditioning
Technology Specialist	None	Technology Specialist	Computer Technology Instructional Technology
Library Information Specialist	None	Library Information Specialist	Media
Safety and Driver Education	None	Safety and Driver Education	Safety and Driver Education
Bilingual Education	Bilingual Education – Target Language	Bilingual Education endorsement with a designation for: Target Language	Bilingual Education with a Target Language Designation
English as a New Language (ENL) – Content-specific Endorsement	ENL – Bilingual Education (language-specific)	ENL endorsement with a designation for:	Bilingual Education English as a Second Language

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Optional (secondary or K-12)		Bilingual Education (language-specific)	
English as a Second Language (ESL)	None	ESL	ESL
Middle School (departmentalized)	Subject-specific	Middle School endorsement with subject specific designations	Middle-Grades Junior High School
Middle Grades (grades 5-8) (February 2018)	Subject-specific	Middle School (departmentalized)	Middle Grades Junior High School
Elementary			
Self-Contained General Education (grades K-9)	None	Self-Contained General Education	Self-Contained General Education
Self-Contained General Education (grades 1-6)	None	None	None
Early Childhood			
Early Childhood Special Education	None	Early Childhood Special Education	
Early Childhood Prekindergarten and Self-Contained General Education (kindergarten-grade 3)	None	Early Childhood Self-Contained General Education	Early Childhood
Special Education			
Learning Behavior Specialist I (LBS I)	None	LBS I	LBS I
Learning Behavior Specialist II – Content-specific	LBS II/Transition Specialist	An LBS II endorsement with designations for:	LBS II/Transition Specialist

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Endorsement Required	LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist
Speech-Language Pathologist (teaching)	None	Speech-Language Pathologist	Speech-language impaired
Teacher of Blind or Visually Impaired	None	Blind or Visually Impaired	Blind or partially sighted
Teacher of Deaf or Hard of Hearing	None	Deaf or Hard of Hearing	Hearing Impaired
Administrative			
Chief School Business Official	None	Chief School Business Official	Chief School Business Official
Director of Special Education	None	Director of Special Education	Director of Special Education
General Administrative (through June 30, 2014)	None	General Administrative	General Administrative
Principal (2013)	None	General Administrative	General Administrative

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Superintendent	None	Superintendent	Superintendent
Supervisory – endorsement area (special education only and school support personnel)	None; see Section 25.497 of this Part	Supervisory – endorsement area	Supervisory
Teacher Leader	None	Teacher Leader	None
School Support Personnel			
School Counselor	None	School Counselor	Guidance
School Nurse	None	School Nurse	School Nurse
School Psychologist	None	School Psychologist	School Psychologist
School Social Worker	None	School Social Worker	School Social Worker
Speech-Language Pathologist (non-teaching)	None	Non-Teaching Speech-Language Pathologist	Non-Teaching Speech-Language Pathologist

(Source: Amended at 45 Ill. Reg. _____, effective _____)