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ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

PART 25
EDUCATOR LICENSURE

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

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SUBPART B: LICENSES

Section 25.25 Requirements for the Professional Educator License

The requirements of this Section shall apply to the issuance of professional educator licenses. 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. If the Governor declares a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act, Illinois educator preparation providers shall be exempt from the "C-" or higher provision when entitling candidates for licensure if the candidates are already enrolled in an educator preparation course.

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 professional educator license (see Subpart C). (Thirty-two 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 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

- 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 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 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
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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)(3) 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)(4) of the School Code) that meets the requirements of subsection (a)(1)(B); and

iii) coursework in instructional strategies for English language learners (Section 21B-34(a)(5) 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)(3) 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)(4) 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)(5) 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).
b) Each applicant for a 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:

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 license in the 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 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.

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 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.
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 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 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 professional educator license shall be endorsed in accordance with this Part.

g) Each applicant shall be required to pass the tests required for the 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 a 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 the 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 44 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:

1) 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) 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.

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

4) 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(f) 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 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 44 Ill. Reg. ________, effective ___________)
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 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 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 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 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 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 Professional Educator Licenses
An individual who holds a valid 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) An endorsement will be issued for any subject in which the individual:

A) holds a valid 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

B) for other content areas not referenced in subsection (e)(2)(A), holds a valid 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
C) An individual who holds a 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) 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 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:

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:
NOTICE OF PROPOSED AMENDMENTS

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 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) 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 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

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 early childhood education.

h) 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:

1) 3 semester hours in injury prevention or general safety;

2) 9 semester hours in driver education that include:

   A) Driving task analysis (introduction to driver education);

   B) Teaching driver education in the classroom;

   C) Teaching the laboratory portion of the driver education course, including on-street teaching under the supervision of a qualified
3) 6 semester hours chosen from at least two of the following areas:

A) First aid;

B) Psychology of adolescents or young adults;

C) Any safety-related issue relevant to driver education;

D) Advanced driver education in the use of simulation and multiple car programs;

E) Health and wellness;

F) Care and prevention of injuries;

G) Issues related to alcohol or drug abuse; or

H) Driver education for students with disabilities.

i) 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.

1) Gifted Education Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois 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 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.

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 prekindergarten 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 27.495 (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 professional educator license for assignment in any of prekindergarten through grade 12.

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

(Source: Amended at 44 Ill. Reg. _______, effective __________)

SUBPART H: CLINICAL EXPERIENCES

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 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).
   
   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.

c) 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 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) If the Governor declares a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act, individuals may begin student teaching or enter alternative educator preparation programs prior to passing the required content test.

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 (e).

e) Teacher Performance Assessment (TPA)
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 (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.)

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.

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 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.

(Source: Amended at 44 Ill. Reg. __________, effective __________)

SUBPART L: PUBLIC HEALTH EMERGENCY DECLARATION

Section 25.1000 Definitions

In this Subpart L:


(Source: Added at 44 Ill. Reg. __________, effective __________)

Section 25.1010 Applicability

This Subpart L applies only during any time in which the Governor has declared a disaster due to a public health emergency under Section 7 of the Illinois Emergency Management Agency Act.
Section 25.1015 Teacher Performance Assessment

Notwithstanding any other requirements under this Part, a teaching candidate is not required to complete the teacher performance assessment required under Section 21B30-(f) of the Code and this Part.

(Source: Added at 44 Ill. Reg. ______, effective ______)

Section 25.1020 Student Teaching; Field Experience

Notwithstanding any other requirements under this Part, during the implementation of remote learning days under Section 10-30 of the Code, a candidate seeking an educator license may complete the following remotely:

1) student teaching or any other structured teaching experience;

2) required internships;

3) contact hours, clock hours, clock hours of supervised school-based professional experience, or practicum hours;

4) supervised experience;

5) direct service work;

6) administrative experience in school business management; and

7) university-approved practical experience.

(Source: Added at 44 Ill. Reg. ______, effective ______)