

Pursuant to the federal No Child Left Behind Act of 2001 (NCLB), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading 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.

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

A teacher’s qualifications do not make him or her “highly qualified” in the absolute sense. Rather, the question is whether a teacher is “highly qualified” with respect to his or her 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 certified staff of the obligation to observe the applicable Illinois requirements for that assignment.

In establishing requirements for being considered “highly qualified”, NCLB and the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA 2004”) 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. 23 ILLINOIS ADMINISTRATIVE CODE CH. I, S. 25.APP. D SUBTITLE A SUBCHAPTER b

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 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.

Point values for many of the activities described as part of the HOUSSE criteria are consistent with Section 25.875 of this Part, which defines continuing professional development activities, available amounts of credit, and required evidence of completion in the context of certificate renewal.

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

Further, references to a particular type of certificate (e.g., elementary) should be understood to mean a certificate of that type that is also valid for the subjects taught by virtue of the certificate-holder’s subject-specific qualifications. These references include provisional, initial, standard, and master certificates of each type where applicable. However, a master certificate that is endorsed for the subject area of assignment is, in and of itself, a basis for the holder’s being considered “highly qualified” for that assignment, other than at the primary level, where passage of a test is required of teachers who are new to the profession. That is (except in the case of assignments at the primary level), an individual who holds a relevant master certificate shall be 23 ILLINOIS ADMINISTRATIVE CODE CH. I, S. 25.APP. D SUBTITLE A SUBCHAPTER b considered “highly qualified” without reference to any additional requirements stated for the assignment to which the master certificate applies.

An “elementary” certificate is a “Type 03” certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. An “early childhood” certificate is a “Type 04” certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A “secondary” certificate is a “Type 09” certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a “special K-12” (subject-specific) certificate or a “special preschool–age 21” certificate is a “Type 10” certificate established under Section 21-4 of the School Code [105 ILCS 5/21-4]. A “transitional bilingual” certificate is a

“Type 29” certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A “short-term emergency” certificate in special education is a “Type 12” certificate established under the policies of the State Board of Education that were the subject of the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.