

FINAL TRANSITION RULES

effective July 1, 2001

NOTE TO THE READER

Although the Final Transition Rules are displayed as amendments to the State Board's existing rules for Certification (Part 25) and Special Education (Part 226), they have not been integrated into the Illinois Administrative Code. They could not be promulgated using the rulemaking process because of their relationship to the suspended peremptory rules that were in Part 28 (Standards for Certification in Special Education). That is, all these documents serve to implement the new structure of certification in special education that has been ordered by the federal judge in the *Corey H.* litigation.

The Final Transition Rules are formatted as they would be if rulemaking could be accomplished, but they will be maintained as separate documents because they cannot be placed into the Illinois Administrative Code.

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

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, 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.

NOTE: Capitalization denotes statutory language.

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SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)

Section 21-2 of the School Code [105 ILCS 5/21-2] establishes a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that will be available as of that date is found in Appendix B to this Part. The transition to the new system will affect certified individuals and candidates for certification as set forth in this Section.

- a) Holders of certain current Illinois teaching certificates shall receive corresponding standard teaching certificates when they next renew any of their current certificates.
 - 1) Certificates subject to exchange are listed in Appendix C to this Part.
 - 2) No certificate-holder shall be penalized in the exchange of certificates. That is, upon exchange, each individual shall receive all the credentials he or she held prior to that time. Each endorsement held by a certificate-holder prior to February 15, 2000, shall be recorded on the appropriate certificate received pursuant to this subsection (a). Except as provided in Sections 25.46, 25.47, and 25.48 of this Part, qualifications ~~Qualifications~~ accepted for particular teaching assignments prior to February 15, 2000, shall continue to be acceptable for those assignments.
 - 3) Special provisions apply to the exchange of certificates by individuals who are special education teachers as defined in Section 25.807 of this Part or who hold credentials that qualify them to serve as special education teachers.
 - A) Any individual whose certificate is due to be exchanged as of July 1, 2002, shall have the option of making the exchange as of July 1, 2001.
 - B) Any speech-language pathologist who exchanged a certificate pursuant to this subsection (a) prior to July 1, 2001, shall be permitted to exchange the standard certificate(s) so

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received for a school service personnel certificate endorsed for non-teaching speech-language pathology, provided that he or she requests this exchange on or before June 30, 2002, to be effective July 1, 2002. No additional registration fee shall be owed for the exchange, and the certificate received shall be valid until the date on which the standard teaching certificate(s) surrendered in the exchange would have expired.

C) Any speech-language pathologist who exchanges a certificate pursuant to this subsection (a) on or after July 1, 2001, may choose to receive:

i) a standard special preschool-age 21 certificate endorsed for speech-language pathology;

ii) both a standard elementary and a standard secondary certificate endorsed for speech-language pathology; or

iii) a school service personnel certificate endorsed for non-teaching speech-language pathology.

D) In the event that a certificate exchanged pursuant to subsection (a)(3)(B) or (C) of this Section bears one or more other endorsements, it shall be re-issued minus the speech-language pathology endorsement.

E) For purposes of this subsection (a)(3), the term "speech-language pathologist" includes individuals holding endorsements or approvals for "speech correction" issued before 1980, as well as individuals holding endorsements for "speech and language impaired".

b) Out-of-state candidates who qualify for Illinois teaching certificates pursuant to Section 25.425 of this Part and who pass the applicable examinations shall receive either initial or standard teaching certificates, and those who receive initial certificates shall be subject to the requirements of subsection (d) of this Section in terms of their

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subsequent receipt of standard teaching certificates. For out-of-state candidates, the "applicable examinations" for a standard certificate shall include not only the relevant standard certification examination but also the examination required for the comparable initial certificate. An out-of-state applicant who does not qualify for an initial or standard certificate may qualify to receive a provisional certificate subject to the provisions of Section 21-10 of the School Code [105 ILCS 5/21-10].

- 1) Standard certificates will be issued to candidates who present evidence of at least four years of teaching experience on a valid certificate issued by a state, territory, or possession of the United States.
 - 2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience. A recipient of an initial certificate pursuant to this subsection (b)(2) shall be eligible to apply for a comparable standard certificate when he or she has accumulated a total of four years' teaching experience on a valid certificate, including the time credited outside Illinois.
 - 3) Certificates will be endorsed according to the coursework presented and the examination(s) passed.
- c) A candidate completing an approved Illinois teacher preparation program on or after February 15, 2000, may qualify for an initial teaching certificate by passing the test of basic skills and the appropriate test(s) of subject matter knowledge required pursuant to Section 21-1a of the School Code [105 ILCS 5/21-1a] and Subpart I of this Part. Beginning on July 1, 2003, to qualify for an initial teaching certificate endorsed in any of the special education areas established in 23 Ill. Adm. Code 28 (Standards for Certification in Special Education), the subject matter assessment shall be a valid and reliable examination based on mastery of the relevant standards set forth in that Part. The State Board of Education shall take all necessary steps to ensure that the examination for the Learning Behavior

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Specialist I endorsement shall be developed and available for use no later than January 1, 2003.

- d) An individual who has completed four years of teaching after receiving an initial certificate may qualify for a comparable standard certificate by passing the relevant standard teaching certificate examination required by Section 21-2 of the School Code. Beginning July 1, 2003, this examination shall be designed to demonstrate whether candidates' induction to the profession of teaching has enhanced their performance with respect to the standards set forth in Section 25.15(a) of this Part, advanced their command of appropriate teaching practices and strategies, and contributed to the professional judgment required for designing educational experiences to meet the diverse needs of students.
- 1) All endorsements shall be carried forward from an initial to the comparable standard certificate.
 - 2) A candidate who does not complete four years of teaching within twelve years after his or her initial certificate is issued may receive another initial certificate by taking and passing the initial certification examination required at that time and meeting all other requirements then in force for that certificate.
 - 3) A candidate who has taught for four years on an initial certificate but fails the standard teaching certificate examination may retake the examination but may not receive another comparable initial teaching certificate. For example, a holder of an initial elementary certificate will not be eligible to receive another initial elementary certificate.
 - 4) When an individual completes four years of teaching experience on an initial certificate, that certificate shall become invalid on the following June 30.
- e) A holder of a standard Illinois teaching certificate who has at least four years of teaching experience on a valid certificate may receive an additional standard certificate by passing the examinations required for both the comparable initial certificate and the

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standard teaching certificate and by meeting the other requirements for that certificate set forth in this Subpart B (see Sections 25.20, 25.30, 25.40, 25.43, 25.45, and/or 25.80 of this Part, as applicable).

- f) "Four years of teaching experience" means the equivalent of four years' full-time employment, i.e., four times 180 days of instruction consisting of no fewer than five clock-hours apiece, which may be accumulated in increments of less than full time.
- g) "Evidence of teaching experience" means 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 candidate's teaching. Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- h) For purposes of this Section, "valid certificate" means a certificate equivalent to an Illinois master, standard, initial, or provisional early childhood, elementary, secondary, or special certificate.
- i) Upon application, a holder of certification issued by the National Board for Professional Teaching Standards shall be issued a comparable Illinois master certificate as shown in Appendix D to this Part. Endorsements comparable to those held by the individual shall appear on the master certificate.

(Source: Amended at 25 Ill. Reg. _____ effective _____)

Section 25.43 Standards for Certification of Special Education Teachers

- a) Beginning July 1, 2001, the The Standard Initial Special Preschool-Age 21 Certificate shall be issued in the following special education areas to persons who hold a bachelor's degree from a recognized college or university and meet the general education, professional education and area of specialization requirements: ~~educable mentally handicapped, learning disabilities, social/emotional disorders, trainable mentally handicapped, blind and partially seeing, deaf and hard of hearing, and physically handicapped requirements of~~

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Section 25.40 of this Part and the requirements of subsections (b) and (c) of this Section: Learning Behavior Specialist I (LBS I), Teacher of Students who are Blind or Visually Impaired, Teacher of Students who are Deaf or Hard of Hearing, and Speech-Language Pathologist (master's degree required). Until July 1, 2003, the LBS I endorsement shall be issued in conjunction with the endorsement(s) that reflect the individual's preparation, and the required test of subject matter knowledge shall continue to be as specified in Section 25.710 of this Part.

- b) Area of Specialization: 32 semester hours, with work in each of the following areas:
- 1) Survey of characteristics, needs and education of all types of exceptional children with all types of disabilities.
 - 2) Measurement and evaluation of all types of exceptional children with all types of disabilities.
 - 3) Nature, needs and problems of children with particular handicapping disabling conditions (physical, mental, social and educational) including history and philosophy.
 - 4) Other areas of exceptionality related to the particular handicapping disabling condition.
 - 5) Curricular adjustments: methods and materials in educating the particular group of handicapped children with disabilities, including implications of theory and research.
 - 6) Laboratory and field experiences, including observation, demonstration, participation and student teaching in the area areas of exceptionality special needs.
- c) Coursework must be ~~offered~~ completed in each of the above areas to total 32 or more semester hours. ~~One course in each area will generally suffice in meeting the requirements for paragraphs (b)(1), (2) and (3) above. Greater concentration of coursework is needed in paragraphs (b)(4), (5) and (6) above to properly~~

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prepare a Special Education teacher. Completion of more than one course is required with respect to each of the areas identified in subsections (b)(4), (5), and (6) of this Section.

- d) Beginning on July 1, 2003, subsections (b) and (c) of this Section shall have no further effect, and an initial special preschool-age 21 certificate shall be issued only to an individual who completes an approved program and demonstrates that he or she meets the relevant standards by passing the examination required pursuant to Section 25.11(c) of this Part applicable to endorsement as:
- 1) Learning Behavior Specialist I (23 Ill. Adm. Code 28.200);
 - 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) Speech-Language Pathologist (23 Ill. Adm. Code 28.230; also requires a master's degree).
- e) A holder of an LBS I endorsement on the special preschool-age 21 certificate 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 Section 226.810(f) of the State Board's rules for Special Education. 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.
- f) Beginning on July 1, 2003, an initial (or, if applicable, a standard) early childhood certificate endorsed for early childhood special education shall be issued to an individual who completes an approved program and demonstrates that he or she meets the standards set forth at 23 Ill. Adm. Code 28.240.
- g) Beginning July 1, 2003, an additional endorsement (Learning Behavior Specialist II) shall be available to holders of standard or master certificates only. This shall be an optional credential issued to candidates who complete approved programs and meet the standards

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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.

(Source: Amended at 25 Ill. Reg. _____ effective _____)

Section 25.45 Standards for the ~~Standard~~ Initial Special
Preschool-Age 21 Certificate--Speech and Language Impaired

The requirements of this Section shall apply through June, 2003.

- a) The individual holding the Certificate teaching certificate in Speech and Language Impaired must have a master's degree and have completed a course of study in communicative disorders and related disciplines designed to develop academic and clinical competence in the areas identified below.
- b) The academic preparation as outlined requires a total of 66 to 75 semester hours of the designated areas of course credit, including up to six semester hours for the required practicum, distributed as suggested.
 - 1) Field of Specialization--Speech and Language Impaired
 - A) Knowledge and understanding of the normal development, use of speech, hearing, and language 16-18 Semester Hours
 - i) Competencies specifically required include the ability to know anatomy and

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physiology of the speech and hearing mechanism and to know and professionally apply phonetics and the principles of speech and language development.

ii) Additionally, the clinician should possess a broad and general spectrum of knowledge derived from the study of such fields as acoustics, communication theory, psychology of speech and language, linguistics, semantics, and speech science.

B) Understanding of the nature of communicative disorders and their etiologies as well as clinical competence in the evaluation and management of speech and language impairments, specifically including disorders of articulation, voice, fluency, structural and neuromuscular impairments of speech, and disorders of expressive and receptive language; and knowledge concerning such methodological details as program development, casefinding scheduling, referrals, record keeping, and reporting.

*28-30 Semester Hours

C) Understanding the fundamentals of hearing testing techniques, and their clinical applications, ability to interpret auditory tests, clinical competence in the administration of basic hearing tests and aural rehabilitation procedures

7-9 Semester Hours

2) Professional Education and Related Areas

A) A general understanding of the public schools through the study of such areas as history and philosophy of education, structure and function of the schools, procedures in directing learning; general knowledge about the procedures used for other educational handicaps

6-9 Semester Hours

B) Knowledge and competence in the application of psychological principles derived from the study of such areas as general psychology,

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human growth and developmental processes,
educational psychology, tests and
measurements, abnormal psychology, and the
psychology of learning

9 Semester Hours

- 3) Clinical Practicum in Communicative Disorders.
Clinical competence in the evaluation and
management of communicative disorders, including
specifically those listed below.
- A) Understanding, through at least 100 clock
hours of supervised practicum involving
diagnostic and therapeutic experience with
children in school, of the specific problems,
methods and procedures applicable in public
education.
 - B) Competence in the evaluation and management
of speech, language and auditory disorders in
clinical settings other than the public
schools, involving diagnostic and therapeutic
experience with clients achieved through not
less than 200 clock hours of supervised
clinical practicum.
 - C) Ability to prepare histories, reports,
letters, lesson plans, and other materials
required in clinical management, and
competence in counseling, interviewing and
staffing through achieving an additional 100
clock hours of such activity under
supervision both in the school setting and in
other clinical settings.
 - D) The practicum described above should include
experience with each of the following types
of problems. There should be a reasonable
distribution of clock hours among various age
groups.
 - i) impairments of fluency
 - ii) impairments of articulation
 - iii) impairments of voice

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- iv) speech and language impairments associated with structural and neuromuscular disabilities
- v) impairments of expressive and receptive language
- vi) impairments of hearing

*Not more than six (6) semester hours in this category may be earned in clinical practicum courses.

(Source: Amended at 25 Ill. Reg. _____ effective _____)

Section 25.46 Special Provisions for the LBS I Endorsement

- a) As of July 1, 2001, all existing initial, standard, and master elementary, secondary, and special preschool-age 21 certificates that are endorsed for serving students who are educable mentally handicapped (EMH), trainable mentally handicapped (TMH), or physically handicapped (PH) or who have learning disabilities (LD) or social/emotional disorders (S/ED) shall automatically be reissued, endorsed as Learning Behavior Specialist I. The period of validity of such certificates shall not be affected by the reissuance.
- b) 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(e) of this Part. However, an LBS I endorsement issued before July 1, 2003, shall be "unlimited" only if, at the time of receipt of the LBS I endorsement, the certificate-holder either:
 - 1) held at least two endorsements (or another state's comparable credentials), one of which was valid for serving students with either learning disabilities or social/emotional disorders and the other of which was valid for serving trainable

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mentally handicapped, educable mentally handicapped, or physically handicapped students;
or

2) held a combination of endorsements, approvals (issued pursuant to the rules for special education at 23 Ill. Adm. Code 226.810), and authorizations for assignment (issued pursuant to 23 Ill. Adm. Code 226.820) that covers the areas required by subsection (b)(1) of this Section, provided that such a combination:

A) shall include at least one endorsement in an area required by subsection (b)(1) of this Section, and

B) shall rely upon an authorization for assignment only if that authorization was issued without an expiration date (because the individual in question had completed the coursework required for a comparable teaching approval under 23 Ill. Adm. Code 226.810(b)).

c) The LBS I endorsement of an individual to whom subsection (b) of this Section does not apply shall originally be considered "limited" according to the recipient's pre-existing endorsement(s). An individual with a limited LBS I endorsement may be assigned to teach only students with the disabilities covered by the pre-existing endorsement(s), 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 (c) 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 endorsement(s) shall not be assigned to such an individual 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 such a teacher is so assigned, he or she

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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.) Such an LBS I endorsement 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
- d) Each individual who exchanges his or her certificate(s) in 2001 or 2002 pursuant to Section 25.11 of this Part shall receive any applicable LBS I endorsement(s).
- e) Each individual who receives an initial certificate before July 1, 2003, shall receive any applicable LBS I endorsement(s) (see Section 25.43(a) of this Part).
- f) Each individual receiving a limited LBS I endorsement shall make a transition to an "unlimited" endorsement.
- 1) Standard and Master Certificates
Once the holder of a standard or master certificate begins teaching on the LBS I endorsement, the limitations shall apply through the June 30 that concludes the third consecutive year of certification. That is, intermittent use of the certificate after July 1, 2001, 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 certification 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 certification, calculated from the date of issuance.

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- 3) Initial Certificates
The limitations on an LBS I endorsement shall be carried forward throughout the period of initial certification and shall automatically expire on the June 30 that concludes the third consecutive year of certification, calculated from the date when the individual begins teaching on the comparable standard certificate, but no later than the June 30 that concludes the seventh year of standard certification.
- 4) Individuals whose LBS I endorsements become unlimited shall thereupon be assignable to teach the groups of students referred to in subsection (b) of this Section.
- g) 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 the training sequence developed on or before November 1, 2001, by the State Board of Education or its contractual agent working in collaboration with a committee of administrators, master teachers, and teacher educators from across the state for this purpose, which shall be based upon the standards set forth in Sections 28.100 and 28.200 of the Board's rules at 23 Ill. Adm. Code 28 (Standards for Certification in Special Education); or
 - 2) complete college coursework covering the characteristics of students with one of the disabilities referred to in subsection (b) of this Section that are not reflected in the individual's pre-existing endorsement(s), as well as methods appropriate for teaching students with that disability, such that the combination of the individual's endorsement(s), approval(s), and coursework covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (b)(1) of this Section; or
 - 3) pass the test of subject matter knowledge relevant to one of the areas of disability not already encompassed by his or her pre-existing endorsement(s) or approval(s), such that the

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combination of the individual's endorsement(s), approval(s), and examination(s) passed covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (b)(1) of this Section; or

- 4) 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 such additional endorsement or approval through the relevant application process, such that the resulting combination of the individual's endorsement(s) and approval(s) complies with the specifications of subsection (b)(1) of this Section; or
 - 5) demonstrate that he or she meets the standards for the LBS I endorsement referred to in subsection (g)(1) of this Section by passing the test/examination of subject matter knowledge for that endorsement; 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 one of the disabilities relevant to the combination discussed in subsection (b) of this Section but missing from the individual's pre-existing credentials; or
 - 7) 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.
- h) An individual who has completed any of the options outlined in subsection (g) of this Section shall use a form provided by the State Board of Education to notify the State Superintendent of this fact and shall furnish any applicable transcript(s) or supporting documentation. The State Superintendent shall thereupon reissue the individual's certificate with an unlimited LBS I endorsement and notify the regional superintendent of schools to this effect. The

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certificate-holder shall be eligible for assignment as discussed in subsection (b) of this Section.

(Source: Added at 25 Ill. Reg. _____ effective _____)

Section 25.47 Special Provisions for the LBS I Approval

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 certificate-holder 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(f) of this Part for endorsements. Unlimited LBS I approval received pursuant to this subsection (a) shall not expire.
- 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(g)(1) through

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(g)(4), (g)(6), and (g)(7) of this Part. Alternatively, an individual may receive an unlimited LBS I endorsement by passing the applicable test/examination of subject matter knowledge.

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 reissue the individual's certificate with an unlimited LBS I approval or endorsement, as applicable, and notify the regional superintendent of schools to this effect. Such a certificate-holder shall be eligible for assignment as discussed in Section 25.46(b) 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 certificate-holder shall be required to make a transition to an unlimited LBS I endorsement by passing the applicable test of subject matter knowledge. An individual who does not receive an unlimited endorsement shall thereafter not be eligible to serve as an LBS I.

(Source: Added at 25 Ill. Reg. _____ effective _____)

Section 25.48 Short-Term Emergency Certification in Special Education

Beginning January 1, 2002, no further authorizations to assign individuals to special education teaching positions shall be issued pursuant to 23 Ill. Adm. Code 226.820. As of that date, the provisions of this Section shall apply instead to school districts, special education cooperatives and joint agreements, regional superintendents of schools, and nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Nonpublic Special Education Facilities).

a) An individual who wishes to receive short-term emergency certification shall:

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- 1) hold an Illinois elementary, secondary, early childhood, special, or transitional bilingual certificate (which need not be valid for the grade level(s) to be taught under temporary emergency certification 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 23 Ill. Adm. Code 226.810(b); and

- 3) submit the required fee along with an application to the State Board of Education, on a form supplied by the Board, that:
 - A) includes a plan for the individual's acquisition of an unlimited LBS I approval by completing a supervised clinical experience that qualifies for college credit, as well as coursework covering
 - i) diagnosis of, and the characteristics of children with, all the disabilities encompassed by the LBS I credential,

 - ii) methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential, and

 - iii) adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential; and

 - B) describes the supervision the individual will receive from an individual certified or approved to provide such supervision pursuant to 23 Ill. Adm. Code 226 (Special Education).

- b) Each applicant's plan shall be validated by an authorized representative of the college or university that operates the approved teacher preparation program

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under whose auspices the applicant will complete necessary coursework.

- c) Each applicant's plan shall be validated by an authorized representative of the employing entity. In addition to verifying that the required supervision will be provided, this representative shall verify that the employing entity has been unable to secure the services of an individual who is appropriately certified or approved for the teaching position in question and shall describe the entity's recruitment efforts in this regard.
- d) Approval of an individual's application shall be specific to the teaching assignment and employer described therein but shall be transferrable to a new employer, provided that the conditions of subsection (c) of this Section are met by the new employer.
- e) Upon approval of an application by the State Superintendent of Education, the individual shall have three years, beginning with the next academic term, in which to complete the coursework described in subsection (a)(3)(A) of this Section and receive unlimited LBS I approval under 23 Ill. Adm. Code 226.810. 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 certificate-holder'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).

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- f) An individual who experiences any of the circumstances discussed in subsection (e) of this Section 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.
- g) Short-term emergency certification shall not be renewed.
- 1) An individual who does not obtain the unlimited LBS I approval within the time allotted shall not be assigned to a special education teaching position.
- 2) An individual who does obtain the unlimited LBS I approval shall thereupon become subject to the provisions of Section 25.47 of this Part.

(Source: Added at 25 Ill. Reg. _____ effective _____)

SUBPART D: SCHOOL SERVICE PERSONNEL

Section 25.250 Standards for Non-Teaching Speech-Language Pathologists

Beginning July 1, 2001, endorsement as a Non-Teaching Speech-Language Pathologist shall be available to holders of the school service personnel certificate 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 examination. Such individuals shall not be required to meet the Illinois Professional Teaching Standards set forth in Section 25.15(a) of this Part or the 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 certified teacher and may provide instructional support to that teacher or to students in regard to academic subjects. However, he or she shall

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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 such 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: Added at 25 Ill. Reg. _____ effective _____)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.710 Definitions

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

"Passing raw score" is the minimum number of items which must be answered correctly on a given test.

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

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

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

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score (0), the maximum score (100), and the passing score (70) are set.

"Subarea score" is the scaled score for the subset of test items on a subject matter test which measures specific content, and the "subarea score" is the scaled score for each subset of test items on the basic skills

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test which measures specific content in reading, writing, grammar, and mathematics.

~~"Test" or "Tests"~~ "Test" or "Tests"/"Examination" or Examinations" refers to the test of basic skills and the ~~tests~~ tests/examinations of subject matter knowledge for the Illinois Certification Testing System. These ~~tests~~ tests/examinations are:

Agriculture
Art (K-12)
Art (6-12)
Basic Skills
 Grammar
 Mathematics
 Reading
 Writing
Biological Science
Blind and Partially Sighted
Business/Marketing/Management
Chemistry
Chief School Business Official
Computer Science
Dance
Deaf and Hard of Hearing
Early Childhood
Educable Mentally Handicapped (required through June 30, 2003)
Elementary
English
English as a Second Language
French
General Administrative
General Science
General Supervisory
German
Guidance
Health
Health Occupations
Hebrew
History
Family and Consumer Sciences
Industrial Technology Education
Italian
Latin
Learning Disabilities (required through June 30, 2003)

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Learning Behavior Specialist I (required beginning July 1, 2003)
Learning Behavior Specialist II/Behavior Intervention Specialist (available July 1, 2003)
Learning Behavior Specialist II/Bilingual Special Education Specialist (available July 1, 2003)
Learning Behavior Specialist II/Curriculum Adaptation Specialist (available July 1, 2003)
Learning Behavior Specialist II/Deaf/Blind Specialist (available July 1, 2003)
Learning Behavior Specialist II/Multiple Disabilities Specialist (available July 1, 2003)
Learning Behavior Specialist II/Technology Specialist (available July 1, 2003)
Learning Behavior Specialist II/Transition Specialist (available July 1, 2003)
Mathematics
Media
Music (K-12)
Music (6-12)
Physical Education (K-12)
Physical Education (6-12)
Physically Handicapped (required through June 30, 2003)
Physical Science
Physics
Reading
Russian
School Nurse
School Psychology
School Social Work
Social/Emotional Disorders (required through June 30, 2003)
Social Science
Spanish
Speech
~~Speech and Language Impaired~~ Speech-Language Pathologist
Superintendent
Theatre Arts
Trainable Mentally Handicapped (required through June 30, 2003)

"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written response.

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

(Source: Amended at 25 Ill. Reg. _____ effective _____)

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.805 Requirements of the Plan

- a) THE CONTINUING PROFESSIONAL DEVELOPMENT PLAN OF EACH AFFECTED CERTIFICATE-HOLDER SHALL INCLUDE AT LEAST THREE INDIVIDUAL IMPROVEMENT GOALS REFLECTING THE PURPOSES ENUMERATED IN SUBSECTION (b) OF THIS SECTION (Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]). Each goal shall include a brief statement of the knowledge and skill(s) to be enhanced, which shall reflect relevant professional teaching or content area standards set forth in this Part.
- b) Each continuing professional development plan shall include activities that:
 - 1) ADVANCE THE CERTIFICATE-HOLDER'S KNOWLEDGE AND SKILLS IN HIS OR HER AREA(S) OF CERTIFICATION, ENDORSEMENT, OR TEACHING ASSIGNMENT IN RELATIONSHIP TO THE RELEVANT STANDARDS set forth in this Part;
 - 2) DEVELOP THE CERTIFICATE-HOLDER'S KNOWLEDGE AND SKILLS IN ONE OR MORE AREAS IDENTIFIED BY THE STATE BOARD OF EDUCATION as "State priorities" (see Section 25.810 of this Part); and
 - 3) ADDRESS THE KNOWLEDGE, SKILLS, AND GOALS THAT ARE RELEVANT TO THE CERTIFICATE-HOLDER'S LOCAL SCHOOL IMPROVEMENT PLAN, IF THE INDIVIDUAL IS EMPLOYED IN A SCHOOL THAT IS REQUIRED TO HAVE SUCH A PLAN.
- c) A continuing professional development plan may also include activities that EXPAND THE CERTIFICATE-HOLDER'S KNOWLEDGE AND SKILLS IN AN ADDITIONAL TEACHING FIELD OR ADVANCE THE INDIVIDUAL TOWARD ACQUISITION OF AN ADDITIONAL TEACHING CERTIFICATE, ENDORSEMENT, OR DEGREE IN THE FIELD OF EDUCATION.

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- d) COMPLETION OF ALL REQUIRED ACTIVITIES IN PURSUIT OF CERTIFICATION BY THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS) MAY BE USED TO FULFILL 100% OF THE REQUIREMENT FOR CONTINUING PROFESSIONAL DEVELOPMENT (Section 21-14(e)(3)(C) of the School Code [105 ILCS 5/21-14(e)(3)(C)]). The presence of an individual's name on the National Board's composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.
- e) EIGHT SEMESTER HOURS OF COLLEGE COURSEWORK IN AN UNDERGRADUATE OR GRADUATE-LEVEL PROGRAM RELATED TO EDUCATION MAY BE USED TO FULFILL 100% OF THE REQUIREMENT FOR CONTINUING PROFESSIONAL DEVELOPMENT, PROVIDED THAT AT LEAST 2 SEMESTER HOURS ARE CHOSEN TO ADDRESS THE PURPOSE DESCRIBED IN SUBSECTION (b)(1) OF THIS SECTION (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)]).
- f) Except as specified in Section 25.807 of this Part, ~~twenty-four~~ ~~Twenty-four~~ continuing education units ("CEUs"; see Sections 25.865 and 25.870 of this Part) may be used to fulfill 100% of the requirement for continuing professional development, provided that:
- 1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section;
 - 2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate-holder is not employed in or assigned to a school that is required to have a school improvement plan; and
 - 3) any remaining units address the purpose specified in subsection (c) of this Section.
- g) Except as specified in Section 25.807 of this Part, ~~completion~~ ~~Completion~~ of 120 continuing professional development units ("CPDUs"; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement, provided that:

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- 1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section;
 - 2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate-holder is not employed in or assigned to a school that is required to have a school improvement plan; and
 - 3) any remaining units address the purpose specified in subsection (c) of this Section.
- h) A certificate-holder may choose any combination of the types of activities described in subsections (e), (f), and (g) of this Section, provided that the total effort represents the equivalent of 120 CPDUs or 24 CEUs and the distribution of such units conforms to the requirements of subsection (g) of this Section. For purposes of calculating approvable combinations from different categories:
- 1) one semester hour of college credit shall be considered the equivalent of 15 CPDUs or three CEUs; and
 - 2) one CEU shall be considered the equivalent of 5 CPDUs.
- i) The provisions of subsections (e) through (h) of this Section shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when certificates have been maintained valid and exempt. (See Section 25.880 of this Part.)
- j) Each plan shall be submitted on a form supplied by the State Board of Education and shall:
- 1) identify the certificate-holder;
 - 2) list all certificates and endorsements held;
 - 3) indicate the period of validity;
 - 4) identify the certificate-holder's current position or assignment;

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- 5) identify the certificate-holder's improvement goals;
 - 6) list and briefly describe the certificate-holder's planned or potential activities or types of activities, relating each to the improvement goal(s) and purpose(s) it will fulfill; and
 - 7) provide a timeline that will ensure the completion of the plan during the certificate's period of validity.
- k) A given professional development activity may be attributed to all of the purposes enumerated in subsections (b) and (c) of this Section to which it relates. However, the units of credit awarded for a particular activity may be counted only once in calculating the total earned.

(Source: Amended at 25 Ill. Reg. _____ effective _____)

Section 25.807 Additional Specifications Related to Plans of Special Education Teachers

- a) For purposes of this Subpart J, a "special education teacher" is any teacher who holds an Illinois standard or master certificate and provides services using that certificate to special education students pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 226 (Special Education), including those serving pursuant to 23 Ill. Adm. Code 226.810 and 226.820; those serving pursuant to Section 25.48 of this Part when applicable; and those substitute teaching in special education programs for more than 90 paid school days or 450 paid school hours in any one district in any one school term.
- b) Special provisions apply to special education teachers' compliance with the required distribution of credits stated in Section 25.805(f), (g), and (h) of this Part. That is, not only must at least half the number of credits needed by each such teacher be earned with respect to activities that address either or both of the purposes described in Section 25.805(b)(1) and (2) of this Part ("Purposes A and B"), with some credits for each, but also:

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- 1) if a teacher's plan is based upon an assignment for which the LBS I endorsement or approval is required, and if the individual holds a limited credential, the activities used to address Purpose A shall either:
 - A) relate to the needs of students with disabling conditions other than the condition(s) reflected by the individual's pre-existing endorsement(s) or approval(s), or
 - B) be designed to broaden the teacher's preparation to serve students with all the disabilities encompassed by the LBS I credential, with reference to specific standards among those set forth in 23 Ill. Adm. Code 28.200; and
 - 2) except as provided in subsection (d) of this Section, at least the amount of credit each special education teacher needs to devote to Purpose B (the State priorities) in order to reach the 50 percent threshold in combination with the credits attributed to Purpose A shall be devoted to the State priority of special education; and
 - 3) some portion of the activities used by each special education teacher to fulfill Purpose A or B shall address adapting and modifying curriculum related to the Illinois Learning Standards (see Public Schools Evaluation, Recognition and Supervision, 23 Ill. Adm. Code 1, Appendix D) to meet the needs of students receiving special education; and
 - 4) a special education teacher whose plan calls exclusively for semester hours of college credit shall devote the portion that is required to address Purpose A to the study of content area standards in special education, i.e., any of the standards set forth in 23 Ill. Adm. Code 28.200-28.370.
- c) A teacher who becomes a special education teacher for one or more semesters during his or her certificate's

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period of validity shall be subject to the requirements of this Section in proportion to that period of time.

- 1) An individual shall be considered a special education teacher for any semester during which he or she meets the definition set forth in subsection (a) of this Section for at least 45 school days.
 - 2) Such an individual shall submit his or her plan for continuing professional development to the LPDC as described in Section 25.820 of this Part and shall revise the plan if needed to meet the requirements of this Section.
 - 3) The LPDC shall maintain a record of the semesters during which any certificate-holder for whom it is responsible is a special education teacher.
- d) An individual who was a special education teacher for purposes of this Subpart J before July 1, 2001, shall be subject to the provisions of this subsection (d).
- 1) If an individual has fulfilled the requirements of an approved plan prior to July 1, 2001, the requirement of subsection (b)(2) of this Section shall be reduced to 25 percent. Such an individual shall not be required to revise his or her plan for continuing professional development, even if such a revision would otherwise be needed in order to encompass additional activities related to special education.
 - 2) Other special education teachers whose standard certificates expire in 2004 or 2005 shall be subject to the requirements of subsection (b)(2) of this Section for only the second half of the current period of their certificates' validity. That is, the requirement of subsection (b)(2) of this Section shall equal 25 percent unless further reduced pursuant to the provisions of Section 25.880 of this Part.

(Source: Added at 25 Ill. Reg. _____ effective _____)

Section 25.815 Submission and Review of the Plan

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- a) Each certificate-holder who is or chooses to be subject to the requirements of this Subpart J shall prepare a plan for continuing professional development that conforms to the requirements of Section 25.805(j) of this Part and Section 25.807 of this Part, if applicable. Except as provided in subsection (d)(3) of this Section, each such certificate-holder shall submit his or her plan to the responsible local professional development committee no earlier than one semester before and no later than 120 days after the beginning of the period of validity of the certificate(s) held. Submission and approval of this plan shall not entitle the certificate-holder to earn credit for any coursework or activity described in the plan. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder's certificate shall be determined by the State Teacher Certification Board.
- 1) Each certificate-holder employed in a charter school established pursuant to Article 27A of the School Code [105 ILCS 5/Art. 27A] or in a position that legally requires a teaching certificate in any of the other types of public schools enumerated in Section 21-14(d) of the School Code [105 ILCS 5/21-14(d)], other than a State-operated school, shall submit his or her plan to the chair or designee of the local professional development committee ("LPDC") that is responsible for certificates of the relevant type. (See Section 25.845 of this Part.)
- 2) Each certificate-holder employed in a State-operated school shall submit his or her plan to the regional superintendent of the educational service region in which the teaching (as defined in Section 21-14 of the School Code) is done. Certificate-holders employed by regional offices of education to teach in regional safe schools operated pursuant to Article 13A of the School Code [105 ILCS 5/Art. 13A] shall be subject to this subsection (a)(2).
- 3) Each certificate-holder employed in a nonpublic school who wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent of

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the educational service region in which the teaching is done.

- 4) Each certificate-holder not employed as a teacher who nevertheless wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent responsible for the area in which he or she resides.
 - 5) For the purposes of this Subpart J, the responsible regional superintendent shall be considered the LPDC of any individual referred to in subsections (a)(2) through (4) of this Section.
- b) An LPDC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an individual's plan as to whether that plan is approved or disapproved. In the case of disapproval, the LPDC's response shall include the specific reasons for its refusal to approve the plan. Failure of an LPDC to respond within the required time shall entitle the certificate-holder to appeal for approval to the regional professional development review committee as provided in subsection (e)(2) of this Section.
- c) Grounds for an LPDC's refusal to approve a plan shall be limited to those enumerated in this subsection (c).
- 1) Fewer than three personal goals for improvement are set forth in the plan.
 - 2) A proposed activity does not relate to any of the certificate-holder's goals for improvement.
 - 3) A proposed activity does not relate to one or more of the purposes identified for it by the certificate-holder.
 - 4) The proposed distribution of activities among the various purposes does not comply with the requirements of Section 21-14 of the School Code and the requirements of Section 25.807 of this Part, if applicable, or the proposed quantity of activities will not generate sufficient units of credit.

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- 5) The projected timeline for completion of the proposed activities will not permit their completion within the period of validity of the individual's certificate(s).
- d) A certificate-holder may either await approval of his or her plan before engaging in the activities it contains or engage in activities while the plan is pending.
- 1) If a certificate-holder engages in a professional development activity while approval of his or her proposed plan is pending, that activity shall be credited toward fulfillment of the requirements of this Subpart J if it is covered in the plan that is eventually approved for that individual.
 - 2) Except as provided in subsection (d)(3) of this Section, if an individual begins an activity without having either an approved plan in place or a proposed plan pending that covers that activity, or if the activity is not covered in the plan that is eventually approved for that individual, the activity shall not be credited toward fulfillment of the requirements of this Subpart J.
 - 3) An individual who receives a standard or master teaching certificate that is valid beginning July 1, 2000, may receive credit for activities that occur before January 1, 2001, without having either an approved plan in place or a proposed plan pending, provided that any such activity is covered in the plan that is eventually approved for that individual.
 - 4) In the semester before he or she will first receive a certificate whose renewal is subject to the requirements of this Subpart J, a certificate-holder shall be entitled to file a plan for continuing professional development with the LPDC that is responsible for certificates of the relevant type, so that the certificate-holder will be able to accrue credit for activities completed between the effective date of the standard certificate and the deadline for plan submission specified in subsection (a) of this Section.

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- e) Upon notification that his or her proposed plan has been disapproved, a certificate-holder may either:
 - 1) modify the plan to remedy the deficiencies identified by the LPDC and resubmit it, or
 - 2) appeal the plan's disapproval to the responsible regional professional development review committee ("RPDRC") established pursuant to Section 25.850 of this Part.

- f) An RPDRC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an appeal as to whether a proposed plan is approved or disapproved.
 - 1) If the RPDRC disagrees with the LPDC, the plan shall be approved.
 - 2) If the RPDRC agrees with the LPDC, the plan shall be disapproved and the certificate-holder shall submit a revised plan to the responsible LPDC.
 - 3) The RPDRC shall notify both the certificate-holder and the LPDC of its decision and the basis for it, using a form supplied by the State Board of Education.

- g) Each certificate-holder's plan for continuing professional development and all other documents relating to it shall be considered part of the individual's certification file and shall not be used in the employer's evaluation of the certificate-holder. Each certificate-holder's file shall be stored separately from other employee and/or personnel files and shall be maintained by the LPDC. Access to these documents shall be limited to the certificate-holder and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

(Source: Amended at 25 Ill. Reg. _____ effective _____)

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Section 25.880 "Valid and Exempt" Certificates; 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 certificate is maintained as valid and exempt.
 - 1) Each certificate-holder shall notify the regional superintendent of schools each time there is a change in his or her teaching assignment, employer, or employment status. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual's certificates will be considered valid and active or valid and exempt for any given semester.
 - A) A certificate-holder may notify the regional superintendent either when a change occurs or whenever it becomes apparent that a particular semester will qualify or has qualified as a period of exemption.
 - B) The regional superintendent shall verify the certificate-holder's employment status and shall return to the certificate-holder a signed copy of the form indicating whether a period of exemption has been recorded.
 - 2) Periods of exemption shall be established in one-semester increments. A period of exemption shall be available only for a semester during which a certificate-holder is employed and performing services for fewer than 45 school days. Each one-semester period of exemption shall result in a ten-percent reduction in the requirement for continuing professional development (for holders of standard certificates) or a five-percent reduction in the requirement (for holders of master certificates).
 - 3) When applying for renewal of his or her certificate(s), each certificate-holder shall identify for the LPDC the periods of exemption that occurred during the period of validity and the proportionate reduction that applies to the

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requirements for continuing professional development. The certificate-holder shall present a copy of the form referred to in subsection (a)(1) of this Section to document any period of exemption claimed.

- 4) If proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, a certificate-holder (other than an individual who is a special education teacher; see subsection (a)(5) of this Section) shall be required to conform as closely as possible to the required distribution of units but shall not be obligated to accumulate units of credit in excess of the applicable reduced total.
- A) Example: An individual teaches for the first two years of a standard certificate's five-year period of validity and accumulates 60 CPDUs attributable to the purpose identified in Section 25.805(b)(3) of this Part ("Purpose 3"). The individual then maintains the certificate as valid and exempt for the remaining three years. By proportionate reduction, the total number of CPDUs required of this individual is 48. Because the individual has earned 60 CPDUs, he or she shall be considered to have met the requirement for continuing professional development, even though no units of credit have been attributed to the purposes identified in Section 25.805(b)(1) and (2) of this Part ("Purposes 1 and 2").
- B) Example: An individual teaches for the first two years of a standard certificate's five-year period of validity and accumulates 40 CPDUs attributable to Purpose 3. The individual maintains the certificate as valid and exempt for the third and fourth years and then returns the certificate to valid and active status for the fifth year because he or she resumes teaching. By proportionate reduction, the total number of units required of this individual is 72. Half of those units (36) are required to pertain to Purpose

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1 or 2, but the individual only lacks 32 units for a total of 72. The certificate-holder shall be required to use these 32 units to address Purposes 1 and 2 and shall amend his or her plan to include activities that comply with this requirement.

5) In the case of a special education teacher, if proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, the individual shall be required to accumulate 50 percent of the reduced number of credits required in activities attributable to Purposes A and B as described in Section 25.807(b) of this Part.

6) ~~5)~~ An individual whose certificate is valid and exempt may nevertheless keep an approved plan on file covering continuing professional development activities he or she wishes to complete during the period of exemption. Completion of such activities shall be appropriately credited by the responsible LPDC, without affecting the proportionate reduction in the total number of units required.

b) The requirement for continuing professional development shall be reduced by 20 percent for the first renewal cycle with respect to any individual who receives a standard certificate, or 10 percent for an individual who receives a master certificate, whose first year of validity expires on June 30, 2000.

c) THE REQUIREMENT FOR CONTINUING PROFESSIONAL DEVELOPMENT SHALL BE REDUCED BY 50 PERCENT WITH RESPECT TO A PERIOD OF TIME DURING WHICH THE CERTIFICATE-HOLDER HAS BEEN EMPLOYED ON A PART-TIME BASIS, I.E., HAS BEEN TEACHING FOR LESS THAN 50 PERCENT OF THE SCHOOL DAY OR SCHOOL TERM. (Section 21-14(e)(1) of the School Code [105 ILCS 5/21-14(e)(1)])

(Source: Amended at 25 Ill. Reg. _____ effective _____)

Section 25.Appendix C Exchange of Certificates

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Existing Certificate	Description	Exchanged for:
 Early Childhood Certificates:		
02 Early Childhood	To Age 6 excluding K	Standard Early Childhood (0 to 6, excluding K)
04 Early Childhood	Age 0-Grade 3	Standard Early Childhood (0 to grade 3)
06 Kindergarten-Primary	K-3	Standard Early Childhood (K-3)
45 Life Kindergarten	K-3	Standard Early Childhood (K-3)
 Elementary Certificates:		
03 Standard Elementary	K-9	Standard Elementary
42 Life Elementary	1-8	Standard Elementary
 High School Certificates:		
09 Standard High School	6-12	Standard Secondary
11 Vocational	7-12 Field Endorsed	Standard Secondary
14 Junior College	9-14 Field Endorsed	Standard Secondary

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<u>Existing Certificate</u>	<u>Description</u>	<u>Exchanged for:</u>
47 Life High School	6-12	Standard Secondary
49 Life Junior College	9-14 Field Endorsed	Standard Secondary
Existing Certificate Special Certificates:	Description	Exchanged for:
10 Standard Special	K-12 Field Endorsed	Standard Special <u>or</u> Standard Special Preschool-Age 21; or both Standard Elementary and Standard Secondary (<u>Speech-Language Pathologists may also choose School Service Personnel</u>)
17 Special Exceptional Children	K-14 Field Endorsed	Standard Special Preschool-Age 21 or both Standard Elementary and Standard Secondary
48 Life Special	K-14 Field Endorsed	Standard Special <u>or</u> Standard Special Preschool-Age 21; or both Standard Elementary and Standard Secondary
50 Life School Librarian	K-14 Library	Standard Special or both Standard Elementary and Standard Secondary

Individuals who receive Standard Special, Elementary and/or Secondary certificates will receive on those certificates the same endorsements they currently hold.

Holders of Standard Special Certificates may exchange them for either a Standard Special or both a Standard Elementary and Standard Secondary. If they choose the Standard Elementary and Standard Secondary Certificates, they will not be qualified to teach self-contained general education classrooms, but will receive on those certificates only the endorsements they hold. (For example, a holder of a special certificate endorsed for a particular subject area may teach only in that subject area.) They will have the option of adding onto the elementary and secondary certificates any other endorsements for which they qualify.

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(Source: Amended at 25 Ill. Reg. _____ effective
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