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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; preemptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days;

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amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. _____, effective _____.

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

Introduction and General Principles

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

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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.

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). 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.

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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 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.

General Education

Kindergarten and Grades 1-5

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

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

Middle Grades (6-8)

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

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

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Secondary Grades (9-12)

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

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

Bilingual Education

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

Kindergarten and Grades 1-5

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

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
 - 1) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test, or
 - 2) holds an elementary or a special K-12 certificate valid for the subject taught and has passed the content-area test applicable to that subject, or

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

Middle Grades (6-8)

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

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
 - 1) holds an elementary or a special K-12, or a secondary certificate valid for the subjects taught; and
 - 2) for each core subject area of teaching responsibility:

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

Secondary Grades (9-12)

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

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
 - 1) holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subjects taught, and

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

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

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

Kindergarten and Grades 1-5

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

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

Middle Grades (6-8)

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

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- a) holds an elementary, a special K-12, or a secondary certificate with approval for ESL or ENL (or, for Grades 5 and 6 only, with approval for bilingual education), or holds a special K-12 certificate endorsed for ESL or ENL, and:
- 1) has passed the Elementary/Middle Grades test or the content-area test for either ENL or English Language Arts, or
 - 2) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
 - 3) holds a master's or higher degree in English language arts or the teaching of English as a new language, or
 - 4) holds NBPTS certification or an Illinois master certificate in English language arts or the teaching of English as a new language, or
 - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) for Grade 6 only, holds a transitional bilingual certificate and:
- 1) has passed the content-area test applicable to the subject taught, and
 - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
 - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
 - 4) has not exhausted the three-year period permitted under NCLB for attaining full certification.

Secondary Grades (9-12)

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

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

Special Education

A special education teacher who is new to the profession, who is considered "highly qualified" in language arts, mathematics, or science, and who teaches two or more subjects shall be considered "highly qualified" in all subjects taught for two years after the date of first employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered "highly qualified" in the core subject area of assignment. However, it should be noted that a teacher in this situation will be treated as a veteran teacher after attaining one year's teaching experience, as is the case for any other teacher. That is, the teacher has two years before he or she will be required to meet the criteria in every subject taught but will have access to points under the Illinois HOUSSE after one year's experience.

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

- completion of coursework addressing the General Curricular Standards for Special Education teachers set forth at 23 Ill. Adm. Code 27.350, as well as the Common Core of Standards for All Special Educators (see the policies of the State Board of Education relative to certification in special education that are in effect pursuant to a federal court order of February 27, 2001, in the matter of Corey H. et al., v. Board of Education of the

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City of Chicago et al.), which encompass numerous relevant knowledge and performance indicators;

- passage of the test of basic skills covering reading, writing, grammar, and mathematics; and
- passage of the assessment of professional teaching, one of whose major components is the Language Arts Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24).

Kindergarten and Grades 1-5

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

- a) holds either an elementary or a special preschool-age 21 certificate endorsed for the student population served and has passed the Elementary/Middle Grades test; or
- b) holds either an elementary or a special K-12 certificate valid for the subject taught and endorsed for the student population served, and has passed the content-area test applicable to the subject taught; or
- c) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and for early childhood special education, or holds a special preschool-age 21 certificate endorsed for the student population served, and has passed the Early Childhood test or the Early Childhood Special Education test; or
- d) holds an elementary or a special preschool-age 21 certificate endorsed for the student population served, or an early childhood certificate that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)

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

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- a) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a master's or higher degree in a field directly related to the area of assignment; or
- d) holds NBPTS certification or an Illinois master certificate; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle-Grades Teachers Providing Instruction at the Primary Level

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

Secondary Grades (9-12)

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

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

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

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

Points Available Under the Illinois HOUSSE

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

- a) Teaching experience in the subject area of assignment: 12.5 points per semester, up to a maximum of 50 points. (Special education teachers may count teaching experience in special education as experience in each core academic subject taught.)
- b) Completion of college coursework in the core academic subject area of assignment: 5 points per semester hour.
- c) Possession of NBPTS certification or an Illinois master certificate applicable to the area of assignment: 100 points for a general education teacher in grades below 6 or a special education teacher.
- d) Completion of the required content-area coursework within the context of completing an Illinois approved preparation program in elementary education or an approved out-of-state elementary education preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through Grade 8. Completion of the required content-area coursework within the context of completing an Illinois approved early childhood education preparation program or an approved out-of-state early childhood preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained

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general education classroom through Grade 3. (This coursework may not also be counted for points under subsection (b).)

- e) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events that are directly related to the area of teaching assignment: 1 point per full hour of participation.
- f) Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points, in accordance with Section 25.875(k) of this Part.
- g) Work experience (non-teaching) directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.
- h) Supervising a student teacher in the subject area of assignment: 10 points per student teacher, applicable to all subjects.
- i) Peer review or peer coaching that meets the requirements of Section 25.875(b) of this Part: 5, 8, 9, or 11 points per semester, in accordance with Section 25.875(b)(2) of this Part.
- j) Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(c)(1)(A) of this Part: 9 or 11 points per semester, in accordance with Section 25.875(c)(2)(A) of this Part.
- k) Participation in site-based management or decision-making teams, relevant committees, boards, or task forces directly related to school improvement plans and focused on the core academic subject of assignment: 8 or 11 points per semester, in accordance with Section 25.875(d) of this Part. (May be counted only once per subject area.)
- l) Teaching a college course in accordance with Section 25.875(j) of this Part that is directly related to the subject area of assignment: 20 points.

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- m) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n) of this Part and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(n)(2) of this Part.
- n) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points per year, in accordance with Section 25.875(p)(2) of this Part.
- o) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points per semester, in accordance with Section 25.875(q) of this Part.
- p) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points in relation to contact hours per semester, as set forth in Section 25.875(s)(2) of this Part.
- q) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u) of this Part and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(u)(2) of this Part.
- r) Publication of educational articles, columns, or books that are directly related to the subject area of assignment: points in accordance with Section 25.875(x)(2) of this Part.
- s) Teacher-to-teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via communications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques and strategies aligned to the State Goals for Learning (see 23 Ill. Adm. Code 1, Appendix D): 1 point per hour of interaction with a teacher who is “highly qualified” in the relevant core academic subject area, up to a maximum of 50 points.
- t) Possession of NBPTS certification or an Illinois master teaching certificate in an area other than in the area of assignment: 15 points.
- u) Possession of an Illinois standard teaching certificate in an area other than in the area of assignment: 10 points.

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- v) Completion of a major or an approved program in special education with at least 15 points in each core academic subject taught: 75 points for a special education teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

Special Circumstances

Teachers in Charter Schools

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

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

Teachers Who Hold Alternative Certificates

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

Resident Teachers

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching

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content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or, for assignments other than in the elementary grades, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds a master certificate in the subject.

Visiting International Teachers

A teacher who holds a visiting international teacher certificate (see Section 25.92 of this Part) will be considered highly qualified based upon having passed a test of subject matter knowledge relevant to the subject taught as required under subsection (d)(3) of that Section, provided that the certificate held is valid for the grade level or levels of his or her teaching assignment.

Vocational (Career and Technical) Education Teachers

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