

Illinois State Board of Education

Department of Certification

DEVELOPING A NEW PROFESSIONAL EDUCATION PROGRAM

(TEACHERS, ADMINISTRATORS, SCHOOL SERVICE PERSONNEL)

The program proposal format is to be used by institutions submitting a new program proposal to the Illinois State Teacher Certification Board and State Board of Education for approval.

If the program is to be offered at the undergraduate and graduate level and there are no substantial differences between the two levels, one program proposal may be submitted. However, if the proposed program will be substantially different at the two levels of preparation, separate program proposals must be submitted.

Document Structure:

The proposal must follow the order of the required program proposal format, including a cover page with the contact information of the program proposal preparer and a table of contents. All pages should be numbered consecutively and the proposal component and associated pages noted in the table of contents. It is preferred that proposals be submitted on plain white paper that is stapled, clipped, or bound. Ringed notebooks are not to be used.

Brief and succinct responses are requested for each component with a preferred narrative page limit of 25-30 pages that are in Arial or Times New Roman 10-12 point font. Charts, graphs, and information provided in the required matrices may be reduced to 8-9 point font.

The required matrices for the State professional education standard(s) established for the professional preparation program are in addition to the narrative section. The matrices for the standards can be downloaded from the ISBE website at <http://www.isbe.net/profprep/standards.htm>.

Summary of Illinois Administrative Rules for New Programs

Before establishing a new program that leads to State certification, Illinois colleges and universities that are approved to offer professional preparation programs for teachers, school service personnel, and school administrators must present the program proposal to the State Teacher Certification Board. The State Teacher Certification Board will review the proposal and submit its recommendations regarding approval to the State Board of Education. The State Board of Education makes the final program approval decision. ([IAC Section 25.145](#))

Institutions seeking initial accreditation must submit a program proposal for each program the institution plans to offer at least three months prior to the anticipated on-site accreditation review. This is to allow time for review of the program proposal, and if needed, follow-up response(s) by the institution, prior to the on-site review.

The proposal must meet the requirements of [Section 25.127](#) (a)(1)-(8).

- a) *Each full program report shall be submitted in a format prescribed by the State Board of Education and shall contain:*
 - a) *A description of the program's alignment with the unit's conceptual framework.*
 - b) *A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the college or university and how the key assessments used in the program are derived from or informed by the unit's assessment system (see Section 24.140 of the Illinois Administrative Rules).*
 - c) *(data reporting – not required for program proposals)*
 - d) *Identification of faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.*
 - e) *A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses.*

- f) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program's requirements for faculty supervision of these experiences.
- g) A description of the key assessments that are required of candidates in the program under Section 25.142, including:
 - (a) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1)-(4) or Section 25.142(b)(1)-(4), as applicable;
 - (b) ...the applicable content area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching, if applicable;
 - (c) a discussion of how the assessment data will demonstrate candidates' mastery of the identified standards.
- h) A description of two or three additional assessment that address relevant standards, if inclusion of this information is desired by the unit seeking to offer the program.

- Each program proposal component, while brief and concise, must provide assurances that the requirements defined in Section 25.127 are addressed, and the program aligns the with [NCATE Unit Standards](#) particularly Standard 1, which reads:

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Alternative Certification Programs:

Alternative certification programs are a redesign of the approved program(s) of the entitling institution(s). The proposal must address the expectations defined by the Illinois School Code and the Illinois Administrative Rules. A brief description of the various alternative certification and resident teacher program requirements can be found at <http://www.isbe.net/profprep/alternative.htm>.

NEW PROGRAM PROPOSAL FORMAT

COVER:

- Name and address of Institution
- School or department (if applicable)
- Name and full contact information of program preparer, including address, phone, and email address
- Name of program (see Illinois Content Area Standards)
- Level of program (Initial, Advanced, Alternative, Resident Teacher, etc.)
- Type of Illinois certificate to be achieved
- Date of submission to the State Board of Education

TABLE OF CONTENTS:

- List program proposal components in order of required format (number and header)
- Identify page numbers for each component, including appendix

I. OVERVIEW:

A brief and concise summary (abstract) of the program - one to two pages.

II. PROGRAM COMPONENTS:

A. Introduction:

- 1) Identify the submitting institution(s) and educational partners, if applicable, and their roles.
- 2) Provide a brief rationale for establishing the new program.

- 3) Identify the specific certificate and designations, if applicable, as well as the degree(s) that may be achieved.
- 4) Describe the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the college and university.
- 5) The projected number of candidates to be served in the initial cohort.
- 6) List the specific Illinois professional education standards the candidates will address.

B. Program Description:

- 1) Describe how the program will ensure that candidates demonstrate the knowledge, skills, and dispositions defined by the unit's conceptual framework/institutional standards and the applicable Illinois professional education standards.
 - a) List the dispositions found in the unit's conceptual framework
 - b) Provide an assessment that your program will use to assess the dispositions
- 2) Describe the course of study:
 - a) List prerequisites, if required.
 - b) Course of study chart:
 [List the required courses and note the order of completion, if applicable; the State standards to be addressed; and associated field experiences or clinical practice (student teaching/internship).]
 - c) Brief description of each course (expanded catalog description) and the semester/quarter hours to be earned.
- 3) Describe the field experiences and clinical practice (student teaching/internship), including the following:
 - a) Length and scope of each experience to ensure that candidates have intensive and extensive opportunities to demonstrate proficiencies in the professionals roles for which they are preparing,
 - b) Measures that will be taken to ensure candidates complete placements in diverse settings with diverse students to ensure they have opportunities to learn how to help all students learn,
 - c) Program requirements for faculty supervision of these experiences, and
 - d) Support services that will be provided for candidates by the program/unit.

C. Assessment Overview:

An assessment is an evaluated activity or requirement by which a program determines that specific outcomes or standards have been mastered by a candidate. The program is must provide descriptions and data on five to eight "key" assessments. The reported assessments must be required of all candidates in the program. Due to the limitation on the number of "key" assessments, it is expected that these assessments will be comprehensive and each would most likely address multiple standards. The program may include other assessments as necessary but must describe how the key assessments will be used.

A key assessment may consist of multiple sub-assessments/parts that were administered over time to demonstrate learning/growth. (Example: action research.)

It is also possible that a major comprehensive assessment like a portfolio may include several in-depth assessments including evaluations of content knowledge, lesson planning, and student teaching. In this case, it would be appropriate to use the different components of the portfolio as separate assessments.

Teacher preparation programs must provide a minimum of six assessments, of which the first five types of assessments must be common across all of the unit's programs. Programs preparing school administrators or school service personnel must provide a minimum of five assessments.

Key Assessments Common Across All of the Unit's Programs

1. Illinois Content-Area Test
2. Content Assessment (The program is required to have a second content assessment focused on program standards.)
3. Assessment of Candidates' Ability to Plan Instruction or Plan an Appropriate Environment.
4. Clinical Practice Assessment [Student teaching/internship evaluation of candidates on meeting the institutional (CF outcomes/dispositions) and state standards.]
5. Candidates' Impact on Students' Learning (teachers) or on Providing a Supportive Environment for Students' Learning (other school personnel/administrators).

6a. Assessment of Professional Teaching (required – teacher candidates only)

- 6b. Assessment that addresses the standards (other school personnel/administrators)
7. Assessment that addresses the standards (teacher or other school personnel/administrators)
8. Assessment that addresses the standards (teacher or other school personnel/administrators)

The Program Proposal must include the required assessments, scoring guide(s)/criteria/rubrics for each of the assessments listed. The report will not be accepted if this information is not included.

For each key assessment indicate the type or form of the assessment and when it is administered in the program. For this section, list in the form provided (**Program Assessment Table**) 5-8 assessments that are being submitted as evidence for meeting the standards.

PROGRAM ASSESSMENT TABLE
(Required)

Name of Assessment		Type or Form of Assessment (ex.: essay, case study, project, portfolio, state test, etc.)	When the Assessment is Administered (point in the program when assessment is administered)	Check box to indicate the following are included.		
				Assessment	Scoring Guide(s)/ Criteria	Data Table
1	<i>IL Content-Area Test (required)</i>	State administered written exam			<input type="checkbox"/>	
2	<i>Content Assessment (required)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<i>Assessment of Candidates' Ability to Plan Instruction or Plan an Appropriate Environment (required)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<i>Clinical Practice Assessment (required)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<i>Candidates' Impact on Students' Learning or on Providing a Supportive Environment for Students' Learning (required)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.a.	<i>Assessment of Professional Teaching (required – teacher candidate)</i>	State administered written exam			<input type="checkbox"/>	
6.b.	<i>Optional Assessment (other school personnel/ administrator)</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<i>Optional Assessment</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<i>Optional Assessment</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

For each assessment listed on the “Program Assessment Table, include the following information.

Number the key assessments using the assigned number from the “Program Assessment Table.”

- 1) Narrative including the list of prerequisites if required:
 - a) Describe the assessment and its use in the program.
 - b) Identify the specific standards (as applicable – professional, state, and/or institutional standards) addressed by the assessment.
 - c) Provide a discussion of how the assessment data will demonstrate candidates’ mastery of the identified standards.
 - d) How the data will be used to improve the program and support the unit.
- 2) The assessment, including the instructions to candidates about the assigned task (excludes State assessments);
- 3) Scoring guides or criteria used to score candidates’ responses on the assessment.
- 4) Assessment chart/matrix:
 - a) List the unit and/or program assessment requirements at each transition point;
 1. admission, (if applicable, include prerequisites)
 2. prior to clinical practice (student teaching/internship),
 3. post clinical practice (student teaching/internship), and
 4. program completion.
 - b) For each assessment, identify the standards (institution, state, professional) to be assessed;
 - c) Identify (faculty, committee, others) who are responsible for the administration of each assessment and data entry of results.
 - d) Identify the specific State certification assessments required by the program.
- 5) Describe how the program plans to conduct follow-up studies of graduates.

D. Faculty and Organizational Structure:

- 1) Identify the program faculty (full-time, adjunct, clinical faculty) and/or the criteria for hiring new faculty.
- 2) Provide a chart that identifies each faculty member (current or to be determined), program course(s) to be taught, degree(s) and/or expertise in program preparation area.

E. Illinois Standard Matrices:

(as required by program (<http://www.isbe.net/profprep/FormInfo.htm>))

Teacher	Administrator	School Service Personnel
Illinois Professional Teaching Standards (IAC Section 24.100)	Illinois Professional School Leader Standards (IAC 29.100)	Content-Area Standards for the (specific) School Service Personnel Certificate (IAC Sections 23.100 – 23.140)
Language Arts Standards for All Illinois Teachers (IAC Section 24.110)	Content-Area Standards for (specific) Administrative Certificate (IAC Sections 29.110-29.140)	
Technology Standards for All Illinois Teachers (IAC Section 24.120)		
Content-Area Standards for (specific) teaching certificate		

(IAC Section 26.110, 26.310, or Section 27.400 – 27.480, or Section 28.100 – 28.370)		
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F. Appendix:

- Examples of program and/or unit assessments and the associated scoring guides/rubrics demonstrating alignment with the State and institutional standards.
- Optional: selected documents that further define the program requirements/expectations.

The consultants in the Illinois State Board of Education Department of Professional Development are available to provide technical assistance with the development of new programs. Please contact the division by emailing profprep@isbe.net or by calling 217-782-7091.