

100 North First Street
Springfield, Illinois 62777-0001

EDUCATOR EFFECTIVENESS DEPARTMENT

SECTION 1: PROGRAM COMPONENTS

Directions: The proposal should be submitted when an institution plans to propose a new alternative educator preparation program in a teaching field. The proposal aligns with rules set forth in [23 Illinois Administrative Code Part 25](#). All program proposals shall meet requirements set forth in Administrative Code at the time the proposal is submitted. Please submit program proposals and all relevant documentation to your ISBE liaison. This proposal is designed to be used for all alternative programs that follow specific requirements set forth in 23 Illinois Administrative Code, Part 25, Section 25.60 and include the issuance of an Educator Licensure with Stipulations endorsed for Alternative Provisional Educator (ELS-APE).

INSTITUTION	DATE OF SUBMISSION
PROGRAM NAME (See Appendix A)	ENDORSEMENTS TO BE AWARDED
GRADE RANGE	TERM (semester, trimester, quarter, other)
PRIMARY CONTACT NAME	PRIMARY CONTACT EMAIL
SECONDARY CONTACT NAME	SECONDARY CONTACT EMAIL
PROGRAM LEVEL: <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Licensure Only	MODE OF DELIVERY: <input type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input type="checkbox"/> Online
PROGRAM LENGTH: <input type="checkbox"/> One Year (with a second year if necessary) <input type="checkbox"/> Two Years (with no option for completion in one year)	PROPOSED IMPLEMENTATION DATE (This is the date these changes will go into effect for candidates.)

SECTION 2: CRITERIA

Directions: Please complete the matrix to describe the criteria for admission, retention, and exit of the program. Please include specific candidate requirements. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(2))**

Admission	Retention	Exit

1. Describe how the program will evaluate the congruence of a candidate's baccalaureate education, the candidate's employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(2))**

2. For candidates who have not completed a major in a particular content area of the endorsement sought, as required under Section 21-B50(c) of the Code, describe the process and criteria the institution or not-for-profit entity will use to determine whether the coursework and prior experience align to the standards for the content area of the endorsement. Coursework, or a combination of experience and coursework, must be equivalent to at least nine semester hours in the endorsement areas for entry into the program and represent at least 32 semester hours of credit in that content area prior to entitlement for a Professional Educator License (PEL). At least 18 of the 32 hours must be in the specific endorsement area (e.g., biology, political science). **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(3))**

3. Describe the provisions for determining the amount of time individual candidates will need to complete the proposed course of study based upon factors such as their experience and the type of program offered. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(5)(B))**

SECTION 3: PARTNERSHIP

Directions: Please complete the table(s) below to identify the institution's key partnership(s). Add additional sections as an attachment, if necessary. (Per 23 Illinois Administrative Code, Part 25, Section 25.60 (a)(3))

Name of Partnering District or Nonpublic School:	
Address of Partnering District or Nonpublic School:	
Name of Principal/Director:	
Type (Public, Private, Charter, Other):	

Name of Partnering District or Nonpublic School:	
Address of Partnering District or Nonpublic School:	
Name of Principal/Director:	
Type (Public, Private, Charter, Other):	

Name of Partnering District or Nonpublic School:	
Address of Partnering District or Nonpublic School:	
Name of Principal/Director:	
Type (Public, Private, Charter, Other):	

Name of Partnering District or Nonpublic School:	
Address of Partnering District or Nonpublic School:	
Name of Principal/Director:	
Type (Public, Private, Charter, Other):	

Name of Partnering District or Nonpublic School:	
Address of Partnering District or Nonpublic School:	
Name of Principal/Director:	
Type (Public, Private, Charter, Other):	

Name of Partnering District or Nonpublic School:	
Address of Partnering District or Nonpublic School:	
Name of Principal/Director:	
Type (Public, Private, Charter, Other):	

1. Describe the proposed arrangements for candidates' teaching assignments specific to the nature and intensity of the support to be provided to candidates by the mentor, as well as any experienced teachers and other staff members of the district, including:
 - The qualifications and experience of the mentor and any of the assisting teachers and staff,
 - The estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates, and
 - The specific roles of the mentor and any assisting teachers and staff. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6)(A))**

2. Describe the proposed arrangements for candidates' teaching assignments specific to the provisions enabling candidates to compensate for teaching time lost due to emergencies. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6)(B))**

3. Describe the proposed process and criteria to be used by the principal, or qualified equivalent, of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6)(C))**

4. Attach a copy of the formal written agreement between the participating entity responsible for the program and the school district, early childhood or nonpublic special education facility, or charter school where candidates will practice. The agreement shall address items 2-3 above. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6))**

SECTION 5: FACULTY

Directions: Please complete the matrix to identify the faculty members with the primary responsibility for preparing professional educators in the program and their qualifications for their positions. Please list faculty with terminal degrees first. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(4))**

Name	Degree	Title	Area of Expertise	PK-12 Teaching Experience	Expected Courses to Teach

SECTION 6: COURSE OF STUDY – COURSE OUTLINE

Directions: Please complete the matrix to describe the required courses in the program. Include the proportion of coursework offered by distance learning or video conferencing technology. (Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(5-6))

Course Title	Credit Hours	Mode of Delivery (Face to face, online blended)	Course Description (Suggested 2-3 sentences)

Directions: Please complete the matrix to describe how candidates will acquire knowledge of content and skills equivalent to the content and skills in the following areas:

- a. Instructional Planning
- b. Instructional Strategies set forth in Section 25.25(b), including those meeting the criteria for instruction relative to:
 - i. Special education
 - ii. Reading
 - iii. English language learning
- c. Classroom Management
- d. Assessment of students
- e. Use of Data to drive instruction (Section 21B-50(b)(1) of the School Code)

(Per 23 Illinois Administrative Code, Part 25, Section 25.60(c)(5))

Requirement	Course Title(s)	Briefly describe how this course(s) meet the PEL requirement
Instructional Planning		
Instructional Strategies (Special Education)		
Instructional Strategies (Reading)		
Instructional Strategies (English Learning)		
Classroom Management		
Assessment of Students		
Use of Data to Drive Instruction		

SECTION 7: FIELD EXPERIENCES

Directions: Please complete the section to describe the field experiences and clinical practices related to the course of study as applicable to specific courses. Include the expected learning outcome for the required field experience and clinical practice.

1. Describe the field experiences in which candidates will participate before the beginning their residency. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(5)(C))**

2. Please complete the matrix to describe the field experiences and residency experience related to the course of study as applicable to specific courses. Include the expected learning outcome for the required field experience and residency. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(5-6)**

Course Title	Field Experience Description	Clock Hours	Expected Learning Outcome <i>(Suggested 2-3 Sentences)</i>

3. Describe the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(A))**

4. Describe the measures taken to ensure the candidates gain experience with technology relevant to the profession. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(B))**

5. Describe the program's requirements for faculty supervision of the field experience and clinical practice. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(C))**

SECTION 8: CANDIDATE & PROGRAM ASSESSMENT

Directions: Please complete the matrix to provide a description of the assessments to be completed by students, as relevant to the program being proposed, and how the faculty will collect, analyze, and use the data from the assessments. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(3))**

Assessment	Describe how faculty will collect data from assessment	Describe how faculty will analyze data from assessment	Describe how faculty will utilize data from the assessment

Please address the following items related to candidate assessment:

1. Describe the criteria for the institution's or entity's determination of candidates' readiness for residency. Attach a copy of the preservice assessment of candidate performance. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(5)(D))**

2. Describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the first year of residency (for programs that allow the option of completing in one year) or the second year of residency (for two-year programs), which shall at a minimum meet the requirements set forth in 23 Illinois Administrative Code 50.120 (Professional Practice Components for Teachers). The assessment methods shall be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(7))** The assessment shall be conducted by the principal or qualified equivalent (in a preschool educational program) of the school to which the candidate is assigned and the coordinator of the alternative educator program appointed by the institution or not-for-profit entity. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (a)(4))**

3. If the program may be completed in one year, describe the process and criteria to be used by the principal (or qualified equivalent) of the school where the candidate is placed and the program coordinator to recommend the candidate for a professional educator license after one year of residency or placement in a second year of residency. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6) (C))**

4. Attach a copy of the formal written agreement between the participating entity responsible for the program and the school districts, early childhood or nonpublic special education facility, or charter school where candidates will practice that addresses the following. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(7)(A-C))**
- Describe the roles of the principal and program coordinator who will participate in the evaluation of candidates.
 - Describe the assessment methods that will be used to demonstrate whether a candidate is:
 - Knowledgeable about specific subject matter and strategies for teaching such subjects to students with differing needs, and
 - Skilled in managing and monitoring student learning;
 - Describe the professional development process to be used either for those candidates who receive a “needs improvement” rating at the conclusion of the assessment process or in instances when the principal and program coordinator cannot agree, which shall address the candidate’s weaknesses and deficiencies identified during the assessment and assist the candidate in making improvement during the third year of residency relative to those weaknesses and deficiencies.

5. *If applicable:* Describe any other criteria, in addition to a candidate’s receiving a rating of “proficient” or higher at the conclusion of the comprehensive assessment, by which candidates will be recommended for the PEL endorsed in the content area and grade level of the candidate’s residency practice by the participating entity responsible for the program. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60(c)(8))**

Directions: Please complete the matrix to provide a description of the **program assessments to be used to evaluate the program**, as relevant to the program being proposed, and how the faculty will collect, analyze, and use the data from the assessments used. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(3))**

Assessment	Describe how faculty will collect data from assessment	Describe how faculty will analyze data from assessment	Describe how faculty will utilize data from the assessment

SECTION 9: STANDARDS

Directions: To be considered for approval, a recognized institution shall propose a preparation program that meets the required standards. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(1)(A-B))** Please describe the process your program faculty and administration utilize to assess, create, and modify new and existing coursework to ensure it is aligned to all applicable standards. Include a list of the key personnel involved in decision-making, how current coursework was evaluated and modified, and how you determined the scope and content of newly created courses. Also include how your program plans to regularly assess its effectiveness in ensuring candidates demonstrate the knowledge and skills required in each standard set.

Current standards required for each program can be found on the Standard Alignment for All Programs Excel document, which is under the Educator Preparation Program Resources dropdown on the [ISBE Colleges & Universities webpage](#).

SECTION 10: ASSURANCES

- By checking the box, the institution assures the coursework outlined in this program proposal is aligned to the Culturally Responsive Teaching and Leading Standards, as set forth in [23 Illinois Administrative Code, Part 24, Section 24.50](#).
- By checking the box, the institution assures the coursework outlined in this program proposal is aligned to the Illinois Professional Educator Standards, as set forth in [23 Illinois Administrative Code, Part 24, Section 24.130](#).
- By checking the box, the institution assures the coursework outlined in this program proposal is aligned to the appropriate state and/or national standards, as appropriate, for the specific content area of the proposal. Current standards required for each program can be found on the Standard Alignment for All Programs Excel document, which is under the Educator Preparation Program Resources dropdown on the [ISBE Colleges & Universities webpage](#).
- By checking the box, the institution assures each candidate shall pass Illinois' content-area test for which licensure is sought to participate in the first year of residency in the program. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (b)(1)(C))**
- By checking the box, the institution assures each candidate shall meet requirements and hold an Educator License with Stipulations endorsed for Alternative Provisional Educator prior to beginning the residency. **(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (b)(2)(A-B))**
- By checking the box, the institution assures that each candidate shall meet the following requirements during residency prior to licensure:
 - Complete any additional coursework relative to the standards set forth in 23 Illinois Administrative Code Part 24 and the content-area standards for the teaching field of the endorsement as required under Section 25.120;
 - (Not required until September 1, 2025): Pass a teacher performance assessment no later than the end of the first semester of the second year of residency; and**(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (b)(2-3))**
- By checking the box, the institution assures each candidate shall:
 - Graduate from a regionally accredited college or university with a bachelor's degree or higher.
 - Have completed a major in the content area if seeking a middle or secondary level endorsement or, if seeking an early childhood, elementary, or special education endorsement, have completed a major in the content area of reading, English language arts, mathematics, or one of the sciences.

If the individual does not have a major in a content area for any level of teaching, he or she must submit transcripts to the State Board of Education to be reviewed for equivalency no later than 45 days before the candidate is to be admitted into the program.

(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (b)(2-3))

By checking the box, the institution assures that the program meets requirements of Public Act [102-971](#) (Safety Education) and the proposed curriculum for this program contains instruction in safety education for teachers that is appropriate to the grade level of the educator license.

APPENDIX A: ILLINOIS ENDORSEMENTS

Early Childhood (Birth-Grade 2)

Early Childhood Special Education (Birth-Grade 2)

Elementary Education (Grades 1-6)

Elementary Math Specialist (Grades 1-6)

Middle Grades (5-8)

General Science

Language Arts

Mathematics

Social Science

Senior High (9-12)

English Language Arts

Mathematics

Science - Biology

Science - Chemistry

Science - Earth & Space Science

Science - Environmental Science

Science - Physics

Social Science - Economics

Social Science - Geography

Social Science - History

Social Science - Political Science

Social Science - Psychology

Social Science - Sociology and Anthropology

Safety & Driver's Education

Senior High (5-12)

Agricultural Education

Business, Marketing, and Computer Ed – Programming

Business, Marketing, and Computer Ed

Computer Applications

Computer Science

Family and Consumer Science¹

Technology Education

School Support Personnel (PK- Age 22)

School Social Worker

School Counselor

Speech Language Pathologist

School Psychologist

School Nurse

Special Education (K- Age 22)

Learning Behavior Specialist I (LBSI)

Special Education (PK-Age 22)

Teacher of Students Who Are Deaf/Hard of Hearing

Teacher of Students Who Are Blind/Visually Impaired)

Learning Behavior Specialist II (LBSII)

•Curriculum Adaptation Specialist

•Multiple Disabilities Specialist

•Behavior Intervention Specialist

•Deaf-Blind Specialist

•Bilingual Special Education Specialist

•Technology Specialist

•Transition Specialist

Special (PK-12)

Bilingual Education (multiple languages)

Dance

Drama/Theatre Arts

English as a Second Language

World Language (multiple languages)

Gifted Education Specialist

Gifted Education Teacher

Health Education

Library Information Specialist

Music

Physical Education

Reading Specialist

Reading Teacher

Technology Specialist

Visual Arts

Administrative (PK- Age 22)

Chief School Business Official

Director of Special Education

Principal

Superintendent

Teacher Leader