



100 North First Street
Springfield, Illinois 62777-0001



**DIRECTOR OF SPECIAL EDUCATION/
TEACHER LEADER/
CHIEF BUSINESS OFFICER
PROGRAM PROPOSAL**

EDUCATOR EFFECTIVENESS DEPARTMENT

SECTION 1: PROGRAM COMPONENTS

Directions: This proposal should be submitted when an institution plans to propose a new educator preparation program (EPP) for Director of Special Education, Teacher Leader, or Chief School Business Official. 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.

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 TYPE: (See Appendix B on the last page of document.): <input type="checkbox"/> Traditional <input type="checkbox"/> Residency <input type="checkbox"/> Microcredential	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 to the program, including the required grade point average for entry into the program, retention in the program, and exit from the program. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(2))*

Admission	Retention	Exit

SECTION 3: 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 4: 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)

Director of Special Education programs must complete this matrix to describe how the program meets required coursework.
(Per 23 Illinois Administrative Code, Part 25, Section 25.365 (b)(1)(A-D))

Requirement	Course Title(s)	Briefly describe how this course(s) meets the Professional Educator License (PEL) requirement.
Special Education Law		
Special Education Finance		
Supervision of Programs for Children with Disabilities		
Cross-Categorical Special Education Methods		

Teacher Leader programs must complete the matrix to describe how the program meets the required coursework set forth in Section 25.32(d). *(Per 23 Illinois Administrative Code, Part 25, Section 25.32 (d)) and per Section 21B-25(2)(E) of the School Code [105 ILCS 5/21B-25(2)(E)]*

Requirement	Course Title(s)	Briefly describe how this course(s) meets the PEL requirement.
Leadership		
Designing Professional Development to Meet Teaching and Learning Needs		
Building School Culture that Focuses on Student Learning		
Using Assessments to Improve Student Learning and Foster School Improvement		
Building Collaboration with Teachers and Stakeholders		

Please describe the policies and procedures that EPP staff shall follow when identifying individual licensure pathways for candidates based on prior coursework, experience, and knowledge. *(Per 23 Illinois Administrative Code, Part 25, Section 25.25 (a)(7))*

SECTION 5: COURSE OF STUDY – PEL REQUIREMENTS

Directions: Please complete the matrix to describe how the program meets the Professional Educator Licensure coursework requirements, including the evidence of instruction relative to special education, reading, and English learners. *(Per 23 Illinois Administrative Code, Part 25, Section 25.25 (a)(1)) and per 23 Illinois Administrative Code, Part 24 (Standards for All Illinois Teachers))*

Requirement	Course Title(s)	Briefly describe how this course(s) meet the PEL requirement
Reading Methods		
Reading in the Content Area		
Exceptional Child Instructional Methods		
RESL/Bilingual Methods		

SECTION 6: FIELD EXPERIENCES AND CLINICAL PRACTICE

Directions: Please complete the matrix 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. *(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>

SECTION 7: EXPERIENCE IN DIVERSE SETTINGS

Directions: 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))*

SECTION 8: EXPERIENCE WITH TECHNOLOGY

Directions: 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))*

SECTION 9: FACULTY SUPERVISION

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

SECTION 10: ASSESSMENT

PART A

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

PART B

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. *(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 11: 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 use 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 can be found under the Educator Preparation Program Resources dropdown on the [ISBE Colleges and Universities webpage](#).

- By checking the box, the institution assures the coursework outlined in this program proposal is aligned to the [Culturally Responsive Teaching and Learning Standards](#) and the [alignment document](#) is attached to this form, 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 appropriate state and/or national standards as appropriate for the specific content area of the proposal. Current standards required for each program and rule citations can be found on the Standard Alignment for All Programs Excel document, which can be found under the Educator Preparation Program Resources dropdown on the [ISBE Colleges & Universities webpage](#).

SECTION 12: ASSURANCES

- By checking the box, the institution assures that the program meets requirements of Public Act 102-971 (Safety Education) of Part 25 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.
- By checking this box, the institution assures that candidates will pass the content test required for the licensure area sought.
- By checking the box, the institution assures that candidates hold the required master's degree from a regionally accredited Institution of Higher Education.

For Teacher Leader Programs:

- By checking the box, the institution will only entitle candidates for the Teacher Leader endorsement who hold a PEL endorsed in a teaching field. (**Per 23 Illinois Administrative Code, Part 25, Section 25.32(c)**)

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For Director of Special Education Programs:

- By checking the box, the institution understands that each candidate must have two years of full-time experience providing special education services in the settings set forth in this subsection of rule. (**Per 23 Illinois Administrative Code, Part 25, Section 25.365(c)**)

For Chief School Business Official Programs:

- By checking the box, the institution assures that each candidate whose master's degree was earned in business administration, finance, or accounting shall complete an additional six semester hours of internship in school business management from a regionally accredited institution of higher education (Section 21B-25(2)(c) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer.

Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15 clock hours of experience that a candidate documents as completing. (**Per 23 Illinois Administrative Code, Part 25, Section 25.345(c)**)

Each candidate, other than a candidate whose master's degree was earned in business administration, finance, accounting, or public administration, shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country, or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have: 1) two years' of full-time administrative experience in school business management; or 2) two years of university- approved practical experience. (Section 21B25(2)(C) of the Code)

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

APPENDIX B: PROGRAM TYPE DEFINITIONS

Traditional: This program type includes content-specific and teaching-related coursework paired with field experiences that lead to a culminating student teaching experience.

Alternative: This program type follows specific requirements set forth in 23 Illinois Administrative Code, Part 25, Section 25.60. It includes the issuance of Alternative Provisional Educator License with Stipulations. This type includes content-specific and teaching-related coursework while the candidate serves as a teacher of record.

Apprenticeship: This program type includes content-specific and teaching-related coursework paired with field experiences while the candidate is employed and completing on-the-job training learning alongside a master teacher. An apprenticeship is approved by the U.S. Department of Labor and the Illinois State Board of Education. Both approvals are required to be identified as an apprenticeship program.

Microcredential: This program replaces coursework with a competency-based approach (as compared to taking a set number of course credit hours.). A license or endorsement is earned by demonstrating mastery or proficiency in a particular topic area.

Residency: This program type includes content specific and teaching-related coursework paired with field experience that is delivered concurrently through a yearlong clinical experience in which candidates learn alongside a mentor teacher.