Alternative Licensure Programs Peer Review Training

March 6, 2018
Agenda

1. Alternative Licensure Program Requirements
2. Standards for Alternative Licensure Programs
3. Peer Review Process
4. Review Matrix
Illinois
State Board of Education

Alternative Licensure
Program Requirements
Alternative Licensure General Program Requirements (25.60(a))

Alternative Licensure Programs are comprised of 4 phases (105 ILCS 5/21B-50):

1. Prescribed course of study
2. Year 1 Residency
3. Year 2 Residency
4. Comprehensive assessment of candidate’s effectiveness
1. Course of Study (105 ILCS 5/21B-50(b)(1))

- Instructional Planning
- Instructional Strategies including:
  - Special education
  - Reading
  - English language learning
- Classroom management
- Assessment of students
- Use of data to drive instruction
Course of Study (105 ILCS 5/21B-50(b)(1))

<table>
<thead>
<tr>
<th>Course Title (Previously described in Course of Study Matrix above)</th>
<th>Instructional Planning</th>
<th>Special Education</th>
<th>Reading</th>
<th>English Language learning</th>
<th>Classroom Management</th>
<th>Assessment</th>
<th>Data to drive instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: XXX 123</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

Add additional rows as needed

Item #12 on proposal.
2. Year 1 Residency \{105 ILCS 5/21B-50(b)(2)\}

- Assigned to a full-time teaching assignment or as co-teacher for entirety of school year
- Candidate will be assigned a mentor teacher \{25.60(a)(2)\}
- Complete any additional coursework relative to the standards set forth in 32 IAC 24 (Standards for All Illinois Teachers)
- Must hold "Educator License with Stipulations for Alternative Provisional Educator" (ELS-APE)
- Be recommended by principal and program coordinator to move to Year 2 residency
3. Year 2 Residency \{105 ILCS 5/21B-50 (b)(3)}

- Assigned to full-time teaching assignment for entirety of school year
- Candidate will be assigned a teacher to serve as a coach, providing consultation and support, as needed \{25.60(a)(B)}
- Pass the edTPA
  - End of Fall Semester of Year 2 residency

- Evaluated by the principal and program coordinator at the end of Year 2 residency
- Must have positive evaluations from both in order to recommended for completion and full licensure.
Program Review Process
Institution sends program proposal to ISBE

ISBE chair will assign proposal to a review team

Team will complete program review within 30 days

Review matrix will be sent to institution to make changes in areas “not met”

Institution submits final proposal for SEPLB or requests second review
30 Day Team Review Process

- Assigned reviewer will confirm availability with ISBE chair
- Reviewer will individually use review matrix to review the program proposal
- Reviewer will submit review matrix to ISBE chair by deadline
- ISBE chair will compile all team matrices and determine if a group conference call is needed
- ISBE chair will finalize review matrix – based on conference call or final compilation of matrices
Sample 30 Day Review Timeline

Day 1
- ISBE Chair will contact review team members based on conflict of interests regarding availability for the review.
  - Minimum of 3 reviewers per proposal

Day 3
- ISBE Chair will follow up with the review team by sending out the Proposal and Review Matrix.

Day 15
- ISBE Chair will send email checking in with team members on their progress.

Day 20-24
- Team members should have their individual reviews completed by this date and email them back to the ISBE Chair for compiling.
Sample 30 Day Review Timeline (cont.)

Day 22-24
• The ISBE Chair sends out the combined Review Matrix to determine if a Conference Call/Go TO Meeting are needed to reach a group consensus.

Day 24-27
• The ISBE Chair will lead the group meeting and compile a group review matrix. (If needed)

Day 27-30
• The ISBE Chair will email the Institution the Review Matrix.

*These timeframes are flexible and can be decided by the team; however, the review matrix must be completed and provided to ISBE by the end of the month.
Role of the Peer Reviewers

- Determine whether or not the information provided in the proposal directly addresses the requirements in the components.
- Decide if the information provided is complete.
- Do not discuss the specific programs that you are or have reviewed with those outside of the review team.
- Complete the Review Document indicating whether or not program proposal components are met.
The State Educator Preparation and Licensure Board (SEPLB) shall review the proposal and Review Matrix including the recommendations from peer reviewers.

- SEPLB shall then convey to the State Superintendent its recommendation to approve or deny approval of the proposed programs per Section 25.160.
- Please destroy and/or delete all personal copies of Review Documents upon approval of the program by the SEPLB.
The Review Matrix was developed by ISBE staff and is aligned to the requirements set forth in statute and rules.

**ALTERNATIVE EDUCATOR REVIEW MATRIX**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PROGRAM</th>
<th>REVIEWER</th>
<th>REVIEW DATE</th>
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<tbody>
<tr>
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</table>

**PROGRAM REQUIREMENTS**

*Please see Program Proposal for Rule reference.*

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MET</th>
<th>NOTMET</th>
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</thead>
</table>
| 1. A completed matrix describing:  
  — Admission (including GPA);  
  — Retention; and  
  — Exit from the program. |     |       |
| Comments: |     |       |
| 2. A description of how the program will evaluate the congruence of a candidate’s baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure. |     |       |
| Comments: |     |       |
## Introduction to the Review Matrix

<table>
<thead>
<tr>
<th>Program Proposal for Rule reference</th>
<th>MET</th>
<th>NOTMET</th>
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<tbody>
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</tbody>
</table>

- Evaluate the congruence of a candidate’s employment experience in a field requiring teaching area for which the candidate seeks...

- Via the institution or not-for-profit entity work the candidate completed aligns to endorsement and represents as least 32...
Introduction to the Review Matrix

The Review Document components include:

1. Criteria
2. Partnership
3. Program Coordinator
4. Mentor/Coach
5. Faculty
6. Course of Study
7. Preservice Field Experience
8. Field Experience and Clinical Practice
9. Assessments
10. Standards
### The Review Matrix: Criteria

<table>
<thead>
<tr>
<th>Admission</th>
<th>Retention Year 1</th>
<th>Retention Year 2</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA:</td>
<td></td>
<td></td>
<td>Example: Score 80/100 on clinical evaluation by university supervisor and cooperating teacher. (Delete example)</td>
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<tr>
<td>Example:</td>
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<tr>
<td>ACT: Composite score of 22+ with writing score 16 (Delete example)</td>
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<td>Add additional rows as needed</td>
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</tbody>
</table>
The Review Matrix: Criteria

1. Completed matrix describing requirements for:
   - Admission (including GPA)
     - Pass upon admission (25.60(b)(1):
       - Test of Basic Skills
       - Content Area Test
   - Retention (Year 1 & Year 2)
   - Exit from the program

2. A description of how the program will evaluate the congruence of a candidate’s baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.  
   \[25.60\ (c)(2)\]
3. A description of the process and criteria the institution or not-for-profit entity will use to determine whether the coursework the candidate completed aligns to the standards for the content area of the endorsement and represents at least 32 hours of credit in that content area. 25.60 (c)(3)
   - Institution must submit transcripts to be evaluated by ISBE to be approved to meet the 32 hour requirement.

4. A description of the provisions for determining the amount of time individual candidate will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered. 25.60 (c)(5)(B)
# The Review Matrix: Criteria

## Assurances:

### CRITERIA: ASSURANCES

<table>
<thead>
<tr>
<th>Per 23 Illinois Administrative Code, Part 25, Section 25.60 (b)(1) and 105 ILCS 5/21B-50 (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong> By checking the box, the institution ensures each candidate shall pass Illinois’ test of basic skills and the content-area test for which licensure is sought.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Per 105 ILCS 5/21B-50 (c)</th>
</tr>
</thead>
</table>
| **X** By checking the box, the institution ensures each candidate shall:  
  a. Graduate from a regionally accredited college or university with a bachelor’s degree or higher  
  b. Has a cumulative grade point average of 3.0 or greater on a 4.0 scale or its equivalent on another state  
    • Has 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, has 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 Superintendent of Education to be reviewed for equivalency. |

<table>
<thead>
<tr>
<th>Per 23 Illinois Administrative Code, Part 25, Section 25.60 (b)(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong> By checking the box, the institution ensures each candidate shall pass the Teacher Performance Assessment (TPA) no later than the end of the first semester of the second year of residency.</td>
</tr>
</tbody>
</table>
5. Describe the role and responsibilities of the institution or not-for-profit entity and of the school district or nonpublic school with which the institution or entity will partner. Provide a copy of a memorandum of understanding if applicable (signed if available).
6. 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:

   i. the qualifications and experience of the mentor and any of the assisting teachers and staff;

   ii. the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and

   iii. the specific roles of the mentor and any assisting teachers and staff;

   25.60 (c)(6)
7. Describe the proposed arrangements for candidates’ teaching assignments specific to the provisions enabling candidates to compensate for teaching time lost due to emergencies.

8. Describe the proposed arrangements for candidates’ teaching assignments including the process and criteria to be used by the principal of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency.

25.60 (c)(6)(B-C)
Provide 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. The agreement will address:

a. 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:
   i. the qualifications and experience of the mentor and any of the assisting teachers and staff
   ii. the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and
   iii. the specific roles of the mentor and any assisting teachers and staff;

b. provisions enabling candidates to compensate for teaching time lost due to emergencies; and

c. the process and criteria to be used by the principal of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency.

25.60 (c)(6)
10. A description of the role of the program coordinator, including the plan to ensure the program coordinator visits the classroom in which each candidate is placed for an average of one day a week during the school year.

   25.60 (c)(1)(A-B)

11. A description of the process to ensure the program coordinator and principal who will evaluate candidates, have successfully complete the prequalification process and passed the required assessments authorized by Section 24A-3 of the School Code [105 ILCS5/24A-3]

   25.60 (c)(7)
12. A description of the plan the institution or not-for-profit entity has to ensure the mentors and coaches meet the following requirements.

   a. hold a professional educator license and be employed by the school district where the candidate is serving his or her residency;
   
   b. have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor;
   
   c. have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.

   25.60 (c)(2)(A-B)
The Review Matrix: Faculty

FACULTY

13. 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.

(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(4))

Please list faculty with terminal degrees first.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Title</th>
<th>Area of Expertise</th>
<th>PK-12 Teaching Experience (Total Years &amp; Grade Level)</th>
<th>Expected Courses To Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Add additional rows as needed

13. A completed matrix to identify the faculty members
   - Terminal degrees need to be listed first

(25.120 (a)(4))
14. Please complete the matrix to describe the required courses in the course of study. 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)*

<table>
<thead>
<tr>
<th>Course Title/Name</th>
<th>Credit Hours</th>
<th>Traditional Face-to-Face (Use X)</th>
<th>Online Only (Use X)</th>
<th>Blended (% Face-To-Face/% Online)</th>
<th>Other Modes of Delivery (if applicable)</th>
<th>Course Description (Suggested 2-3 sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: EDU 230</td>
<td>3</td>
<td></td>
<td></td>
<td>50/50</td>
<td></td>
<td>Required for any Illinois Endorsement in the Middle Grades, this course will provide practicing teachers with further knowledge and understanding of the unique intellectual, social, emotional, physical, and developmental characteristics and needs of the young adolescent. Teachers will develop middle school lessons to be shared with their peers in this course and used with their middle school students in the future.</td>
</tr>
<tr>
<td>Methods of Teaching Mathematics (Delete example)</td>
<td></td>
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</tr>
</tbody>
</table>

Add additional rows as needed

14. A completed matrix describing the required courses, including the mode of delivery.

25.120 (a)(5-6)
The Review Matrix: Course of Study

A completed 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
c. Classroom Management
d. Assessment
e. Data

25.60 (c)(5)(A)
The Review Matrix: Preservice Field Experience

16. A description of the field experiences in which candidates will participate before the beginning their first year of residency.  

17. A description of the criteria for the institution’s or entity’s determination of candidates’ readiness for the two-year teaching assignment.
   - A copy of the preservice assessment of candidate performance

25.60 (c)(5)(C)
The Review Matrix: Preservice Field Experience

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Field Experience Description (Suggested 2-3 sentences)</th>
<th>Clock Hours</th>
<th>Expected Learning Outcome (Suggested 3-5 sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: XXX 123</td>
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<tr>
<td>Add additional rows as needed</td>
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</tbody>
</table>

18. A completed matrix to describe the field experiences and clinical practices related to the course of study as applicable to specific courses, including the expected learning outcome for the required field experience and clinical practice.

25.120 (a)(5-6)
The Review Matrix: Preservice Field Experience

19. A description of the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics.  
   \[25.120 \text{ (a)(5)(A)}\]

20. A description of the measures taken to ensure the candidates gain experience with technology relevant to the profession.  
   \[25.120 \text{ (a)(5)(B)}\]

21. A description of the program’s requirements for faculty supervision of the field experience and clinical practice.  
   \[25.120 \text{ (a)(5)(C)}\]
The Review Matrix: Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Describe how faculty will collect data from the assessment.</th>
<th>Describe how faculty will analyze data from the assessment.</th>
<th>Describe how faculty will utilize data from the assessment.</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

22. A completed matrix describing:
   - How faculty will collect data from the assessment;
   - How faculty will analyze data from the assessment; and
   - How faculty will utilize data from the assessment

25.120 (a)(3)
23. Description of the proposed method of comprehensively assessing candidates’ teaching performance at the conclusion of the second year of residency.

24. A description of the roles of the principal and program coordinator who will participate in the evaluation of candidates.
25. A description of the assessment methods capable of demonstrating whether a candidate is:

   a. Knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs
   b. Skilled in managing and monitoring student learning

26. A description of 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.
27. Provide 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. The agreement will address:

   a. The role of the principal and program coordinator who will participate in the evaluation of candidates;

   b. Assessment methods capable of demonstrating
      
      i. knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
      
      ii. skilled in managing and monitoring students' learning

   c. professional development processes (See question 26)

25.60 (c)(6)
28. (If applicable) A description of 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 professional educator license endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.
The Review Matrix: Standards

29. A completed matrix describing the program meets the required standards:
   a. Illinois Professional Teaching Standards;
   b. Social and Emotional Learning Standards;
   c. National Standards (NAEYC); and
   d. CAEP 2013 Accreditation Standards.

25.120 (a)(1)(A-E)
The Review Matrix: Standards

<table>
<thead>
<tr>
<th>Course Title</th>
<th>IPTS</th>
<th>SEL</th>
<th>National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: XXXX-1234 (Delete Example)</td>
<td></td>
<td>Goal 1: Learning Standard C</td>
<td>2.4, 2.1, 3.5</td>
</tr>
</tbody>
</table>

*Add additional rows as needed*

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### Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

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### CAEP

**Candidate Knowledge, Skills, and Professional Dispositions:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Provider Responsibilities:**

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that
Standards for Alternative Licensure Programs

- 24.130: Illinois Professional Teaching Standards
- Applicable National Standards (NAEYC)
- 23 IAC 555 Appendix A: Social and Emotional Learning Standards
- CAEP 2013 Accreditation Standards (http://caepnet.org/)
For more information regarding Alternative Licensure Preparation Programs, or to request a copy of the review matrix...

Please contact:

- Brianne Dilbeck at bdilbeck@isbe.net
- Bess Johnson at lojohnso@isbe.net
- Jeff Seiler at jseiler@isbe.net
- Alicia Harney at aharney@isbe.net