Early Childhood Education (Birth to Grade 2)
Elementary Education (1-6)

Peer Review Training

January 2018
Agenda

- Training Objectives
- Important Dates
- Requirements and Standards: Early Childhood and Elementary Education Programs
- Peer Review Process
- Review Matrix
- State Educator Preparation and Licensure Board Approval
Peer Review Training Objectives

The purpose of the peer reviewer training is to familiarize peer review teams on:

- The statute and rules for Early Childhood Education and Elementary Education programs
- Program proposal requirements
- Program peer review process
## IMPORTANT DATES

<table>
<thead>
<tr>
<th>Early Childhood (B-2)</th>
<th>Elementary Education (1-6)</th>
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<tbody>
<tr>
<td>September 1, 2017: No candidate shall be admitted into an “Old” program (B-Gr.3)</td>
<td>October 1, 2015: No candidate shall be admitted into an “Old” program (K-9)</td>
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<td>September 1, 2019: “Old” programs must be completed</td>
<td>September 1, 2018: “Old” programs must be completed</td>
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<td>September 1, 2019 “NEW” programs (B-Gr.2) become effective</td>
<td>February 1, 2018: “New” programs (1-6) become effective</td>
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<td>September 1st, 2020: Candidates must be endorsed/entitled for “Old” program (B-Gr.3)</td>
<td>September 1, 2019: Candidates must apply by or be entitled for “Old” program (K-9)</td>
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Requirements and Standards:
Early Childhood Education (B-2)
Elementary Education (1-6)
Endorsement Requirements

Early Childhood Education (Birth to Grade 2)
- 23 Illinois Administrative Code, Part 25, Section 25.96

Elementary Education (1-6)
- 23 Illinois Administrative Code, Part 25, Section 25.97
Standards for Endorsements in Early Childhood (B-2) and Elementary Education (1-6)

In order 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-E))

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<tr>
<th></th>
<th>Early Childhood</th>
<th>Early Childhood Special Education (if applicable)</th>
<th>Elementary Education</th>
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<tr>
<td><strong>IPTS (for all IL teachers)</strong></td>
<td>Part 24</td>
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<td>Part 24</td>
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<td><strong>Social and Emotional Learning</strong></td>
<td>Code 555 Appendix A</td>
<td></td>
<td>Code 555 Appendix A</td>
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<tr>
<td><strong>National</strong></td>
<td>Part 26 Section 26.110</td>
<td>Part 28 Section 28.100</td>
<td>Part 20 Section 20.100</td>
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<tr>
<td><strong>CAEP 2013 Accreditation</strong></td>
<td><a href="http://caepnet.org">http://caepnet.org</a></td>
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Program Review Process
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

Within the 30 day review

Assigned reviewer will confirm availability with ISBE chair and notify team of deadline

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
Program Review Timeline

Day 1
ISBE Chair will contact review team members based on conflict of interests regarding availability for the review.

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 progress of individual reviews

Day 20-24
Team members have individual reviews completed by this date and email them back to the ISBE Chair

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 the recorder will compile a group review matrix.

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

*These dates 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 Review Matrix
Introduction to the Review Matrix

- The Review Matrix was developed by ISBE staff and is aligned to the requirements set forth in statute and rules.
- The Review Matrix has Seven components which includes subcomponents. A program proposal must address each component and all of the subcomponents.
- Current versions of the review matrix can be requested at any time by contacting your ISBE liaison.
Introduction to the Review Matrix

The review matrix components include:

- Criteria
- Faculty
- Course of Study
- Field Experience and Clinical Practice
- Assessments
- Standards
- Assurances
State Educator Preparation and Licensure Board Approval
State Educator Preparation and Licensure Board Review Process

The State Educator Preparation and Licensure Board (SEPLB) shall review the program proposal and review matrix, which includes the recommendations from the peer review team.

- **SEPLB**: Conveys to the State Superintendent its recommendation to approve or deny approval of the proposed programs per Section 25.160.
- **Review Team**: Please destroy and/or delete all personal copies of review documents upon approval of the program by the SEPLB.
For more information regarding the Early Childhood and Elementary Education Educator Preparation Programs or to request a copy of the review matrix contact:

- Seth Mernaugh at smernaug@isbe.net
- Brianne Dilbeck at bdilbeck@isbe.net
- Bess Johnson at lojohnso@isbe.net
- Jeff Seiler at jseiler@isbe.net