Illinois Professional Educator Standards Transition Guide

February 2023

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Teacher Preparation Programs

Pursuant to 23 Illinois Administrative Code, Part 24, Educator Preparation Providers (EPPs) with teacher preparation programs approved by the Illinois State Board of Education (ISBE) shall align to the Illinois Professional Educator Standards (IPES). The IPES shall replace the Illinois Professional Teaching Standards (IPTS). The information below provides guidance on the process EPPs shall use to transition teaching programs to the Illinois Professional Educator Standards.

A) Transition Deadline

June 30, 2024: Approval of any preparation program or course of study in any teaching field pursuant to the State Board of Education's rules for licensure (23 Ill. Adm. Code 25. Subpart C) shall be based on the congruence of that program or the course's content with the applicable standards identified in Section 24.140.

June 30, 2026: Programs already approved under 23 Ill. Adm. Code 25. Subpart C shall submit program alignment.

B) Transition Process

1. Review the Illinois Professional Educator Standards in detail, verifying all requirements of these standards encompass the program's mission.
2. Complete all sections of the IPES Transition Matrix to demonstrate how the current program aligns to all new IPES standards. This Matrix can be found on our website.
3. Submit completed matrix to preparation@isbe.net.
4. Agency staff review the matrix to verify all courses are appropriately aligned to the new standards.
5. Agency sends approval letter to EPP upon conclusion of agency review and approval.

Deadline: Transition Matrices should be submitted to ISBE by March 1, 2026 in order to meet the June 30, 2026 approval deadline.

C) Program Changes Due to Transition

EPPs must indicate, via the Transition Matrix, if any courses are being added or removed from their approved program. New courses will be noted in the upper section of the form. Removed courses will be noted in the lower section of this form. This matrixshall be used in lieu of a program change form.

Appendix A: Illinois Professional Educator Standards

This Section establishes the minimum requirements for both the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for licensure (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. All standards are coded for ease of use and reference as follows: LE: Learning Environment; IN: Instruction; A: Instructional Assessment; CC: Collaboration and Communication; and PR: Professional Expectations and Pursuit of Growth Opportunities a) Learning Environment (LE).

Learning Environment (LE): The competent teacher designs and provides a learning environment (e.g., policies, procedures, routines, and physical arrangement) that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsive by:
1) LE1. Reflecting school, local, and State safety expectations in the learning environment.
2) LE2. Reflecting school, local, and State public health regulations in the learning environment.
3) LE3. Integrating culturally responsive materials and resources in the learning environment.
4) LE4. Accommodating and modifying the learning environment based on learner needs.
5) LE5. Utilizing engaging, developmentally appropriate resources in the learning environment.
6) LE6. Integrating developmentally appropriate routines, procedures, and expectations.
7) LE7. Encouraging individual and cooperative experiences through the physical arrangement and materials.
8) LE8. Co-constructing the learning environment with learners and families.
9) LE9. Systematically evaluating the learning environment to inform modifications.

Instruction (IN): The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging by:
1) IN1. Using research, theory, and data to undergird instructional choices.
2) IN2. Anchoring instruction in deep content knowledge.
3) IN3. Aligning instruction with learning goals and standards.
4) IN4. Incorporating applicable laws, rules, and policies in instructional decisions.
5) IN5. Engaging learners in challenging assumptions that sustain a system of inequity.
6) IN6. Making instructional choices that empower students to self-advocate.
7) IN7. Creating equitable educational learning opportunities for all learners.
8) IN8. Integrating curricular content based on individual learners' and families' cultural assets.
9) IN9. Integrating instructional technology and remote learning strategies that are accessible and developmentally appropriate for learners.
10) IN10. Adapting instruction to support learner accessibility.
11) IN11. Scaffolding instruction from learners' prior knowledge.
12) IN12. Differentiating instruction based on learners' skills, knowledge, strengths, interests, and experiences.
13) IN13. Nurturing higher-order thinking skills in instruction.
14) IN14. Integrating culturally responsive instructional strategies.
15) IN15. Reflecting substantive content knowledge in instruction.
16) IN16. Embedding collaborative experiences and student choice in instruction.
17) IN17. Incorporating real-world applications in instruction.
18) IN18. Engaging learners in using academic language.
19) IN19. Incorporating methods of inquiry and standards specific to pedagogical content knowledge.

Instructional Assessment (A): The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative by:
1) A1. Using theory, research, and data as the foundation of assessment choices.
2) A2. Aligning assessments with standards.
3) A3. Recognizing and minimizing bias in assessment measurement tools and evidence collection.
4) A4. Reflecting the spectrum of diversity individually and for groups of learners in assessment choices.
5) A5. Scaffolding assessments to meet learners' individual and developmental needs.
6) A6. Using assessment to inform progress across the developmental spectrum (physical, cognitive, social, emotional, linguistic, etc.).
7) A7. Differentiating assessment, allowing learners to demonstrate progress in different ways.
8) A8. Collaborating with learners and colleagues in designing and implementing assessments.
9) A9. Facilitating self- and peer-assessment strategies to support student learning and development.
10) A10. Protecting and safeguarding learner and family privacy, personal information, and data.
11) A11. Implementing assessment in ways that follow professional and ethical standards.
12) A12. Using assessment data analysis to inform instructional long-term and short-term planning.
13) A13. Using assessment data analysis to inform instructional modification and differentiation.
14) A14. Effectively and consistently communicating with students and stakeholders regarding student performance.
15) A15. Reflecting on learner data to improve practice.

Collaboration and Cooperation (CC): The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners by:
1) CC1. Utilizing multiple perspectives, theories, and methods in collaboration.
2) CC2. Collaborating with families and professionals in culturally sustaining ways.
3) CC3. Cultivating equitable and inclusive relationships with learners, families, and colleagues.
4) CC4. Applying the multiple perspectives of learners, families, and colleagues in practice.
5) CC5. Collaborating with community partners to improve access and opportunities for learners.
6) CC6. Effectively communicating in culturally sustaining ways (in writing and verbally).
7) CC7. Investigating opportunities to collaborate with community and school partners for improving access and equitable opportunities for students' development/learning.

Professional Expectations and Pursuit of Growth Opportunities (PR): The competent teacher meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting by:
1) PR1. Critically analyzing how personal biases and perceptions affect practice.
2) PR2. Critically analyzing policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers.
3) PR3. Reflecting on external professional feedback on practice from colleagues, mentors, and leadership to improve practice.
4) PR4. Creating personal goals targeting future professional growth, leadership, and advocacy.