Middle Grades Peer Review Training Refresher and Update

January 2018
Agenda

1. Middle Grade Program Requirements
2. Standards for Middle Grade Programs
3. Peer Review Process
4. Review Matrix
Middle Grade Program
Requirements
New Middle Grades Programs

- New Licensure Programs
  - Covering Grades 5-8
- Important dates:
  - **January 31st, 2018:**
    - Last day for teacher candidates to either apply or be entitled for Middle School endorsements via MS coursework and 18 semester hours in content coursework. (current system)
  - **February 1st, 2018:**
    - All “new” 5-8 Middle Grade program become effective.
Endorsement Requirements

- Per 23 Illinois Administrative Code, Part 25, Section 25.99(b)(1-2)).
  - The institution will ensures that each candidate for an endorsement for the middle grades shall complete a 32 hour major in middle grades education offered by an Illinois program approved for the preparation of teachers in the middle grades.
The description for the specific middle grades content areas of endorsement are as follows:

1. MG Math endorsement:
   - 24 hours of math content, which shall include three hours of content specific methods focused on the middle grades.

2. MG Literacy (Language Arts) endorsement:
   - 24 hours of literacy content, which shall include three hours of content specific methods focused on the middle grades.
Endorsement Requirements (continued)

3. MG Science endorsement:
   - 24 hours of science content: including three hours of content specific methods focused on the middle grades
     - to include coursework in each of the following areas; physical science, life sciences, earth and space sciences.

4. MG Social Science endorsement:
   - 24 hours of social science content: including three hours of content-specific methods focused on middle grades
     - to include coursework in the each of the following areas, in relation to Illinois, the United States and the world; history, geography, civics and government, and economics.
5. For content areas other than those specified: (i.e.: Art, Health, P.E., Foreign Language, etc.)
   - 24 hours of content specific to the endorsement sought
     - which shall include three hours of content specific methods focused on the middle grades.
Standards for Middle Grade Programs
Standards for Endorsements in the Middle Grades

- Chart with all grade ranges and standards (Including Middle Grades)

- 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))

- The State Content Standards set forth in 23 Illinois Administrative Code, Part 21, Section 21.100-21.150 (Standards for All Teachers in the Middle Grades) and Part 27, Section 27.140 and 27.200 (Standards for Endorsements in Specific Teaching Fields).
Standards (continued)


- The Social and Emotional Learning Standards (SEL) set forth in 23 Illinois Administrative Code 555 Appendix A.
Standards (continued)

- The Association for Middle Level Education (AMLE) (2012) http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx
- The CEAP 2013 Accreditation Standards posted at http://caepnet.org/
  - (no later amendments to or editions of these standards are incorporated).
Program Review Process
Program Review Process

1. Institution sends their program proposal to its assigned ISBE Consultant.
   - ISBE Prep Staff member(s) will serve as Review Chairs.
2. Chair will assign the proposal to a team of three reviewers based on individual conflicts of interests.
3. Emails sent to the individual review team members with the Proposal and Review Matrix, and the timeline for the review period.
   - Each review will have a 30 day/one month timeline for the review to be completed.
Program Review Process

4. Once the assigned team members receive notification, they may begin to review the program (utilizing the review matrix) on their own time schedules.

5. When each member has completed their individual review they will send their Matrix to the ISBE Chair to be compiled into one joint document.
   - The ISBE Chair will send out the combined Review Matrix to the team

6. The ISBE Chair will determine, based on the feedback of the Review Team, if a conference call/Go-to-Meeting is needed to discuss any areas of disagreement noted on the review matrix.
   - If needed during the meeting the chair will complete a revised "master" matrix reflecting the consensus of the group.
7. Once a consensus Review Matrix has been completed noting any areas of concerns (not met). The ISBE Chair will send the completed matrix to the Institution notifying them of the team’s findings.

8. The institution will be encouraged to address those concerns, areas deemed “not met” in the rubric, before the proposal is sent to the State Educator Preparation and Licensure Board (SEPLB) for review.

9. The institution can determine to send the program to SEPLB after the first review or request a second peer review if changes are made. Second reviews will be assigned to the same peer review team.
Program Review Process

- Typical Timeline for Review
  - 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.
  - 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 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.
Program Review Process

- **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.
State Educator Preparation and Licensure Board Review Process

- The State Educator Preparation and Licensure Board (SEPLB) shall review the proposal, 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
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.
Introduction to the Review Matrix

The Review Document components include:

1. Criteria
2. Faculty
3. Course of Study
4. Field Experience and Clinical Practice
5. Assessments
6. Standards
7. Assurances
# The Review Matrix

## 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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<tbody>
<tr>
<td>1. A completed matrix describing:</td>
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<tr>
<td>— Admission (including GPA);</td>
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<td>— Retention; and</td>
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<td>— Exit from the program.</td>
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<td>Comments:</td>
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<tr>
<th>FACULTY</th>
<th>MET</th>
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<td>2. A completed matrix describing faculty members <em>(terminal degrees listed first)</em>.</td>
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<td>Comments:</td>
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<tr>
<th>COURSE OF STUDY</th>
<th>MET</th>
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<td>3. A completed matrix describing the required courses, including the mode of delivery.</td>
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<td>Comments:</td>
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| 4. A completed matrix describing how the program meets the endorsement requirements, as applicable, in: |     |        |
| — Math *(24 credit hours including methods course)*; or |     |        |
| — Literacy *(24 credit hours including methods course)*; or |     |        |
| — Science *(24 credit hours including methods course)*; or |     |        |
| — Social Science *(24 credit hours including methods course)*; or |     |        |
| — Other *(if applicable) *(24 credit hours including methods course)*. |     |        |
| Comments: |     |        |
The Review Matrix

5. A completed matrix describing the required coursework relative to:
   — Reading methods;
   — Reading in the content area;
   — Exceptional child instructional methods; and
   — ESL/Bilingual methods.
Comments:

6. A completed matrix describing the required coursework for subsequent endorsements. *(if applicable)*
Comments:

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<tr>
<th>FIELD EXPERIENCE AND CLINICAL PRACTICE</th>
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<td>7. A completed matrix describing:</td>
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<tr>
<td>— Field experiences;</td>
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<td>— Clock hours; and</td>
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<tr>
<td>— Expected Learning Outcome.</td>
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Comments:

8. A description of the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics.
Comments:
The Review Matrix

| 9. A description of the measures taken to ensure the candidates gain experience with technology relevant to the profession. |   |   |
| Comments: |   |   |
| 10. A description of the program’s requirements for faculty supervision of the field experience and clinical practice. |   |   |
| Comments: |   |   |

| ASSESSMENT | MET | NOTMET |
| 11. 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. |   |   |
| Comments: |   |   |

| STANDARDS | MET | NOTMET |
| 12. A completed matrix describing the program meets the required standards: |   |   |
| a. State Content Standards, Part 21 and Part 27; |   |   |
| b. Illinois Professional Teaching Standards; |   |   |
| c. Social and Emotional Learning Standards; and |   |   |
| d. National Standards (AMLE). |   |   |
| e. CAEP 2013 Accreditation Standards. |   |   |
| Comments: |   |   |

| ASSURANCES | MET | NOTMET |
| Per 23 Illinois Administrative Code, Part 20, Section 20.10(a)(3) |   |   |
| Per 23 Illinois Administrative Code, Part 25, Section 25.620(a-f) |   |   |
| Comments: |   |   |
For more information regarding the Middle Grades Educator Preparation Programs, or to request a copy of the review matrix,

please contact:

- Seth Mernaugh at smernaug@isbe.net
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