



**Illinois
State Board of
Education**

SEPLB Board Member Training

2020-2021

Whole Child • Whole School • Whole Community

SEPLB Meetings

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- SEPLB meetings generally take place on the first Friday of every other month. Please hold every first Friday in case a mtg. is needed.
- Prior to each meeting, agendas are posted on the [ISBE website](#).
- The Facilitation Committee of the SEPLB is scheduled to meet at 8:30 a.m. prior to the start of the business meeting unless otherwise noted on the final agenda.
- The SEPLB business meetings are scheduled to begin at 9:00 a.m. unless otherwise noted on the final agenda.
- Lunch will be provided only when meetings are planned to last longer than 5 hours (when in person).
- If you plan on presenting during public comment, you must sign in prior to the beginning of the meeting. Guidelines can be found [here](#).

SEPLB Meetings – In Person

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Meeting Location: Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
Fourth Floor, Board Room

- Please enter the building on the south side (closest to the Capitol building).
- Metered parking is available outside the building along the streets.

SEPLB Meetings – Remote

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- SEPLB meetings, when occurring remote do to COVID-19 precautions, will occur via Go To Meeting. You will receive a link from Joy Taylor-Ankenbrandt prior to the meeting to access the remote option.



ISBE and SEPLB Collaboration in Program Review

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ISBE's Role

- Verify all components of Illinois School Code and Illinois Administrative Code are met for each program
- Share this verification with SEPLB

SEPLB's Role

- Serve as thought partners/collaborative colleagues to preparation programs
- Offer feedback, ideas for improvement, and considerations for contemplation
- Recommend program approval or denial to ISBE

Your Collective Role as SEPLB

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- Serve as thought partners to educator preparation program leaders
- Offer suggestions and considerations for program improvement
- Ask thought-provoking questions to drive your feedback
 - “Why did you choose to combine these two topics into one course rather than offering two stand-alone courses?”
 - “Tell us about your decision to implement these requirements for admission into your program.”
- Recommend program approval or denial to ISBE



Your Role as a SEPLB Member

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- As a seated SEPLB Member, you represent ISBE and the State of Illinois.
- You ***do not*** represent:
 - Your school or district
 - Your professional affiliations
 - Your college or university
 - Your union
- All of these represent personal biases that must be set aside during program evaluations.

Your Role as a SEPLB Member

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- While reviewing proposals and making decisions, personal biases cannot play a part in your recommendation to approve or deny a proposal.
- Your recommendation to approve or deny must solely be made on the program proposal's alignment to current Administrative Code and School Code
- Ideas for improvement or additional feedback that is not based on Code should be shared with programs during the meeting, but cannot factor into your decision to approve or deny a program

Program Approval vs. Reauthorization

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- Program approval is the program's plan for operation
- If program meets requirements in School Code and Administrative Code, program is approved
- SEPLB offers ideas for consideration; provides feedback
- Program quality and effectiveness will be assessed yearly via data collection
- Data will determine program reauthorization



Conflicts of Interest

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- Conflicts of interest arise when you cannot make an unbiased decision because of a personal or professional connection to an Institution of Higher Education (IHE) or their program.
- If this is the case when a vote comes before the board, that would be the proper time to abstain from voting.

Abstentions

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- Abstaining from a vote is something you should only do in cases of a conflict of interest.
 - For instance, if you do not care for a proposal's mode of delivery, that is not grounds for abstaining from a vote on that program.
 - You should vote on a program proposal according to current rule and its fulfillment of all requirements.

Illinois Administrative Rule

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- Administrative rules are the guidelines by which all sections of program proposals are evaluated.
- You will find them threaded throughout the program proposal documents below each question.
- It is essential to familiarize yourself with each question's applicable rules and ask yourself, "Does this proposal's language fulfill the rule?"
- Both current and proposed rules can be found on the [ISBE website](#).
- Rules Currently in Effect-[Part 25](#) (Educator Licensure)
- [Proposed Rules and Amendments](#)
- **Hint: To help find what you are looking for in rule, use Ctrl + F to search the topic**

PLEASE COMPLETE THE TABLE 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))



The Basics

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- All proposals must meet requirements set forth in rule at the time the proposal is submitted.
- Formatted proposals can be found on the College and Universities [site](#), under Educator Licensure.
- Proposals consist of the following requirements:
 - Program Components
 - Admission Criteria
 - Faculty
 - Course of Study
 - Field Experiences & Clinical Practice
 - Program Assessments
 - Standards Alignment
 - Assurances

Illinois State Board of Education
Educator Effectiveness Department |
100 North First Street • Springfield, IL 62777-0001
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**ELEMENTARY EDUCATION (Grades 1-6)
PROGRAM PROPOSAL**

All program proposals shall meet requirements set forth in rule at the time the proposal is submitted.

Submit Proposals to: Preparation Team preparation@isbe.net
Please also email a copy to your ISBE liaison

PROGRAM COMPONENTS

Institution: _____

Date of Submission to State Board of Education: _____

Primary Contact: _____ Email: _____ Phone number: _____
Secondary Contact: _____ Email address: _____ Phone number: _____

Name of the Education Unit: _____
Name of the Program: _____
Endorsements to be awarded: _____

Term:
 Semester Trimester Quarter Other

Semester hour equivalent: (If credit is not awarded in semester hours)

Type of Program:
 Traditional (face to face) Blended (traditional & online) Online Only Other

Degree to be awarded:
 Licensure Only Undergraduate Graduate Alternative

Level of the Program (as defined by CAEP):
 Initial Advanced Alternative

Projected Size of Initial Cohort: _____
Projected Student Entry Date: _____

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Mode of Delivery

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- Programs can be designed and brought forth for approval by the SEPLB with coursework that is presented in one of the following approaches:

Term:

<input type="checkbox"/>	Semester	<input type="checkbox"/>	Trimester	<input type="checkbox"/>	Quarter	<input type="checkbox"/>	Other
Semester hour equivalent: <i>(If credit is not awarded in semester hours)</i>							

Type of Program:

<input type="checkbox"/>	Traditional <i>(face to face)</i>	<input type="checkbox"/>	Blended <i>(traditional & online)</i>	<input type="checkbox"/>	Online Only	<input type="checkbox"/>	Alternative
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Section of proposal for IHE to identify
M.O.D. of program

Mode of Delivery (con't.)

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- Traditional
 - Sometimes considered “face-to-face”
 - Requires classroom attendance
 - Students limited to attending a “local” university
- Online only
 - Considered “distance-learning”
 - Convenient for students in rural areas far away from a an IHE or students that are working full time.
- Blended
 - Infuses traditional and online aspects into coursework
 - Programs must include ratio of online and traditional in proposals





Illinois State Board of Education

Rules that address Coursework
requirements of Approved Programs

25.120: Initial Approval of Educator Preparation Programs by the State Board of Education

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- 25.120(a)(5)
 - A description of the course of study, field experiences and clinical practice. The descriptions of field experiences and clinical practices shall include:
 - the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics;
 - the measures taken to ensure that candidates gain experience with technology relevant to the profession; and
 - the program's requirements for faculty supervision of field experiences and clinical practice.

25.120: Initial Approval of Educator Preparation Programs by the State Board of Education (con't.)

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- 25.120(6)
 - A description and the proportion of coursework offered by distance learning or video-conferencing technology.



SEPLB consideration

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- In terms of coursework, Rule does not prescribe a “preferred” method to how coursework is to be delivered.
- Only indicates that programs inform SEPLB of the “description” and “proportion” of coursework that is “distance-learning.”
- Members can provide suggestions to programs or offer considerations for the program to contemplate regarding mode of delivery
- Mode of delivery cannot impact your decision to recommend a program’s approval or denial.

