



**Illinois
State Board of
Education**

New SEPLB Member Training Teaching Programs

Whole Child • Whole School • Whole Community

Requirements and Standards

Teaching program requirements are found in IL Rule:
<https://www.isbe.net/Pages/Rules-Currently-in-Effect.aspx>

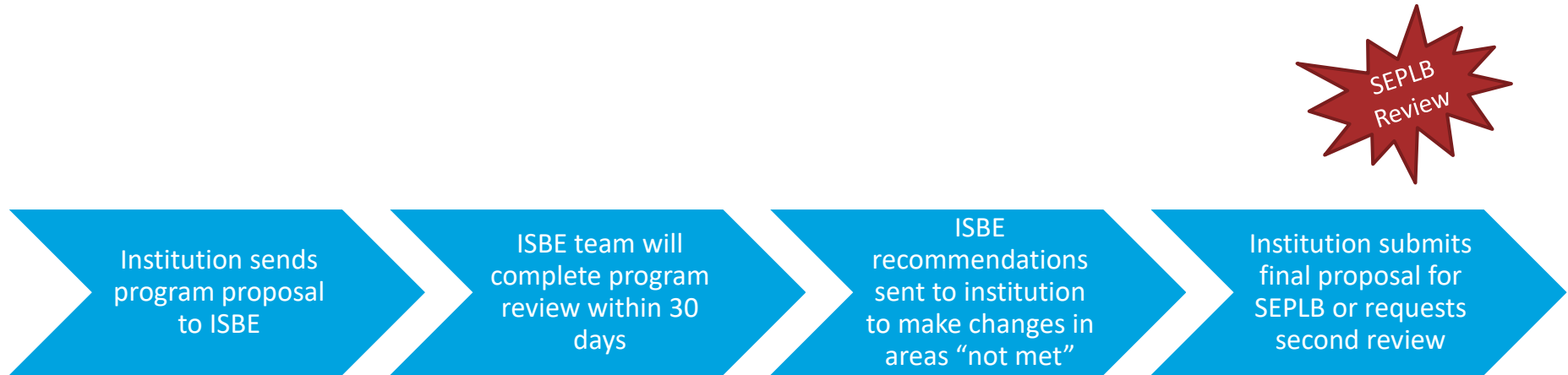
In order to be considered for approval, a recognized institution shall propose a preparation program that meets the required standards.

(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(1)(A-E))

Course or fieldwork requirements	As defined within proposal template by type of program
IPTS (for all IL teachers)	Part 24
Social and Emotional Learning	Code 555 Appendix A
State/National Content	Part 20, 26, 27, or 28 as defined within proposal template by type of program
CAEP 2013 Accreditation	http://caepnet.org



Program Review Process



ISBE Review Matrix

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- You will see this matrix with every proposal
- ISBE staff have evaluated the proposal for alignment to standards and verified whether or not School Code and Administrative Code requirements have been met
- Use this matrix as you review each proposal

Introduction to the Program Proposal

The components include:

- Criteria
- Faculty
- Course of Study
- Field Experience and Clinical Practice
- Assessments
- Standards
- Assurances



1: Criteria

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IL Rule

- Describe admission, retention, and exit from program including the required GPA and Minimum grade requirements for the institution

SEPLB Considerations

- Is the matrix completed?
- GPA requirements (no minimum required in rule)
- Think of questions you have about admission or exit criteria, or ideas for the program to consider that may improve current processes
- Testing requirements
 - Content test must be posted as passing prior to student teaching
 - edTPA must be completed during student teaching

2: Faculty

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IL Rule

- Identify faculty members with primary responsibility/their qualifications for said position

SEPLB Considerations

- Have they listed faculty for each and every course listed?
- Does the “area of expertise” and “experience” appear to align with expected course to teach?
- IBHE oversees the proper faculty ratio for undergraduate and graduate programs. ISBE does not oversee faculty qualifications.

3: Course of Study

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IL Rule

- Describe required coursework. Include the mode of delivery for each course (traditional, online only, blended, or other)

SEPLB Considerations

- Are the matrices completed?
- Must include a description and proportion of offered by distance learning or video conference technology
- What questions, comments, or feedback do you have about coursework?

4: Field Experience/ Clinical Practice

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IL Rule

- Describe the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics.

SEPLB Considerations

- Are the course title, description of the field experience, clock hours, and expected learning outcome included on the matrix?
- Does the narrative clearly articulate how candidates gain diverse experience?
- The IL Report Card Data is helpful, but not required.
- Suggestions for improvement or ideas for the program to consider
- Ideas or feedback for gaining experiences virtually



4: Field Experience/Clinical Practice Continued

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IL Rule

- Describe the measures taken to ensure that candidates gain experience with technology relevant to the profession.

SEPLB Considerations

- Does the narrative clearly articulate how candidates gain technology experience?
- Is the technology experience related to what the program will be preparing the candidate to teach?
- Ideas for improved approaches the program might take?

4: Field Experience/Clinical Practice Continued

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IL Rule

- Describe the program's requirements for faculty supervision of field experiences and clinical practice.

SEPLB Considerations

- Rule defines the terms “field experience” and “clinical practice” in 25.610.
- Student teaching is considered an example of “clinical practice”
- Rule does not require specific number of field experience or clinical practice hours

5: Assessments

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IL Rule

- Description of the program assessments to be used, as relevant to the program being proposed, and how the faculty will collect, analyze and use the data from the assessments used

SEPLB Considerations

- Does the matrix align collection, analysis and utilization of the assessments in a clear manner?
- Assessments can include and are not limited IL content tests, edTPA, institution specific assessments, etc.

6: Standards

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IL Rule

- The program must meet:
 - State Content
 - Standards for All Illinois Teachers (IPTS)
 - Social and Emotional Learning Standards (SEL)
 - National Standards
 - CAEP 2013 Accreditation Standards

SEPLB Considerations

- Does this section specifically illustrate how coursework meets all IPTS, SEL, national, and CAEP standards?
- Once programs are implemented, the student assessments will reflect effectiveness of program as aligned to standards.

7: Assurances

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IL Rule

- Ensure that student teaching meets the requirements of Section 25.620 of Part 25
- **Early Childhood Education assurance only:** Programs must ensure entitlement by the Gateways to Opportunity Illinois Professional Development System, by aligning coursework to the benchmarks for the ECE Credential Level 5

SEPLB Considerations

- By checking the assurance box, institutions ensure that requirements will be met as described.