**GIFTED TEACHER PROGRAM PROPOSAL**

*Grade range for this endorsement would complement Illinois professional educator license.*

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

Submit Proposals to: Cristina Dimmitt-Salinas  
cdimmitt@isbe.net  
*Please also email a copy to your ISBE consultant*

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**PROGRAM COMPONENTS**

<table>
<thead>
<tr>
<th>Institution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Submission to State Board of Education:</td>
</tr>
<tr>
<td><strong>Primary Contact:</strong></td>
</tr>
<tr>
<td><strong>Secondary Contact:</strong></td>
</tr>
<tr>
<td>Name of the Education Unit:</td>
</tr>
<tr>
<td>Term:</td>
</tr>
<tr>
<td>☐ Semester</td>
</tr>
<tr>
<td><strong>Semester hour equivalent:</strong> <em>(If credit is not awarded in semester hours)</em></td>
</tr>
<tr>
<td><strong>Type of Program:</strong></td>
</tr>
<tr>
<td>☐ Traditional <em>(face to face)</em></td>
</tr>
<tr>
<td><strong>Degree to be awarded:</strong></td>
</tr>
<tr>
<td>☐ Licensure Only</td>
</tr>
<tr>
<td><strong>Level of the Program (as defined by CAEP):</strong></td>
</tr>
<tr>
<td>☐ Initial</td>
</tr>
<tr>
<td><strong>Projected Size of Initial Cohort:</strong></td>
</tr>
</tbody>
</table>

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ISBE
**CRITERIA**

1. Please complete the matrix to describe the criteria for admission to the program including the required grade point average for entry into the program, retention in the program and exit from the program. 
   *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(2))*

<table>
<thead>
<tr>
<th>Admission</th>
<th>Retention</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA:</strong></td>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>ACT:</td>
<td>Composite score of 22+ with writing score 16</td>
<td>Score 39/50 on each disposition evaluation</td>
</tr>
<tr>
<td></td>
<td>(Delete example)</td>
<td>(Delete example)</td>
</tr>
</tbody>
</table>

*Add additional rows as needed*

**FACULTY**

2. Please complete the matrix to identify the faculty members with the primary responsibility for preparing professional educators in the program and their qualifications for their positions. 
   *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(4))*

Please list faculty with terminal degrees first.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Title</th>
<th>Area of Expertise</th>
<th>PK -12 Teaching Experience (Total Years &amp; Grade Level)</th>
<th>Expected Courses To Teach</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

*Add additional rows as needed*

**COURSE OF STUDY**

3. Please complete the matrix 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))*

<table>
<thead>
<tr>
<th>Course Title/Name</th>
<th>Credit Hours</th>
<th>Traditional Face-to-Face (Use X)</th>
<th>Online Only (Use X)</th>
<th>Blended (% Face-To-Face/% Online)</th>
<th>Other Modes of Delivery (if applicable)</th>
<th>Course Description <em>(Suggested 2-3 sentences)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: EDU 230</td>
<td>3</td>
<td></td>
<td></td>
<td>50/50</td>
<td></td>
<td>Required for any Illinois Endorsement in the Middle Grades, this course will provide practicing teachers with further knowledge and understanding of the unique intellectual, social, emotional, physical, and developmental characteristics and needs of the young adolescent. Teachers will develop middle school lessons to be shared with their peers in this course and used with their middle school students in the future.</td>
</tr>
</tbody>
</table>

*Add additional rows as needed*

**Total Credit Hours**
4. Please complete the matrix to describe how the program meets the following areas:
   a. Characteristics of the field of gifted education as it pertains to gifted children, including their
cognitive, creative and affective development;
   b. the wide range of ways in which a child is gifted;
   c. issues and practices in identifying and serving gifted children;
   d. the manner in which assessment data shape decisions about identification, learning progress and
outcomes; and
   e. theoretical and research-based data necessary for the development of programs, curriculum and
instructional sequences for gifted children, especially those serving gifted students from diverse
populations.
   
   (Per 23 Illinois Administrative Code, Part 25, Section 25.100 (l)(2)(B))

<table>
<thead>
<tr>
<th>Course Title</th>
<th>a) Characteristics</th>
<th>b) Range of gifted children</th>
<th>c) Issues and practices</th>
<th>d) Assessment data</th>
<th>e) Theoretical and research-based data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: XXX 123</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Add additional rows as needed

5. Please complete the matrix outlining what courses will be used to meet the endorsement and/or approval
requirements for any subsequent endorsements and/or approvals to which the program will lead (e.g.,
ESL, Bilingual-Spanish, LBSI, etc.). Leave this section blank if your program will not include
subsequent endorsements and/or approvals. (Per 23 Illinois Administrative Code, Part 25, Section 25.100 (c))
   a. Subsequent ESL/Bilingual endorsements must align to the following standards:
      i. the State Content Standards set forth in 23 Illinois Administrative Code, Part 27,
Section 27.425 (English as a Second Language (ESL) and Bilingual Education
Beginning September 1, 2018) (Per 23 Illinois Administrative Code, Part 25, Section 25.120
(a)(1)(B))

☐ By checking the box, candidates will be required to complete the coursework in the matrix below as part of the program.

☐ By checking the box, candidates will have the option to complete the coursework in the matrix below.

Subsequent Endorsement: ESL__ (Delete example)____

<table>
<thead>
<tr>
<th>Endorsement Requirement</th>
<th>Course Title</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Description (Suggested 2-3 sentences)</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>EIS 458</td>
<td>Linguistics for the Teacher of English Language Learners</td>
<td>3</td>
<td>The study of linguistics applied to teaching limited-English-speaking students. Includes English and non-English phonology, syntax, analysis, and application of linguistic theory. Clock hours – 20 hours required.</td>
<td>27.425 (a)(1)(A)(i-ii)</td>
</tr>
</tbody>
</table>

Add additional rows as needed
Field Experiences and Clinical Practice

6. Please complete the matrix to describe the field experiences and clinical practices related to the course of study as applicable to specific courses. Include the expected learning outcome for the required field experience and clinical practice.

(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(5-6))

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Field Experience Description (Suggested 2-3 sentences)</th>
<th>Clock Hours</th>
<th>Expected Learning Outcome (Suggested 3-5 sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: XXX 123</td>
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<td>Add additional rows as needed</td>
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</table>

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

(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(A))

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

(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(B))

9. Describe the program’s requirements for faculty supervision of the field experience and clinical practice.

(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(C))

ASSESSMENT

10. Please complete the matrix to provide a 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.

(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(3))

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Describe how faculty will collect data from the assessment.</th>
<th>Describe how faculty will analyze data from the assessment.</th>
<th>Describe how faculty will utilize data from the assessment.</th>
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<tbody>
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</table>
STANDARDS

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))

11. Please complete the matrix to describe how the program meets:
   a. the state content standards set forth in 23 Illinois Administrative Code, Part 27, Section 27.490
   c. the Social and Emotional Learning Standards set forth in 23 Illinois Administrative Code 555 Appendix A.
   d. the national standards if applicable as set forth in the SPA and Standards pdf located at http://www.isbe.net/prep-eval/pdf/spa_std_listing-nov13.pdf
   e. The CEAP 2013 Accreditation Standards posted at http://caepnet.org/ (no later amendments to or editions of these standards are incorporated).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>State Content Standards Part 27</th>
<th>IPTS</th>
<th>SEL</th>
<th>National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: XXXX-1234 (Delete Example)</td>
<td>27.100 (a)(1)(G)</td>
<td>24.130(a)(1)(D)</td>
<td>Goal 1: Learning Standard C</td>
<td>2.4, 2.1, 3.5</td>
</tr>
</tbody>
</table>

Add additional rows as needed

CAEP

Candidate Knowledge, Skills, and Professional Dispositions:

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Partnerships for Clinical Preparation:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators:

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Candidates Demonstrate Academic Achievement:

3.2 The provider meets CAEP minimum criteria or the state’s minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data.
certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

**Additional Selectivity Factors:**

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation:**

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion:**

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

In all cases, EPPs must demonstrate academic quality for the group average of each year’s enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate “top 50 percent” proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

Please use the space below to describe how the program meets the standard above. Include in your description a reference to the relative indicators (if applicable).

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**ASSURANCES**

Per 23 Illinois Administrative Code, Part 25, Section 25.100 (l)(1)

☐ By checking the box, the institution ensures this endorsement shall not be issued alone as an individual’s first teaching credential. An individual who holds an Illinois professional educator license endorsed at any of the grade levels of early, childhood, elementary, middle or secondary, of for special K-12, or who receives an endorsement for some field other than gifted education, shall be eligible to receive this additional endorsement on that license.
As a courtesy to streamline the process for changing existing program approvals, IBHE will allow the following process (ISBE will forward a copy of the Licensure Board approval letter):

Public universities will submit an request for reasonable and moderate extension (RME) for changes to existing program approvals.

Independent institutions under IBHE authority will submit documentation that the Licensure Board (SEPLB) has approved the changes and IBHE will recognize that approval as sufficient for us to record the changes to the programs.

Independent grandfathered institutions will submit this form as notification to IBHE to instruct us to update our Program Inventory.

Please check one:
☐ The program submitted is not a degree program (STOP Here - Do not complete bottom portion).
☐ The program submitted is a degree program (post-baccalaureate certificates, post-master’s certificates, bachelor’s level programs, master’s level programs, and doctorates). Please complete bottom portion as part of your proposal.

ILLINOIS BOARD OF HIGHER EDUCATION
ACADEMIC PROGRAM INVENTORY FORM FOR EDUCATION PROGRAMS

Please include with the ISBE Program Proposal. For additional programs, please submit one form for each.

1. Name of Institution:___________________________________________________________________________
2. Program Contact Information (Name, Address, Email and Phone Number):

___________________________________________________________________________________________
___________________________________________________________________________________________

3. Has your Education program been previously approved by the IBHE? Yes ☐ No ☐
   a. If IBHE approval was not required because of your institution’s grandfathered status, has your institution reported your program enrollment information for the Fall Enrollment Survey? Yes ☐ No ☐
   b. If IBHE degree-granting program approval is needed, contact the Division of Academic Affairs.

CURRENT PROGRAM INFORMATION:

4. Current Program Degree Title:_________________________________(Example: BA in Elementary Education)
5. IBHE Region Authorized for Approval (Check all approved regions for this program):
   ☐Region 1-North Suburban    ☐Region 6-South Metropolitan
   ☐Region 2-Fox Valley        ☐Region 7-Prairie
   ☐Region 3-West Suburban    ☐Region 8-Southwestern
   ☐Region 4-Western          ☐Region 9-Southern
   ☐Region 5-Central          ☐Region 10-Chicago

7. Last Date of Enrollment for Students in the Current Program (mo/day/year): ____/____/_____

NEW PROGRAM INFORMATION: (Please note that your program’s name, region, and CIP codes might change)

8. New Program Degree Title:___________________________________________________________________________
9. IBHE Region Authorized for Approval (Check all approved regions for this program):
   ☐Region 1-North Suburban    ☐Region 6-South Metropolitan
   ☐Region 2-Fox Valley        ☐Region 7-Prairie
   ☐Region 3-West Suburban    ☐Region 8-Southwestern
   ☐Region 4-Western          ☐Region 9-Southern
   ☐Region 5-Central          ☐Region 10-Chicago

10. New Program IPEDS CIP Code -- Classification of Instructional Programs:
11. First Date of Enrollment for Students in the New Program (mo/day/year): ____/____/_____

Questions? Please contact IBHE Division of Academic Affairs, Dr. Gretchen Lohman at lohman@ibhe.org or 217.782.2551.

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