The conceptual framework format is to be used by institutions or not-for-profit entities submitting an institutional report to the Illinois State Educator Preparation Licensure Board (SEPLB) and the State Board of Education for institution and educational unit recognition. The conceptual framework must meet the requirements of the 23 Illinois Administrative Code, Part 25, Section 25.115 (d) Recognition of Institutions and Educational Units, and Approval of Programs and Section 25.155 (3) Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit: http://www.isbe.net/rules/archive/pdfs/25ark.pdf.

This format does not address the quality of the conceptual framework; however it will help to guide the institution in providing information which is needed for submission of the conceptual framework.

Instructions: Use this form for the submission of the conceptual framework. The conceptual framework shall not exceed 70 pages in length. In lieu of attachments, embed documents where the information is requested. When embedding documents is not feasible, save the documents into a zip file. Hyperlinks to handbooks, catalogs, brochures, and other published materials containing information can be included within the text of the document. Please submit your institutional report electronically to your ISBE consultant: Jennifer Gross (jgross@isbe.net), Diane Lacopo (dlacopo@isbe.net), or Stephanie Robinson (strobins@isbe.net). Also email a copy to Henri Fonville (hfonvill@isbe.net).
**Contact Information**
Date of Submission to State Board of Education:

<table>
<thead>
<tr>
<th>Name of Report Preparer:</th>
<th>Email address:</th>
<th>Phone number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Dean or Unit Head:</th>
<th>Email address:</th>
<th>Phone number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of the institution:</th>
<th>Address:</th>
<th>Phone:</th>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of the unit:</th>
<th>Address:</th>
<th>Phone:</th>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overview**
1. Provide a brief overview of the unit's conceptual framework including:
   - a brief history of the development of the unit’s conceptual framework
   - the process of ensuring the currency of the unit’s conceptual framework, and
   - how the conceptual framework is integrated across the unit.

**Five Structural Elements of A Conceptual Framework**

**I. The vision and mission of the institution and unit**

2. State the institution’s vision.

3. State the institution’s mission.

4. State the unit’s vision with regard to preparing educator’s to work in P-12 schools.

5. State the unit’s mission.

6. Describe how the institution’s mission and the unit’s mission are aligned.
II. The unit’s philosophy, purposes, and goals/institutional standards

7. State the unit’s philosophy.

8. State the unit’s professional commitments to:
   - knowledge,
   - teaching competence, and
   - student learning.

9. Define the unit’s goals in regards to teaching and learning by:
   - faculty and
   - candidates.

10. Outline the dispositions (behaviors and attitudes) that faculty value in teachers and other professional school personnel.

11. Provide evidence of the unit’s commitment to diversity in regards to:
   - efforts to recruit and retain diverse faculty,
   - unit practices that promote diversity,
   - techniques of instruction which are proven to be most effective with diverse groups,
   - experiences for candidates to learn about working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools,
   - courses with content focusing on diverse groups, and
   - interactions with diverse groups in diverse settings.

12. Describe the unit’s commitment to preparing candidates who are able to use educational and informational technology to help all students learn.

III. Knowledge bases, including theories, research, the wisdom of practice, and education policies that drive the work of the unit.

13. Explain how the conceptual framework reflects the best professional practices based on theory and current research.
IV. Candidate proficiencies aligned with the expectations in professional, State, and institutional standards

14. Create a chart which aligns candidate proficiencies with:
   - professional,
   - State, and
   - institutional standards.
   - Include relevant curriculum experiences and practices that unit uses to develop candidate proficiencies based on professional, State, and institutional standards

15. Provide evidence that unit has coursework, practices, and policies in place to develop candidate proficiencies associated with diversity.

16. Describe how the unit ensures that candidate proficiencies associated with technology are developed.

V. Description of the unit’s assessment system (the system by which candidate performance is regularly assessed; and changes are made to improve candidate performance and unit functioning)

17. Describe the unit’s assessment system.

18. Describe how the assessment system ensures coherence among:
   - the curriculum,
   - instruction,
   - field experiences,
   - clinical practices, and
   - assessment of candidate performance across a candidate’s program.

19. Describe the evaluation system that is used to continuously update and evaluate the unit’s conceptual framework.