Peer Review Team Training for Elementary and Middle Grades Educator Preparation Program Submissions

Illinois State Board of Education

Review of the Requirements for Program Approval

March 12, 2014
The purpose of the peer reviewer training is to familiarize peer reviewers with:

- The **statute and rules** pertaining to the approval of elementary education and middle grade programs
- **Program proposal requirements** for elementary education and middle grades programs
- The **program review process**
Elementary Education Programs
- Grade levels
- Consultation with a community college
- New standards

Elementary Education Program Changes
Grade Levels
Elementary Education Programs include grades 1-6.

Consultation with Community Colleges
On or before February 1, 2017, each elementary education program seeking approval for the first time or re-approval of an existing program shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and as applicable, the alignment of community college coursework relevant to elementary education to the standards set forth in Part 20 (23 Illinois Administrative Code, Part 20, Section 20.10).
Standards for Endorsements in Elementary Education

- Institutions will be asked to attach a matrix that explains how the program’s coursework meets the applicable standards set forth in **Section 20** (Standards for Endorsements in Elementary Education) and the applicable standards for Elementary Education in **Section 26** (Standards for Endorsements in Early Childhood Education and in Elementary Education).

- **Section 26 contains a part which includes Elementary Education standards.**

- Please note that the Early Childhood Education standards in Section 26 are not the new forthcoming standards.
2013 Illinois Professional Teaching Standards

- Describe how the program meets the Illinois Professional Teaching Standards set forth in Section 24 of the 23 Illinois Administrative Code by attaching the *2013 Illinois Professional Teaching Standards Matrix* to show evidence of meeting these standards.
Describe how the program meets the Professional Educator License coursework requirements including:

1. The **psychology** of the exceptional child including without limitation the learning disabled;
2. The **identification** of the exceptional child including without limitation the learning disabled;
3. The **methods of instruction** for the exceptional child including without limitation the learning disabled; and
4. The **methods of reading and writing** in the content area.

Per the **105 ILCS 5/21B-20(1)** Professional Educator License and 23 Illinois Administrative Code **Section 25.25** Requirements of the Professional Educator License
Social and Emotional Learning Standards

- Describe how the program meets the Social and Emotional Learning Standards set forth in the 23 Illinois Administrative Code 555 Appendix A.
- It is important for all programs to demonstrate that their candidates can understand and can apply these social and emotional learning standards when working with students.
In addition to meeting the requirements of the 23 Ill. Adm. Code 25.145, program proposals will address each of the following per Section 25.97:

1. The institution ensures that each candidate for an endorsement in elementary education will complete a 32 semester hour major in elementary education.
2. The program shall include:

- **Coursework** that **addresses** at least **three areas of science** (i.e., physical, life, earth and space);
- Coursework that addresses at least **four areas of social science** (i.e., history, geography, civics and government, economics of Illinois, the United States and the world); and
- **A student teaching experience** that meets the requirements of **Section 25.620** (Student Teaching) for those candidates who will be receiving the professional educator license for the first time.

Program Approval Requirements for Elementary Education continued
Middle Grade Educator Programs
- New licensure program.
- Consultation with a Community College
- Standards

Overview of the New Middle Grades Program
• **New Licensure Program**

The Middle Grades Program is a new licensure program that includes grades 5-8.

• **Consultation with Community Colleges**

On or before February 1, 2018, each middle grades program shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and as applicable, the alignment of community college coursework relevant to middle grades education to the standards set forth in **Part 21** (23 Illinois Administrative Code, Part 21, Section 21.10).
Standards for Endorsements in the Middle Grades

- Institutions are asked to attach a matrix that explains how the program meets the applicable content standards set forth in the 23 Illinois Administrative Code Section 21 (Standards for Endorsements in the Middle Grades).
2013 Illinois Professional Teaching Standards

- Describe how the program meets the Illinois Professional Teaching Standards set forth in Section 24 of the 23 Illinois Administrative Code by attaching the 2013 Illinois Professional Teaching Standards Matrix to show evidence of meeting these standards.
Describe how the program meets the Professional Educator License coursework requirements including:

1. The **psychology** of the exceptional child including without limitation the learning disabled;
2. The **identification** of the exceptional child including without limitation the learning disabled;
3. The **methods of instruction** for the exceptional child including without limitation the learning disabled; and
4. The **methods of reading and writing** in the content area.

Coursework

Per the **105 ILCS 5/21B-20(1)** Professional Educator License and 23 Illinois Administrative Code **Section 25.25** Requirements of the Professional Educator License
Social and Emotional Learning Standards

- Describe how the program meets the Social and Emotional Learning Standards set forth in the 23 Illinois Administrative Code 555 Appendix A.
- It is important for all programs to demonstrate that their candidates can understand and can apply these social and emotional learning standards when working with students.
The institution 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 per the 23 Illinois Administrative Code, Part 25, Section 25.99.
The institution ensures that the specific middle grades content area of endorsement, the description of the course of study required by Section 25.99 includes the following:

1. **For the middle grades math endorsement**: 24 hours of math content, which shall include three hours of content specific methods focused on the middle grades; or

2. **For the middle grades literacy endorsement**: 24 hours of literacy content, which shall include three hours of content specific methods focused on the middle grades; or
3. For the middle grades 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; or 

4. For the middle grades 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; or 

5. For content areas other than those specified: 24 hours of content specific to the endorsement sought, which shall include three hours of content specific methods focused on the middle grades.
Program Review Process
- **Recuse yourself** from the approval process if you have a conflict of interest involving the institution.

- **Complete the Review Document** indicating whether or not program proposal components are met.

**Role of the Peer Reviewers in the Program Approval Process**
Team Composition

- Each team will have at least three people plus a chairperson. Chairpersons will be assigned to each team in order to provide consistency and calibration between teams.

- There are four chairpersons—two for elementary programs and two for middle grade programs.

Peer Review Process
Review Structure

- Each peer review team will review at least **four programs** throughout the year. There may be more.

- Each peer review team member will **review the submitted program using the review document via the secure site:**
  
  ftp://transfer.isbe.net/preppgms

- **Individual reviews** should be emailed to the team chair.
After each team member has completed their review, the team will meet via webinar to discuss their responses and to complete a Review Document as a team.

The Chairperson of the team will email the completed team report to Stephanie Robinson at strobins@isbe.net.
- A **schedule will be emailed** which will list:

1. The date that proposals will be posted to the secure site;

2. The date that the individual review is due; and

3. The date that the team review is due.
The secure site can be accessed by typing the website address:

ftp://transfer.isbe.net/preppgms

or the ISBE website
Preparation & Evaluation

Introduction

The Preparation & Evaluation Division is responsible for the progression of educator development from the point of entry into an educator preparation program to an induction and mentoring program at the district level followed by all aspects of educator performance evaluation.

A few of the functions staff carry out on a daily basis include: Consult with institutions of educator preparation in educator program design, implementation, and follow up topics; annual review of institutions' programs of educator preparation for continuous improvement at the institutional and program level; development of policies and procedures to communicate and provide support and assistance to institutions regarding statute and administrative rules; supporting the work of the Performance Evaluation Advisory Council; supporting Induction and Mentoring throughout the State of Illinois; and providing leadership for the Illinois Educator Preparation and Licensure Board.

Hot Topics (11/26/13)

Advisory Groups, Boards, Committees and Task Forces

- Code of Ethics (23 Ill Admin Code, Part 22)
- Early Childhood Advisory Group (ECAG)
- Elementary and Middle Grades Advisory Group (EMAG)
- Illinois State Board of Education (ISBE)
- Illinois State Educator Preparation and Licensure Board (SEPLB)
- ISBE Advisory Groups, Boards, Committees and Task Forces Page
- Performance Evaluation Advisory Council (PEAC)
- Pre-Service Standards Advisory Group (PSAG)
- Superintendent Advisory Group (SAG)
- Teacher Instructional Leader Advisory Group (TILAG)
Illinois State Educator Preparation and Licensure Board (SEPLB)

- 2014 Meeting Schedule *(Adopted 5/3/13)*
- 2015 Meeting Schedule *(Adopted 1/10/14)*

*Unless Otherwise Noted:
- The Facilitation Committee of the State Educator Preparation and Licensure Board is scheduled to meet at 8:30 a.m. prior to the start of the business meeting – unless otherwise noted.
- The State Educator Preparation and Licensure Board business meetings are scheduled to begin at 9:00 a.m. unless otherwise noted.
After consideration of the proposal, the peer reviewers will either recommend or not recommend the proposal for review by the State Educator Preparation and Licensure Board.

ISBE consultants will notify the institution of the results of the peer review.

Any program that has not been recommended for review by the peer reviewers will have the option of making revisions or directly submitting the proposal to the SEPLB. If revisions are made, the program can request an additional peer review.
The State Educator Preparation and Licensure Board (SEPLB) shall review the proposal, Review Document, and 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 Document was **developed by ISBE staff** and is **aligned to the requirements** set forth in statute and rules.

The Review Document has 8 components which includes subcomponents. **A program proposal must address each component and all of the subcomponents.**
The Review Document components include:

1. Conceptual Framework
2. Criteria
3. Faculty
4. Course of Study
5. Field Experience and Clinical Practice
6. Assessments
7. Coursework
8. Program Approval Requirements

Introduction to the Review Document continued
- Determine whether or not the information provided in the proposal directly addresses the requirements in the components.

- Decide if the information provided is complete.

Using the Review Documents
New Program Proposal Review Document for Elementary Education Programs
### New Program Proposal Review Document for Elementary Education Programs

**Institution:**

**Program:**

**Reviewer:**

**Review Date:**

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Met</th>
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<td>1. Describe how the program aligns with the unit’s conceptual framework.</td>
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<td><strong>Criteria</strong></td>
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<td>2. Describe the criteria for:</td>
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<td>(a) admission to the program;</td>
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<td>(c) exit from the program.</td>
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<td>3. State the required grade point average for entry into the program.</td>
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<td><strong>Per 23 Illinois Administrative Code, Part 25, Section 25.140(a):</strong></td>
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<td>4. Describe the assessment system which will be used for collecting, analyzing, summarizing, and using information from the assessments of candidates, including measures that provide evidence of candidates’ proficiency with respect to professional, State, and institutional standards.</td>
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<td>5. Describe how the key assessments used in the program are derived from or informed by the unit’s assessments system.</td>
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<td><strong>Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(3):</strong></td>
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<td>6. Describe how the data on the candidates enrolled in the program and candidates completing the program will be used as a part of the assessment system required under Section 25.142. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, graduate, or as an alternative program), data shall be considered separately for each of these arrangements.</td>
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**Faculty**

**Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(4):**

7. (a) Identify the faculty members with the primary responsibility for preparing professional educators in the program; and

(b) state their qualifications for their positions.

**Comments:**
### Course of Study

Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(5):

8. Describe the course of study, including:
   - (a) the required courses;
   - (b) the State standards which each course addresses;
   - (c) related field experiences or clinical practices as applicable to specified courses; and
   - (d) the proportion of coursework offered by distance learning or video-conferencing technology.
   - (e) evidence of instruction relative to special education and reading, which shall meet the criteria set forth in Section 25.25(a)(1) of Part 25;
   - (f) and for English language learners, the criteria found in 23 Illinois Administrative Code, Part 24 (Standards for All Illinois Teachers).

### Field Experience and Clinical Practice

Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(6):

9. Describe the required field experience and clinical practice, in practicum courses including:
   - (a) criteria (e.g., what candidates are expected to know, understand, and be able to do because of the field experience or clinical practice);
   - (b) measures taken to ensure placements in diverse settings and with the diverse students; and
   - (c) the program requirements for faculty supervision of these experiences.

### Assessments

Per 23 Illinois Administrative Code, Part 25
Section 25.142 Assessment Requirements for Individual Programs
Section 25.142 (a)(1-5) Teacher Preparation Programs
Section 25.145 (a)(7) Approval of New Programs Within Recognized Institutions:

10. By selecting ‘YES’ the institution is ensuring that the applicable Assessment of Professional Teaching and the applicable content area test are key assessments for candidates in teacher preparation programs.

11. Please describe the key assessments and the specific standards addressed by each assessment that is used to comply with 23 Illinois Administrative Code, Part 25, Section 25.142(a)(1-5) required of candidates in the program including:
   - (a) an additional content assessment focused on program standards
   - (a2) an assessment of candidates’ ability to plan instruction
   - (a3) an assessment of clinical practice
   - (a4) an assessment of candidates’ impact on students’ learning
   - (a5) an assessment of the candidates’ dispositions demonstrated, as described in the unit’s conceptual framework pursuant to 23 Illinois Administrative Code, Part 25, Section 25.145(a).
Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(7)(B):
12. Provide a description of the data which will be collected and how it will be used by the programs for:
   (a) all the key assessments that were described;
   (b) the applicable content-area test identified; and
   (c) the Assessment of Professional Teaching, if applicable.

Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(7)(C):
13. Discuss how the assessment data will demonstrate candidates’ mastery of identified standards.

Per 23 Illinois Administrative Code Section 25.145(a)(8):
14. Describe the information related to two or three additional assessments that address relevant standards, if inclusion of this is desired by the unit offering the program.

Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(9):
15. Provide a description of the need for individuals holding the type of endorsement to be awarded upon completion of the program, including but not limited to, evidence of a shortage of these types of educators (e.g., special education, math, and science), either across the State or in certain geographical areas. If the shortage is in a certain area, then describe the steps that will be taken to attract candidates from that area or to place candidates into positions within schools located there.

Coursework
Per 23 Illinois Administrative Code, Part 25, Section 25.115(e)(1-4):
16. Please attach a matrix that explains how the program meets:
   (a) The applicable content standards set forth at 23 Illinois Administrative Code, Part 20, (Standards for Endorsements in Elementary Education) and Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education).
   (b) Describe how the program meets the Standards for All Illinois Teachers set forth in 23 Illinois Administrative Code, Part 24, by attaching the 2013 Illinois Professional Teaching Standards Matrix.

Comments:
**Per 105 ILCS 5/218-20(1) Professional Educator License and 23 Illinois Administrative Code, Part 25, Section 25.25 Requirements for the Professional Educator License:**

17. Describe how the program meets the Professional Educator License coursework requirements including:
   - (a) the psychology of the exceptional child including without limitation the learning disabled;
   - (b) the identification of the exceptional child including without limitation the learning disabled;
   - (c) the methods of instruction for the exceptional child including without limitation the learning disabled; and
   - (d) the methods of reading and writing in the content area.

**Social and Emotional Learning Standards**

18. Describe how the program meets the Social and Emotional Learning Standards set forth at 23 Illinois Administrative Code 555 Appendix A.

**Program Approval Requirements**

**Standards for Endorsements in Elementary Education (Grades 1 through 6)**

23 Illinois Administrative Code, Part 20, Section 20.10

**Per 23 Illinois Administrative Code, Part 20, Section 20.10(a)(3):**

19. By selecting ‘YES,’ the institution ensures that on or before February 1, 2017, each elementary education program seeking approval for the first time or re-approval of an existing program shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and as applicable, the alignment of community college coursework relevant to elementary education to the standards set forth in this Part.

20. By selecting ‘YES,’ the institution ensures that beginning October 1, 2015, no candidate shall be admitted to an elementary education program that has not been approved under this Part. Any candidate who is enrolled in an elementary program not approved under Section 25.97 shall complete the program on or before September 1, 2017, and have the elementary endorsement issued no later than January 31, 2018.

**Program Approval Requirements**

**Endorsement for Elementary Education (Grades 1 through 6)**

23 Illinois Administrative Code, Part 25, Section 25.97

**Per 23 Illinois Administrative Code, Part 25, Section 25.97(b); 25.97 (b)(1); 25.97 (b)(2); and 25.97(b) 3):**

21. By selecting ‘YES,’ the institution ensures that each candidate for an endorsement in elementary education will complete a 32 semester hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C of Part 25. The program shall include:
   - coursework that addresses at least three areas of the sciences (i.e., physical, life, earth and space);
   - coursework that addresses at least four areas of the social sciences (i.e., history, geography, civics and government, economics of Illinois, the United States and the world); and
   - a student teaching experience that meets the requirements of Section 25.620 (Student Teaching) of Part 25 for those candidates who will be receiving the professional educator license for the first time.

**Comments:**
New Program Proposal Review Document for Middle Grade Programs
# New Program Proposal Review Document for Middle Grades Programs

**Institution:**

**Program:**

**Reviewer:**

**Review Date:**

## Conceptual Framework

**Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(1):**

1. Describe how the program aligns with the unit’s conceptual framework.

## Criteria

**Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(2):**

2. Describe the criteria for:
   - (a) admission to the program;
   - (b) retention in the program; and
   - (c) exit from the program.

3. State the required grade point average for entry into the program.

**Per 23 Illinois Administrative Code, Part 25, Section 25.140(a):**

4. Describe the assessment system which will be used for collecting, analyzing, summarizing, and using information from the assessments of candidates, including measures that provide evidence of candidates' proficiency with respect to professional, State, and institutional standards.

**Per 23 Illinois Administrative Code, Part 25, Section 25.145 (a)(2):**

5. Describe how the key assessments used in the program are derived from or informed by the unit’s assessments system.

**Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(3):**

6. Describe how the data on the candidates enrolled in the program and candidates completing the program will be used as a part of the assessment system required under Section 25.142. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, graduate, or as an alternative program), data shall be considered separately for each of these arrangements.

## Faculty

**Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(4):**

7. (a) Identify the faculty members with the primary responsibility for preparing professional educators in the program; and
   - (b) State their qualifications for their positions.

## Comments:
### Course of Study

Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(5):

8. Describe the course of study, including:

(a) the required courses;
(b) the State standards which each course addresses;
(c) related field experiences or clinical practices as applicable to specified courses; and
(d) the proportion of coursework offered by distance learning or video-conferencing technology.
(e) evidence of instruction relative to special education and reading, which shall meet the criteria set forth in Section 25.25(a)(1) of Part 25;
(f) and for English language learners, the criteria found in 23 Illinois Administrative Code, Part 24 (Standards for All Illinois Teachers).

### Field Experience and Clinical Practice

Per 23 Illinois Administrative Code, Part 25, Section 25.145(a)(6):

9. Describe the required field experience and clinical practice, in practicum courses including:

(a) criteria (e.g., what candidates are expected to know, understand, and be able to do because of the field experience or clinical practice);
(b) measures taken to ensure placements in diverse settings and with the diverse students; and
(c) the program requirements for faculty supervision of these experiences.

### Assessments

Per 23 Illinois Administrative Code, Part 25
Section 25.142 Assessment Requirements for Individual Programs
Section 25.142(a)(1-5) Teacher Preparation Programs
Section 25.145(a)(7) Approval of New Programs Within Recognized Institutions:

10. By selecting ‘YES’ the institution is ensuring that the applicable Assessment of Professional Teaching and the applicable content area test are key assessments for candidates in teacher preparation programs.

11. Please describe the key assessments and the specific standards addressed by each assessment that is used to comply with 23 Illinois Administrative Code, Part 25, Section 25.142(a)(1-5) required of candidates in the program including:

(a1) an additional content assessment focused on program standards
(a2) an assessment of candidates’ ability to plan instruction
(a3) an assessment of clinical practice
(a4) an assessment of candidates’ impact on students’ learning
(a5) an assessment of the candidates’ dispositions demonstrated, as described in the unit’s conceptual framework pursuant to 23 Illinois Administrative Code, Part 25, Section 25.145(a).

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| Coursework | Per 23 Illinois Administrative Code, Part 25, Section 25.115(e){1-4}: | Met | Not Met |
|---|---|---|
| 16. Please attach a matrix that explains how the program meets: |   |   |
| (a) The applicable content standards set forth at 23 Illinois Administrative Code, Part 21 (Standards for Endorsements in the Middle Grades). |   |   |
| (b) Describe how the program meets the Standards for All Illinois Teachers set forth in 23 Illinois Administrative Code, Part 24, by attaching the 2013 Illinois Professional Teaching Standards Matrix. |   |   |

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## Program Approval Requirements

### Standards for Endorsements in Middle Grades (Grades 5 – 8)

**23 Illinois Administrative Code, Part 21**

<table>
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<th>Per 23 Illinois Administrative Code, Part 21, Section 21.10(a)(3):</th>
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<td>19. By selecting ‘YES’ the institution ensures that on or before February 1, 2018, each middle grade program seeking approval shall work in consultation with one or more community colleges to ensure that articulation of coursework between the two institutions and as applicable, the alignment of community college coursework relevant to middle grades education to the standards set forth in this Part.</td>
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### Program Approval Requirements

**Endorsement for the Middle Grades (Grades 5-8)**

**23 Illinois Administrative Code, Part 25, Section 25.99**

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<td>20. By selecting ‘YES’ the institution 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.</td>
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<th>Per 23 Illinois Administrative Code, Part 25, Section 25.99(b)(2); (b)(2)(A); (b)(2)(B); (b)(2)(C); (b)(2)(D); and (b)(2)(E):</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. By selecting ‘YES’ the institution ensures that the specific middle grades content area of the endorsement, the description of the course of study required under (b)(1) of Section 25.99 includes the following:</td>
</tr>
<tr>
<td>• For middle grades math endorsement, 24 hours of math content, which shall include three hours of content specific methods focused on the middle grades [23 IAC 25.99 (b)(2)(A)]; or</td>
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<tr>
<td>• For the middle grades literacy endorsement, 24 hours of literacy content, which shall include three hours of content specific methods focused on the middle grades [23 IAC 25.99 (b)(2)(B)]; or</td>
</tr>
<tr>
<td>• For the middle grades 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 [23 IAC 25.99 (b)(2)(C)]; or</td>
</tr>
<tr>
<td>• For a middle grades social science endorsement, 24 hours of social science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas, in relation to Illinois, the United States and the world; history, geography, civics and government, and economics [23 IAC 25.99 (b)(2)(D)]; or</td>
</tr>
<tr>
<td>• For content areas other than those specified in this subsection (b) 24 hours of content specific to the endorsement sought, which shall include three hours of content-specific methods focused on the middle grades. [23 IAC 25.99 (b)(2)(E)]</td>
</tr>
</tbody>
</table>

### Comments:
For more information regarding Elementary and Middle Grades Educator Preparation Programs, or to request a copy of the review document, please contact:

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