New Teacher Leader Endorsement Program Proposal Format

The new program proposal format is to be used by institutions or not-for-profit entities submitting a new program proposal to the Illinois State Educator Preparation Licensure Board (SEPLB) and the State Board of Education for approval. The proposal must meet the requirements of the 23 Illinois Administrative Code, Part 25, Section 25.145, Approval of New Programs within Recognized Institutions.


Rule Update Notice: There are rules that are currently being amended and all program proposals shall meet the requirements set forth in the new rules.

Standards related to the content area of the proposed program must also be addressed. It is also important to review the 23 Illinois Administrative Code, Part 25, Section 25.142 Assessment Requirements for Individual Programs to make certain that the assessment information provided is comprehensive.

Instructions: Use this form for submission for a new program proposal. This format document is to be used when submitting program proposals for the Teacher Leader Endorsement Program. Please submit your program proposal electronically to your ISBE consultant: Emily Fox (efox@isbe.net), Jennifer Gross (jgross@isbe.net), Stephanie Robinson (strobins@isbe.net). Also email a copy to Henri Fonville at hfonvill@isbe.net.
**Contact Information**
Date of Submission to State Board of Education:

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<th>Name of Proposal Preparer:</th>
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<th>Name of Dean or Unit Head:</th>
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**Program Components**
Name of the Institution:

Name of the Education Unit:

Name of the Program:

Type of Program (i.e., traditional (face to face), blended (traditional and online), totally online, alternative route):

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

Name of the type of endorsement (i.e., teaching, administrative or school support personnel per the [23 Illinois Administrative Code, Part 25, Section 25.25](#)) and the field of specialization, if applicable; grade range and the degree to be granted:

Education level of candidates to be enrolled (i.e., Undergraduate, Graduate, Post Baccalaureate):

Projected Size of initial cohort:

**Conceptual Framework**
Per [23 Illinois Administrative Code Section, Part 25, 25.145 (a)(1)](#):

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

**Criteria**
Per [23 Illinois Administrative Code Section, Part 25, 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 that will be used for collecting, analyzing, summarizing, and using information from 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 the 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 the 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 position.

Course of Study
Per the 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.
Field Experience and Clinical Practice
Per the 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 experiences 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 the 23 Illinois Administrative Code, Part 25
Section 25.142 Assessment Requirements for Individual Programs
Section 25.142 (b) (1-5) Programs for Administrators and School Service Personnel
Section 25.145 (a) (7) Approval of New Programs Within Recognized Institutions

10. Please describe the key assessments and the specific standards addressed by each assessment that is used to comply with 23 Illinois Administrative Code Section, Part 25, 25.142 (b) (1-5) required of candidates in the program including:
    (10.1) an additional content assessment focused on program standards
    
    (10.2) an assessment of candidates’ ability to plan an appropriate environment
    
    (10.3) an assessment of clinical practice
    
    (10.4) an assessment of candidates’ impact on providing a supportive environment for students’ learning
    
    (10.5) an assessment of candidates’ dispositions demonstrated, as described in the unit’s conceptual framework submitted pursuant to 23 Illinois Administrative Code, Part 25, Section 25.145 (a).

Per the 23 Illinois Administrative Code, Part 25, Section 25.145 (a)(7)(B):

11. 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

March 2014
Per the **23 Illinois Administrative Code, Part 25, Section 25.145 (a)(7)(C):**

12. Discuss how the assessment data demonstrate candidates’ mastery of identified standards.

Per the **23 Illinois Administrative Code, Part 25, Section 25.145 (a) (9)**

13. Provide evidence of an ongoing need for individuals holding the type of endorsement to be awarded upon program completion, 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 specific to an 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 the **23 Illinois Administrative Code, Part 25, Section 25.115(e)(1-4):**

**(A) national content standards as set forth in the Teacher Leader Model Standards located at [http://www.teacherleaderstandards.org/index.php](http://www.teacherleaderstandards.org/index.php).**

**(B) state content standards as set forth in 23 Illinois Administrative Code, Part 25, Section 25.32 (d)**

(a) Leadership to address:
   (a1) knowledge of leadership frameworks and models of shared governance;
   (a2) understanding teacher evaluation models and training;
   (a3) ability to hold self and others accountable for results and
   (a4) ability to lead teams in setting goals and achieving results.

(b) Designing professional development to meet teaching and learning needs, to include:
   (b1) understanding, applying, and evaluating the specific needs of new teachers for induction and mentoring;
   (b2) ability to coach teachers and staff;
   (b3) ability to understand, apply, and evaluate models of effective professional development; and
(b4) ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers.

(c) Building school culture that focuses on student learning, to address:
   (c1) understanding diverse learners (including students with Individualized Education Programs, English language learners, students who are underrepresented in the school population, and at-risk students) and their families and communities;
   (c2) ability to analyze, interpret data around school culture, working and learning conditions, and climate and provide recommendations and action plans as needed;
   (c3) understanding the impact of instructional models and practices on improving learning, as well as the culture and climate of the school and
   (c4) ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555. Appendix A.

(d) Assessment: Using assessments to improve student learning and foster student achievement.

(e) Collaboration: Building collaboration with teachers and stakeholders

(C) Per 23 Illinois Administrative Code Part 25, Section 25.115(e)(1-4):
Describe how the program meets the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration posted at http://www.npbea.org/projects.php, if applicable (i.e., education leaders, director of special education, chief school business official, superintendents and other district leaders, teacher leaders, and mentors).