Alternative Licensure; How to Submit a New Program; Annual Reporting; New Superintendent Preparation Programs, and Title II
Alternative Certification

- 25.65 Alternative Certification
- 25.67 Alternative Route to Teacher Certification
- 25.442 Illinois Teacher Corps Program--Resident Teacher
Alternative Teacher Certification 105 ILCS 5/21-5b

- As of December 31, 2012, ISBE no longer accepts applications for the programs described in Section 25.65.
- **NEW** -- Per PA 98-603 candidates may have been admitted to such programs until 9/1/2014 and must complete the program by 1/1/2016 and be entitled on or before September 30, 2016.
- Must be provided by a recognized institution* that offers an approved program. *Institution is defined in IL Administrative Rules 25.115 as an Illinois institution of higher education, an out-of-state college or university of granted authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, or a not-for-profit educational entity subject to the General Not-For-Profit Corporation Act of 1986, or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983.
Alternative Certification

- Limited to 260 participants per year.
- A one-year non-renewable provisional alternative endorsement on an educator license with stipulations will be issued when the individual meets the following requirements:
  - Graduated from an accredited institution with a bachelor’s degree;
  - Employed for five years in an area requiring application of the individual’s experience (except Chicago);
  - Passed the IL test of Basic Skills (TAP) and content-area test(s);
  - Have completed Phase One of the Alternative Certification Program.
Alternative Certification

- **Phase One:** Successfully complete an intensive course of study in education theory, instructional methods, and practice teaching.
- **Phase Two:** Full-time teaching for one year on an educator license with stipulations endorsed for provisional alternative teaching.
- **Phase Three:** A comprehensive assessment of the participant’s teaching performance by school officials and partnership members, and recommendation for a professional educator license by the program sponsor.
As of July 1, 2013, a Professional Educator License will be issued upon completion of the three phases IF the individual meets the requirements for the license. Please review 105 ILCS 5/21B-20 NEW. Of particular note: individuals must have completed coursework in the psychology of, the identification of, and the *methods* of instruction for the exceptional child and coursework in both reading and reading in the content area.
Alternative Route to Teacher Certification 5/21-5c

- As of December 31, 2012, ISBE no longer accepts applications for the programs described in Section 25.67.

- **New.** Per PA 98-688, no one may be admitted to a preparation program under 21-5c after **September 1, 2014.**

- Individuals must complete all coursework prior to **September 1, 2016.**

- Entitlement for PEL must occur before **September 30, 2016.**
Alternative Route to Teacher Certification

- The program must be approved by a recognized institution with an approved program(s) per Section 25.67. The program must include the content and skills of the institution’s current program.

- A one year nonrenewable provisional alternative endorsement on an educator license with stipulations will be issued when the participant meets all of the following criteria:
  - Graduated from an accredited institution with a bachelor’s degree;
  - Employed for at least five years in an area requiring application of the participant’s education;
  - Passed the IL test of Basic Skills (TAP) and the content-area test(s).
Alternative Route to Teacher Certification

- **Phase One:** Successfully completed an intensive course of study in education theory, instructional methods, and practice teaching.
- **Phase Two:** Full-time teaching position for one school year on the provisional alternative teaching endorsement on the educator license with stipulations and the advice and assistance of a mentor teacher.
- **Phase Three:** A comprehensive assessment of the participant’s teaching performance by school officials and program participants and recommendation for certification by the higher education institution.
As of July 1, 2013, a Professional Educator License will be issued upon completion of the three phases IF the individual meets the requirements for the license. Please review 105 ILCS 5/21B-20 NEW. Of particular note: individuals must have completed coursework in the psychology of, the identification of, and the methods of instruction for the exceptional child and coursework in both reading and reading in the content area.
Illinois Teacher Corps Program: Resident Teacher

- **Alternative Certification 5/21-11.3 and 11.4**
  - The Resident Teacher Certification program may only be offered by a recognized institution that offers an approved Master’s in Education program in partnership with school district(s) to prepare resident teachers.
  - Institutions have been prohibited from admitting new candidates to such programs since 9/1/2011.
  - Such programs are designed to ensure resident teachers have the opportunity to earn a Professional Educator License within three summers and two academic years. Resident teachers serve in a public school for four years on the resident teacher endorsement on the educator license with stipulations.
Resident Teacher

- A Resident Teacher endorsement on an educator license with stipulations is valid for four years of employment in a public school will be issued when the individual meets the following criteria:
  - Graduated from a regionally accredited institution with a bachelor’s degree with a 3.0 GPA on a 4.0 scale;
  - Document five years of professional work experience in the area the applicant wishes to teach or a one year teacher preparation internship in a school district (see parameters in 25.442);
  - Passed the IL test of Basic Skills and the content-area test;
  - Enrolled in a Master’s of Education program approved by the ISBE;
  - Completed a six-week summer intensive teacher preparation course which is the first component of the master’s degree program.
• The resident teacher must then complete the program requirements which include being mentored by a licensed teacher assigned by the school district.

• The resident teacher must document the following:
  ○ Teacher preparation coursework leading to a Master’s of Education degree; and
  ○ Pass the Assessment of Professional Teaching (APT)
Resident Teacher

- Resident teacher endorsements are only valid through June 30, 2017.

- Individuals completing all requirements (including a Master’s Degree in Education) on or after July 1, 2013, will be issued a Professional Educator License providing they completed the three phases and meet the requirements for the license. Please review 105 ILCS 5/21B-20 NEW. Of particular note: individuals must have completed coursework in the psychology of, the identification of, and the methods of instruction for the exceptional child and coursework in both reading and reading in the content area.
• The following slides apply to all programs initiated under 105 ILCS 5/21B-50 NEW.
• 105 ILCS 5/21B-50 NEW

The Alternative Educator License Program for Teaching may be offered by a recognized institution approved to offer educator preparation programs.

• Programs must be presented to and approved by the SEPLB prior to implementation.
  ○ For technical assistance in the development of your proposal, please contact Jennifer Gross at jgross@isbe.net.

• Any program offered by a not-for-profit entity must also be approved by the Board of Higher Education.

• Candidates will be held to the new requirements once admitted to the approved program.
The program is comprised of four phases:

- A course of study that includes instructional planning; instructional strategies, including special education, reading, and English language learning; and the assessment of students and use of data to drive instruction.

- A year of residency, which is a candidate’s assignment to a full-time teaching position or as a co-teacher for one full school year. Includes an assigned mentor.
  - An individual must hold an Educator License with Stipulations with an alternative provisional endorsement in order to enter the residency and must complete additional program requirements that address required standards, pass the Teacher Performance Assessment (TPA) prior to the second year of the residency*, pass the assessment of professional teaching (APT) before entering the second year of residency, and be recommended by the principal and program coordinator to continue with year two of the residency.
    - *Candidates beginning their second year of residency during the 2015-16 school year will be required to pass the edTPA during that year.
First year residency (continued). The licensed mentor must meet the following requirements:

- Holds a PEL and is employed by the school district in which the candidate is serving the residency;
- Has 5 years of full-time teaching experience in the past 10 years; and
- Has achieved a performance evaluation of proficient or higher in his or her two most recent evaluations.

A second year of residency which will include the candidate’s assignment to a full-time teaching position for one school year. The candidate must be assigned to an experienced teacher to act as a mentor and coach the candidate through the second year.

A comprehensive assessment of the candidate’s teaching effectiveness, as evaluated by the principal and program coordinator, at the second year of residency.
Comprehensive assessment continued:

- If there is disagreement between the two evaluators about the candidate’s teaching effectiveness, the candidate may complete one additional year of residency teaching under a professional development plan developed by the principal and preparation program. At the completion of the third year, a candidate must have positive evaluations and a recommendation for full licensure from both the principal and the program coordinator or no Professional License will be issued.

- Successful completion of the program will satisfy any other practice or student teaching and content matter requirements established by law and the individual will be eligible to receive a Professional Educator License.
Valid for two years of teaching but may be renewed for a third year to complete phase 4.

This endorsement will be issued only once to an individual.

The institution offering the program must partner with a school district or a State-recognized non-public school.

The program must demonstrate that supports—such as mentoring—are being provided during the residency period.
The endorsement may only be issued when the following requirements have been met:

- Graduated from a regionally accredited institution with a bachelor’s degree or higher;
- Document a cumulative GPA of 3.0 or greater on a 4.0 scale or the equivalent on another scale;
- Have completed a major in the content area if seeking a middle or secondary level endorsement, OR if seeking an early childhood, elementary, or special education endorsement has completed a major in the content area of reading, English/language arts, Mathematics, or Science.
(continued)

- If the individual does not have a major in one of the listed content areas, transcripts will be submitted to ISBE.
- Successfully completed a course of study that, at minimum, includes instructional planning; instructional strategies, including special education, reading; and English language learning; classroom management; and the assessment of students and use of data to drive instructions; AND
- Passes a test of basic skills and content-area test required for the specific endorsement.
- As of July 1, 2013, a Professional Educator License will be issued upon completion of the second year of internship IF the individual meets the requirements for the license. Please review 105 ILCS 5/21B-20 NEW. Of particular note: individuals must have completed coursework in the psychology of, the identification of, and the methods of instruction for the exceptional child and coursework in both reading and reading in the content area.
The State Educator Preparation and Licensure Board (SEPLB) may approve an alternative route to the superintendent’s endorsement on a Professional Educator License. There must be three phases to such a program:

- A course of study offered on an intensive basis in education management, governance, organization, and instructional and district planning;
- Assignment to a full-time position for one year as a Superintendent.
- A comprehensive assessment of the person’s performance by school officials and a recommendation by the State Superintendent that the credential be issued.
• An individual must pass the TAP (or have passed the Basic Skills).

• To serve as Superintendent under phase 2, an individual must hold a provisional superintendent endorsement on an Educator License with Stipulations. This license is valid for one year of serving as Superintendent.
The following requirements must be met to receive the provisional superintendent endorsement on an Educator License with Stipulations:

- Hold a master’s degree or higher in a management field other than education from a regionally accredited institution;
- Have been employed as a manager for five years in a field other than education;
- Successfully completed phase 1 of this program; and
- Have passed the content-area exam.
The following procedures apply to initial approval of educator preparation programs within already recognized institution per Section 25.145 Approval of New Programs Within Recognized Institutions

- A program proposal meeting the requirements set forth in 25.145 must demonstrate how the applicable professional education and content-area standards are being met by each proposed program.

  1) A description of the program’s alignment with the unit’s conceptual framework.
2) A description of the criteria for admission to, retention in, and exit from the program, including the required GPA and minimum grade requirements. Information concerning how the program’s key assessments are derived from the unit’s assessment system. (25.140)

3) A description of how data about program candidates and completers will be used as part of the assessment system.

4) A description of program faculty members qualifications for their positions.

5) A description of the course of study, including required courses, State and National standards being addressed, related field experiences or clinical practices, and percentage of coursework offered online.

6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and program’s requirements for faculty supervision of these experiences.
7) A description of the key assessments required of candidates per 25.142.

   A. the specific standards described in Section 25.145(a)(1) through (5) *Teacher Preparation Programs*, or in Section 25.145(b)(1) through (5) *Programs for Administrators and School Support Personnel*.

   B. a summary of findings based on data from all the assessments described above, as well as from the applicable content-area test identified in Section 25.710, and from the APT, if applicable.

   C. a discussion of how the assessment data demonstrates candidates’ mastery of the identified standards.

8) A description of information related to two or three additional assessments that address relevant standards, if unit desires to include this information.

9) A description of the need for this type of endorsement, including evidence of a shortage of these types of educators.
After consideration of the proposal, the SEPLB shall convey to the State Superintendent its recommendation that the State Board of Education:

1) Approve the proposed educator preparation program(s), thereby authorizing the unit to conduct the program(s) and to recommend candidates for licensure by entitlement; or

2) Deny approval of the proposed program(s), thereby prohibiting the conduct of the affected program(s).

Actions following upon the recommendation of the SEPLB to the State Superintendent of Education shall be as described in Section 25.160.
The following procedures apply to the submission, by the recognized educational unit, of a separate annual program report for each approved program per 23 IAC Section 25.115(h).

- An Annual Program Report, in a format defined by the State Superintendent of Education, must be submitted to the State Superintendent no sooner than October 1 and no later than November 30, and shall:

  1) Update any information previously provided;
2) Summarize data about the program’s overall structure, faculty, and candidates, and the results of various assessments:

A. If, in each of the three preceding years, a minimum of 80% of the teacher preparation program completers have passed the content-area test and APT, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers (23 IAC Section 24);

B. If, in each of the three preceding years, a minimum of 80% of the administrative endorsement completers have passed the applicable content-area tests, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers or the Educational Leadership Policy Standards (ISLLC 2008), as applicable;
c. Beginning with reports submitted in October 2016, if at least 80% of candidates during their student teaching experience pass the edTPA, the institution shall be deemed to be adequately addressing the standards set forth in 23 IAC Section 25.115(e).

3) as relevant, report on all approved alternative licensure programs under Sections 25.65 and 25.67 (through Dec. 31, 2014) or Section 25.60 (beginning Jan. 1, 2014), and Section 25.311 (beginning Jan. 1, 2013).
New Superintendent Programs

ILLINOIS ADMINISTRATIVE RULES PART 33
No later than September 1, 2019, all programs for the preparation of superintendents shall meet the requirements set forth in Part 33.

Beginning September 1, 2016, institutions or not-for-profit entities may admit new candidates only to superintendent preparation programs that have been approved under this Part.
Jointly established by one or more institutions or not-for-profit entities in partnership with one or more public school districts and in consultation with one or more professional organizations that represent school administrators, school boards, chief school business officials, or regional superintendents of education.

Each program shall meet the Educational Leadership Standards: 2011 ELCC District Level published by the National Policy Board for Educational Administration. No later amendments to these standards are incorporated by this Part.
The responsibility and roles of each partner in the design, implementation and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:

- The process and responsibilities of each partner for the selection and assessment of candidates;
- The establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;
- The development and implementation of a training program for internship supervisors and faculty supervisors that supports candidates’ progress during their internships in participating and demonstrating leadership;
- Names and locations of non-partnering school districts, where the internship and any field experiences may occur, including the roles and responsibilities of the participating districts and the provider; and
- The process to evaluate the program at least annually, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.
Each program shall include curricula that address student learning, school improvement, and system management, and focus on:

- Support of rigorous standards for all students (e.g. students with disabilities, English language learners, gifted students, students in early childhood programs) and high quality accountability systems that promote increasing student achievement and improving results.
- The efficient use of district or school resources (e.g. human, fiscal, technological) and the importance of maintaining a safe, healthy and productive environment;
- Understanding the knowledge, skills, and responsibilities of high-quality professional staff, as articulated in standards governing the receipt of educator licensure listed at 23 Ill. Code 25.111(e)(1) (Recognition of Institutions and Educational Units, and Approval of Programs);
- Collaborative relationships with all members of the school community (e.g. parents, school board members, local school councils or other governing councils, community partners).
Internship Requirements 33.40

The internship portion of the program shall be conducted at one or more public school districts so as to enable the candidate to be exposed to and to participate in a variety of educational leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g. parents, school board members, local school councils or other governing councils, and community partners).
Please refer to both sections for very specific internship requirements and the requirements for the assessment of the internship experience.
Coursework Requirements 33.50

- State and federal laws, regulations and case law affecting Illinois public schools;
- State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners;
- Use of technology for effective teaching and learning and administrative needs;
- Use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure, monitor the effectiveness of instruction proposed for the students identified as at risk; and modify instruction as needed to meet the needs of each student;
- Identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate; and
- The process to be used to evaluate licensed staff in accordance with the provisions of Section 24A-3 of the School Code.
Candidate Selection 33.60

- Candidates admitted to a program for superintendent preparation shall be selected through an in-person interview and must meet the following requirements:
  - Hold a valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official or director of special education, and have a minimum of two year’s full-time experience on that license (or comparable license if from out-of-state).
  - Passed the TAP (if not passed previously for an Illinois license).
  - Submit a portfolio that meets the requirements stated in 33.60.
  - Participate in a face-to-face interview with no fewer than two of the program’s full-time faculty.
A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.145 (Approval of New Programs Within Recognized Institutions).

Please review 33.70(b) to note the additional requirements for submission of a preparation program for superintendents.
A request for program approval shall be submitted to the State Superintendent for consideration. The State Superintendent shall provide a complete request to the Superintendent Preparation Review Panel for its review and recommendation as to whether the program should be approved. The panel, to be appointed by the Superintendent will include specific members outlined in 33.70 (c).

The Superintendent Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days after receipt. Based upon its review, the Panel may issue a recommendation to the State Educator Preparation and Licensure Board (SEPLB) to approve or deny the request.
Section 33 Appendix A

• Competencies of Superintendents
  ○ A list of the Standards and Competencies aligned to the Standards.
The superintendent preparation program shall use each of the assessments listed in this Appendix B to determine the candidate’s achievement of the competencies outlined in Appendix A for each standard element of Standard 2: Curriculum, Instruction and Assessment.
INSTITUTIONS WITH TEACHER PREPARATION PROGRAMS ARE REQUIRED TO REPORT PASS RATES AND OTHER PROGRAM CHARACTERISTICS TO THE STATE, WHICH SUBMITS THIS DATA AND INFORMATION TO THE U.S. DEPARTMENT OF EDUCATION.

THE SECRETARY OF EDUCATION PREPARES AN ANNUAL REPORT FOR CONGRESS AND THE PUBLIC ON THE PREPARATION OF TEACHERS.
Each institution will submit its report in late April using a secure portal on the title2.ed.gov website. Westat, as a contractor for the U.S. Department of Education, provides webinars and trainings each spring for institutional Title II coordinators. Past webinars/trainings can be found at https://title2.ed.gov/Public/Webinars.aspx Westat also provides technical assistance to institutions. A Quick Start Guide to the Institution and Program Report Card Reporting System can be found at https://title2.ed.gov/Public/TA.aspx
Thank you for attending the Fall 2014 Licensure Officer Training. We hope that the training has equipped you with the knowledge necessary to perform the very important duties of a Licensure Officer.

Please submit your attendance verification form to Linda Jamali no later than November 7, 2014. You may email the form to ljamali@isbe.net.

Please contact your liaison when questions arise.

Best wishes for a successful semester!