

Teacher Education Program Handbook

Elementary, Secondary, and Foreign Language

*Teachers Scholars for
Social Justice*

EDUCATIONAL STUDIES DEPARTMENT

August 2009 Edition

Study this handbook carefully, but remember that the Educational Studies department reserves the right to implement program changes not included in this edition of the handbook in response to changes implemented by the Illinois State Board of Education. It is your responsibility to be aware of all requirements, procedures and policies pertaining to the Teacher Education Program (TEP) and your disciplinary major. Any questions can be directed to your major advisor and/or the Director of Teacher Education.

Table of Contents

Who We Are	3
Educational Studies Department	3
Student Organizations	3
Teacher Education Committee	4
Teacher Advisory Council.....	4
Promise and Potential Partners	4
Teacher Education Mission and Vision	5
Dispositions of Teacher-Scholars for Social Justice	6
IWU Teacher Certification Programs	7
State of Illinois Teacher Certification Requirements	7
Standards for all Teachers	7
Examination Requirements	8
Admission to the IWU Teacher Education Program	9
Phases and Requirements	9
Ongoing Student Status Review	10
Student Appeal Procedures	11
General Education Courses in Social Justice.....	12
Certification Course Requirements	15
Elementary Education.....	17
Middle School Endorsement Option	18
Secondary and Foreign Language Professional Education Requirements.....	21
English Language Arts Major Course Requirements	23
Foreign Language Requirements	25
French Major Course Requirements	25
Spanish Major Course Requirements	26
Mathematics Major Course Requirements.....	27
Natural Science Core Requirements	29
Biology Major Course Requirements.....	31
Chemistry Major Course Requirements	33
Physics Major Course Requirements.....	35
Social Science: History Major Course Requirements	37
Field Experience Requirements	41
Student Teaching	45
Teacher Inquiry Project.....	47
Senior Portfolio Requirement.....	49
Certification and Entitlement	51
Placement	51
Advising	53
Program Check Sheet	55

WHO WE ARE

Educational Studies Department

Pat Wilson	Acting Chair and Director of Teacher Education	CLA 116	556-3098	pwilson@iwu.edu
Irv Epstein	Professor and Associate Dean of the Faculty	Mellon Ctr 5	556-3760	iepstein@iwu.edu
Ana Floriani	Associate Professor	CLA 145	556-3105	aflorian@iwu.edu
Pennie Gray	Visiting Instructor	CLA 118	556-3446	pgray1@iwu.edu
Amy Jacobi	Field Placement Coordinator & Instructor	CLA 143	556-3926	ajacobi@iwu.edu
Robin Leavitt	Professor	CLA 147	556-3504	rleavitt@iwu.edu
Leah Nillas	Assistant Professor	CLA 114	556-3437	lnillas@iwu.edu
Kelly Lawton	Operations and Certification Coordinator	CLA 146	556-3027	klawton@iwu.edu

Adjunct Faculty

Jennifer Crider	CLA 144	556-3013	jcriders@iwu.edu
Tracy Freeman	NCWHS		FREEMAT@unit5.org
Dan Kuglich	CLA 144	556-3040	dkuglich@iwu.edu
Dorothy Strickler	CLA 144	556-3040	dstrickler@hotmail.com

Student Organizations

Kappa Delta Pi (KDP) is the national honorary society for juniors and seniors in the Teacher Education Program. Members elected to the chapter exhibit promise in the teaching profession and have achieved distinction in Educational Studies maintaining a cumulative grade point average of 3.6 or higher. Membership is lifetime and members of the society are eligible to participate in workshops, scholarship and award programs. Members also receive publications updating members on education-related issues.

For more information about KDP, see: <http://www.iwu.edu/edstudies/> or the national website: <http://www.kdp.org/>. If you have questions contact a KDP officer or the KDP faculty advisor, Pat Wilson, pwilson@iwu.edu.

2009-2010 KDP Officers

President: Christine Szukalla

Vice President: Emily Houk

Secretary: Amy Marie VanDerVoorn

Treasurer: Elizabeth Sinclair

The Student Education Association (SEA) is the professional education organization affiliated with the National Education Association (NEA). The SEA offers opportunities for students interested in education to become involved in local activities and to learn more about working with children and schools. See <http://www.iwu.edu/edstudies/>, or the NEA web site (<http://www.nea.org>) for more information. If you have questions contact Ana Floriani, aflorian@iwu.edu, the SEA faculty advisor.

Teacher Education Committee

The Teacher Education Committee (TEC) consults with the Educational Studies Department regarding Teacher Education Program policies, requirements, procedures, curriculum, student admission and petitions, and program assessment. The TEC is comprised of faculty representatives from the departments of English, Hispanic Studies, Modern and Classical Languages, History, Mathematics, Biology, Chemistry, Physics, Educational Studies and the School of Music. In addition, three students representing the various programs serve as representatives on the TEC.

2009-2010 members of Teacher Education Committee

Pat Wilson, Acting Chair and Director of Teacher Education (convener)	
Dave Bollivar, Biology	Robin Leavitt, Educational Studies
Ana Floriani, Educational Studies	Tom Lutze, History
Linda French, Physics (fall 2009)	Jim Matthews, French
Christina Isabelli, Hispanic Studies	Leah Nillas, Educational Studies
Narendra Jaggi, Physics (spring 2010)	Jim Plath, English
Melvyn Jeter, Mathematics	Rebecca Roesner, Chemistry
Shela Koehler, Music Education	Student Representatives, TBA

Teacher Advisory Council

The Teacher Advisory Council is comprised of local elementary, secondary, and music teachers from area schools. The Council advises the Educational Studies Department regarding TEP policies and procedures, curriculum, field experience, and program assessment.

2009-2010 members of the Teacher Advisory Council

Tracy Freeman, Normal Community West High School	Karen Ritacco, Sheridan Elementary School
Dennis Morrissey, Bloomington High School	Mary Sutter, Bloomington High School
Nancy Powell, Bloomington High School	

Promise and Potential Partners

Mary Aplington, Bloomington Junior High	Michelle Nauman, Bloomington Junior High
Diane Galluci, Bloomington Junior High	Jessie Nicoson, Bloomington Junior High
Suzie Hutton, Bloomington Junior High	Nancy Pichla, Bloomington Junior High

TEACHER EDUCATION MISSION AND VISION

(February 2008)

Teacher-Scholars for Social Justice¹

At Illinois Wesleyan University, professional teacher education is grounded in the liberal arts and social justice mission of the University. Studies in the liberal arts, sciences, and humanities bring historical, philosophical, social and cultural context to the educative endeavor. The teacher's challenge requires the same spirit of inquiry, creativity of thought, skillful communication, and strength of character expressed in the university mission. As we educate future teachers, we aim to enable them to think critically and creatively about the processes and prospects of education, the place of education and the role of the teacher in a diverse and democratic society.

In particular, our mission is to educate candidates who are committed to social justice in their classrooms and schools so that the democratic ideals of equity and opportunity are realized for all students. This mission, in turn, necessitates that the university's commitment to diversity be embraced by teacher educators and future teachers alike. Given that the student population is becoming increasingly diverse while teachers remain overwhelmingly white, female, and middle class, teachers are challenged to work with students from a wide range of cultural, ethnic, and linguistic origins, abilities, and socio-economic backgrounds.

Thus, we strive to prepare teachers who understand, appreciate, and are responsive to students from diverse backgrounds, and who have the knowledge, skills and dispositions to foster learning among all children regardless of culture, race, ethnicity, language, class, gender and/or ability. We hold to a vision of teachers committed to making a meaningful difference in the lives of *all* students, teachers who will inspire among their students a passion for learning and acting in the world, and insodoing, who will transform the educational landscape. This is our vision of teacher-scholars committed to social justice.

¹ Note: This is a working document subject to some revision, but the theme and essence of the mission as written was adopted by the Educational Studies department in February 2008, and applies to elementary, secondary, and foreign language candidates in the graduating class of 2011 and thereafter.

Dispositions of Teacher-Scholars for Social Justice

(All IWU teacher candidates are expected to develop and demonstrate these dispositions.)

Reflection

Scholarly reflection involves asking questions, rethinking what one knows, posing problems, and generating possible solutions. It requires self knowledge. Collaborative reflection engages candidates in inquiry communities with their peers, their mentors, and their students. We expect candidates to re-examine their assumptions about learning and teaching, to be open to new ideas, to take seriously the tasks of self-assessment in considering how one engages all students in learning, and to engage in perspective taking to understand the experiences of students different from themselves. Teaching for social justice necessarily requires reflection about the educational implications of students' culture, race, ethnicity, class, language, and ability. Teacher scholars reflect upon their disciplinary knowledge and how to bring that knowledge to life for the students they teach. They examine their own practices as well as institutional practices with respect to creating inclusive, democratic classrooms.

Resourcefulness

Inquiring into one's students, one's discipline, one's teaching practices, and institutional practices while addressing the imperatives of social justice requires initiative, artistry, and creativity on the part of teachers. Resourcefulness requires a commitment to ongoing learning, the ability to draw from theory, research, and disciplinary knowledge when developing curriculum and pedagogy responsive to culture, race, ethnicity, class, language and ability. Resourcefulness involves searching for and modifying meaningful curricular materials, engaging teaching technologies, collaborating with specialists, colleagues, families and community members to meet the learning needs of their students.

Responsiveness

Inquiring into and reflecting upon the problems and prospects of schooling is not sufficient by itself if one is to adopt a commitment to teaching for social justice. One must engage in praxis. The concept of praxis comes to life in the myriad ways in which candidates respond to the lived realities of students in their classrooms. Responsiveness is required to develop authentic, reciprocal, and empowering relationships with students and their families and to develop multicultural, inclusive and democratic pedagogies. In turn, responsiveness requires an emotional capacity to enter into learning and teaching relationships, to appreciate and respect student and family diversity, and to willingly engage in collaboration with their colleagues and students' families to meet students' needs. Responsiveness demands genuine care, and concern for all students' well-being and academic success. It includes taking time to know one's students and to thoughtfully create supportive learning environments. Responsiveness involves establishing caring, inclusive, inspiring and safe learning communities in which all students feel they belong. All of this in turn requires candidates to be reflective and resourceful; thus these three themes are integrally intertwined.

IWU Teacher Certification Programs

Illinois Wesleyan University is accredited by the Illinois State Board of Education (ISBE) for the undergraduate preparation of teachers in the following certification programs:

- Elementary Education (K – 9)
- Secondary Mathematics (6 – 12)
- Secondary Science (6 – 12)
 - Biology designation
 - Chemistry designation
 - Physics designation
- Secondary Social Science (6 – 12)
 - History designation
- Secondary English Language Arts (6 – 12)
- Foreign Language (K – 12)
 - French
 - Spanish

- Music Education (K – 12) (see separate handbook)

Professional education coursework for a middle school endorsement (required to teach subject specific grades 5-8) is offered for elementary and secondary certification candidates.

State of Illinois Teacher Certification Requirements

Standards for all Teachers

Teacher Certification in Illinois is governed by the requirements of the Illinois State Board of Education. This includes requirements for state certification tests, and the knowledge and performance standards required of all teacher certification candidates. Every Illinois Wesleyan University candidate must meet the standards outlined for all Illinois teachers:

- Illinois Professional Teaching Standards
- Language Arts Standards for all Illinois Teachers
- Technology Standards for all Illinois Teachers
- Content Area Standards (specific to discipline)

All candidates in the Teacher Education Program are required to demonstrate proficiency in professional teaching, language arts, and technology standards. The Educational Studies faculty incorporate technology education and related assignments in professional education courses. Candidates must provide evidence of mastering professional teaching, language arts, and technological standards in their senior portfolio. Education 271, *Teaching and Learning with Technology*, is strongly recommended to enhance candidates' knowledge and skills in educational technology.

In addition, each candidate must meet the content area standards for certification in your specific teaching field (elementary, secondary disciplines, or foreign language). For more information on ISBE standards for teachers, refer to the Division of Professional Preparation and Recruitment website at <http://isbe.net/profprep/pcstandardrules.htm>.

Examination Requirements

The Illinois State Board of Education (ISBE) requires all teacher certification candidates to pass the (1) Basic Skills, (2) Content Area, and (3) Assessment of Professional Teaching exam. The exams, which are administered at specific times over the year, must be registered for in advance. Visit the ICTS website, www.icts.nesinc.com/ for test dates, study guides, and registration.

Exam Requirements by Program

Elementary	Exam	When
	Basic Skills (096)	Prior to formal admission to TEP. (February, sophomore year).
	Content Test (110)	Prior to student teaching (by April 30)
	APT Grades K-9 (102)	After student teaching (February or March) and before recommendation for certification.

Secondary	Exam	When
	Basic Skills (096)	Prior to formal admission to TEP (February, sophomore year).
	Content Test	Prior to student teaching (by April 30).
	<ul style="list-style-type: none">• Biology (105)• Chemistry (106)• English (111)• History (114)• Mathematics (115)• Physics (116)	
	APT: Grades 6-12 (103)	After student teaching (February or March) and before recommendation for certification.

Foreign Language K-12	Exam	When
	Basic Skills (096)	Prior to formal admission to TEP (February, sophomore year).
	Content Test	Prior to student teaching (by April 30).
	<ul style="list-style-type: none">• French (127)• Spanish (135)	
	APT: Grades K-12 (104)	After student teaching (February or March), and before recommendation for certification.

Content area exams for additional subject endorsements may be taken spring semester senior year, after student teaching.

ADMISSION TO THE IWU TEACHER EDUCATION PROGRAM

Elementary, Secondary, and Foreign Language Certification Candidates

Phases and Requirements

I. Enrollment in Educational Studies Courses

Any student in “good standing” at IWU may enroll in *Education and Social Justice* (Educ 225) or *Studying Children and Adolescents* (Educ 255). (Note Educ 225 is a prerequisite to Educ 255).

First and second year students may submit a declaration of major form to the Registrar’s office once you decide to apply to the Teacher Education Program (TEP), regardless of program acceptance status.

- Elementary education candidates declare a major in Educational Studies.
- Secondary education candidates declare a major in your subject area, **AND** a concentration in secondary education.
- Foreign Language candidates declare a major in your subject area, **AND** a concentration in K-12.

Notify the Educational Studies office, klawton@iwu.edu, if you are interested in teacher education and want to be added to our email list.

II. Acceptance into the Teacher Education Program (TEP)

Acceptance to the TEP is a *prerequisite* for enrollment in upper level professional education curriculum courses (303, 305, 315, 325, 335, 360, 362). *Acceptance is not required for elective courses.*

Candidates submit the program application and essay in April of the sophomore year, or after you complete Educ 225 and 255. Applications are on-line: <http://www2.iwu.edu/edstudies/Forms/index.shtml>.

Requirements:

- Completed essay and application, including signature indicating you have read and understood this *Teacher Education Handbook*.
- Passing score on the ISBE Basic Skills Test. For registration see <http://www.icts.nesinc.com/>.
- Minimum cumulative grade point average of 2.75.
- Minimum professional education grade point average of 2.75 (includes Ed 225 and Ed 255), (no D’s).
- Minimum major grade point average of 2.75 (secondary and foreign language students).
- Completion of four courses in selected major (secondary and foreign language).
- Satisfactory field performance in 200 level education courses.
- All candidates for acceptance to the TEP must
 - demonstrate professional dispositions and sound physical, psychological and emotional health, and
 - be free of specified felony convictions. (Illinois law does not allow a school board to employ anyone who has been convicted of committing or attempting to commit certain felonies, which include drug and sex related matters.)
- Students on academic probation will not be admitted.

Teacher Education Committee approval is required only for borderline or other questionable applications. In those cases, your application will be reviewed by a subcommittee of the TEC, who will make a recommendation to the committee as a whole.

III. Declaration of Intent to Student Teach (October 1st, junior year)

- Permits enrollment in upper level professional education curriculum courses (303, 305, 315, 325, 335, 360, 362) and their concurrent field placements.

Requirements:

- Satisfactory Intent to Student Teach form and essay (<http://www2.iwu.edu/edstudies/Forms/index.shtml>).
- Satisfactory field evaluations from all professional education courses.
- Satisfactory review of progress toward criteria for acceptance to student teaching.

IV. Acceptance for Student Teaching (May, junior year)

- A minimum of 100 hours of documented, supervised and satisfactory field experience.
- Successful completion of upper level curriculum and instruction courses.
- Demonstrated dispositions of reflection, resourcefulness, and responsiveness.
- Minimum cumulative grade point average of 3.0.
- Minimum professional education grade point average of 3.0 (includes 225, 255, and 303, 305, 315, 325, 335, or 360, 362), and no D's.
- Minimum major grade point average of 3.0 (secondary and foreign language).
- Verification of negative TB test by April 20, junior year.
- Major advisor/department recommendation.
- No incomplete grades (except 9th semester graduates who have an incomplete in Educ 498).
- Passing score on the ISBE Content Area Test no later than April 30 prior to student teaching.

Teacher Education Committee (TEC) approval is required only for questionable cases and student petitions. See "Ongoing Status Review" below.

V. Recommendation for Certification (May or December following senior year)

- Completion of student teaching with no less than a B-
- Successful completion of *Issues in Educational Inquiry* (Educ 498).
- Minimum Senior Portfolio grade of C.
- Cooperating teacher recommendation.
- IWU Supervisor recommendation.
- IWU seminar professor recommendation.
- Completion of ISBE certification and IWU graduation requirements.

Ongoing Student Status Review

A student may be dropped from the Teacher Education Program without qualification, if:

- Your gpa drops below the specified levels during any phase of the program; or
- You fail to demonstrate expected professional behavior and dispositions in the field; or
- Other circumstances occur which would make you uncertifiable.

The Educational Studies Department or the Teacher Education Committee also may decide, upon review of your case, to grant the candidate conditional or probationary status, and develop a specific remedial plan.

Student Appeal Procedures

Candidates wishing to appeal decisions regarding admission, retention, field placement, and certification, or who have other grievances relating to the Teacher Education Program should first meet with the Chair of the Educational Studies Department to discuss the grievance.

You may submit a written petition outlining the reasons for appealing any admission, retention, or certification decision of the Educational Studies Department to a subcommittee of the Teacher Education Committee (via the Educational Studies department chair). It is the student's responsibility to make a compelling case. The subcommittee may ask you to respond to questions before the committee. The subcommittee's determination is communicated in a letter from the department chair.

To act for the Teacher Education Committee under extenuating circumstances, a subcommittee consisting of the University Supervisor and/or major Department Chair, Associate Provost, and Chair of the Educational Studies Department will be called to review student petitions and student status.

Students have the right to appeal any Teacher Education Committee decision by appealing to the Student Academic Appeals Committee. This procedure is explained in the IWU Student Handbook.

General Education Courses in Social Justice for Teacher Education Candidates

General education requirements for elementary, secondary, and K-12 foreign language certification candidates are the same as those outlined for all students in the College of Liberal Arts, with one exception: Elementary certification candidate majors generally take Math 105 and 106, *Mathematical Concepts for Elementary Teachers* to meet the formal reasoning requirement. Candidates competent in calculus and who perform well in one of the calculus sequences in mathematics may be exempt from Math 105 and 106 upon consultation with your advisor.

In addition to selecting general education and elective courses which emphasize social justice issues (see below), **elementary certification candidates are strongly encouraged** to obtain disciplinary breadth with respect to the required ISBE content area standards (social science, English language arts, fine arts, natural science, and mathematics). Your content knowledge across these disciplines will be tested by ISBE and you are required to demonstrate your content knowledge in your senior portfolio.

All candidates are strongly advised to take a minimum of four courses in general education that address the teacher education mission, *Teacher Scholars for Social Justice*. The table below is an incomplete list of recommended courses.

Course	Art	AV	CSI	CHC	IT	Lit	LSL	LSI	PSL	PSI	W	US	GL
AMST 280				X								X	
ANTH 252			X										X
ANTH 330													X
ANTH 360					X							X	
BIO 110								X					
BIO/ENST 120								X					
CHEM /ENST 130										X			
CHEM / ES 135									X				
ECON 230												X	
EDUC 370 Songs of Struggle / Joy				X								X	
EDUC 370 The Right to Learn				X								X	
EDUC 370 Street Children in Film	X												
ENGL 170 Third World Women						X							
ENGL 259						X						X	
ENST 100		X											
ENST 132										X			
ENST/HIST 248				X								X	
ENST /PSCI 360			X								X		X
ENST / PSCI 261		X											
ENST 270								X					
ENST / PSCI 361													X
ENST /PSCI 365		X											
Health 350		X											
HIST 240				X								X	
HIST 241				X								X	
HIST 242, 244, 249, 342, 243, 244				X								X	

Course	Art	AV	CSI	CHC	IT	Lit	LSL	LSI	PSL	PSI	W	US	GL
INST 222/322		X											
IS 240													X
IS /Educ 373													X
PHIL 214		X											
PHIL 300		X									X		
PHIL 302		X											
PHYS 239										X			X
PSCI 104		X											
PSCI 301												X	
PSCI 308													
PSYC 304												X	
PSYC 232/332		X											
PSYC 303												X	
SOC 120			X										
SOC 122		X											
SOC 222, 230			X									X	
SPAN 240											X	X	
WS 101			X									X	

Additional courses may be approved; consult with your advisor regarding options.

CERTIFICATION COURSE REQUIREMENTS

Elementary (K-9)	p. 17
Middle School Endorsement	p. 18
Secondary (6-12) and Foreign Language Professional Education	p. 21
English Language Arts Major Requirements	p. 23
Foreign Language: French and Spanish Major Requirements	p. 25
Mathematics Major Requirements	p. 27
Natural Science Major Requirements	p. 29
Biology Major Requirements	p. 31
Chemistry Major Requirements	p. 33
Physics Major Requirements	p. 35
Social Science/History Major Requirements	p. 37

The Educational Studies curriculum was revised in the spring of 2009. Those students who are not late applicants or on conditional status who are caught in any curriculum transition that may affect their graduation timeline will be accommodated. Please speak with your advisor regarding any necessary accommodations.

ELEMENTARY EDUCATION

Certification Course Requirements

Elementary certification candidates major in Educational Studies to earn a certificate for teaching grades K-9. Upon completing the approved program and taking all ISBE tests, you will earn an Elementary (type 03) certificate. You will be “highly qualified” to teach in the elementary grades (K-8). Middle school requirements are explained on the following page.

Professional Education/ Educational Studies Major

The courses below must be taken in the sequence listed. Refer to the IWU catalog for course prerequisites and restrictions on concurrent enrollment. Electives may be taken at any time.

First year	Educ 225	Education and Social Justice (SI)
	Educ 255	Studying Children and Adolescents (WI)
Sophomore year	Educ 255	Studying Children and Adolescents (if not taken first year)
	Educ 260	Middle School Philosophy (elective; required for middle school endorsement)
	Educ 271	Teaching and Learning with Technology (elective)
Junior year *	Educ 303	Integrating Fine Arts Across the Curriculum
	Educ 305	Curriculum and Pedagogy in the Natural Sciences
	Educ 315	Curriculum and Pedagogy in Social Studies
	Educ 325	Curriculum and Pedagogy in Mathematics (calculus or math 105/106 is a prerequisite)
	Educ 335	Curriculum and Pedagogy in English Language Arts
Senior year, fall	Educ 490	Student Teaching and Seminar
Senior year spring **	Educ 260	Middle School Philosophy (elective; if not taken sophomore year).
	Educ 498	Educational Inquiry (WI)

*Refer to each year’s course schedule for sequencing of these courses over the fall and spring semesters.

**Ninth semester graduates only may take Educ 498 prior to student teaching during the spring semester of the senior year, with department approval.

Minor Requirement for Elementary Candidates

To ensure depth of disciplinary study a minor in one of the following disciplines is required for students in the graduating class of 2011 and beyond. (See *IWU catalog for minor requirements*).

- **Social Science:** American Studies, Anthropology, Economics, Political Science, Psychology, History, International Studies, Sociology, Women's Studies.
- **Fine Arts:** Art, Art History, Music (BA), Music Theatre, Theatre Arts, Theatre Dance.
- **Language Arts / Humanities:** English, French, German Studies, Greek & Roman Studies, Hispanic Studies, Japanese Studies, Philosophy, Religion, Russian Studies, Spanish.
- **Natural Science / Mathematics:** Biology, Chemistry, Cognitive Science, Computer Science, Environmental Studies, Health, Mathematics, Physics.

Please note: Candidate seeking the middle school social science endorsement should have additional courses across the specific social science disciplines indicated above. (Consult with your advisor).

Middle School Endorsement Option

While the elementary certificate technically qualifies you for teaching grades K-9, teaching subject specific, or departmentalized grades 6-8, requires a middle school endorsement. Information regarding a grade 9 endorsement is on the following page.

Elementary candidates wishing to teach subject specific grades 6-8 must complete *Middle School Philosophy* (Educ 260). Coursework on early adolescent development is included in Educational Studies 255 and 260. Candidates wishing to student teach in grades 6-8 should take Educ 260 *prior* to student teaching, but not concurrent with any other Educational Studies course, except *Middle School Mathematics* (Ed 351). In general, completing your minor requirement will qualify you for a middle school endorsement, with some exceptions noted below. Courses taken for general education, and for which you have earned AP credit, may also count toward endorsement requirements. Transfer courses may be accepted with department approval.

The following endorsements are available for elementary candidates at the time of entitlement by IWU. You may also choose to add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (www.isbe.net/certification/pdf/cert_guide.pdf). The application form is at: www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf.

- **Art:** Minor in studio art or art history
- **Computer science:** Minor in computer science
- **Biological Science:** Minor *or* Bio 110, 120, or 164, Chem 110 or 201, Bio 101 and 102, 200 level or above Biology, and Bio 306 or 315
- **Foreign Language:** A *major* in French or Spanish and Educ 360-a3 or equivalent
- **General science:** 5 units, including upper level coursework, across the natural sciences
- **Health education:** Minor in health
- **Language arts:** Minor in English *and* English 290 (Grammar & Composition for Teachers)
- **Mathematics:** Ed 351: *Middle School Mathematics*; and a minor in mathematics, which includes at least four courses from four of the areas listed below:
 - Consult with your advisor regarding whether or not to enroll in Math 105/106
 - Calculus (Math 161 or Math 165 or AP credit)
 - Modern Algebra(Math 405) or Number Theory (Math 389)
 - Geometry (Math 425)
 - Computer Science (135)
 - Probability and Statistics (Math 324, 325)
 - History of Mathematics
- **Music:** Minor in music (BA program)
- **Physical science:** a minor in physics or chemistry; **or** 5 units, including upper level coursework, across both disciplines and geology or earth science
- **Social science:** Minor in anthropology, economics, history, political science, or sociology (not psychology); or 5 units, including upper level coursework, across the social sciences listed here
- **Theatre/Drama:** Minor in one of the theatre arts.

Elementary candidates earning the **middle school** endorsement who will have primary responsibility for teaching content in core academic subjects, whether in a self-contained *or a departmentalized setting in grades 6-8*, will be considered "highly qualified" upon (1) meeting the requirements of the IWU Teacher Education Program including the professional education coursework in middle school, and (2) disciplinary specific coursework equivalent to a major **or** passing the state content area exam in one's discipline (note one must still meet IWU TEP course specific requirements for all endorsements).

9th Grade Endorsement

In general, it is not possible to complete both elementary certification requirements and those for 9th grade endorsements within four years at IWU. Elementary candidates may choose to add a 9th grade endorsement on their own, any time after graduation, upon completion of

- Major in the content area **OR**
- 32 semester hours in the content area, **OR**
- 24 semester hours in the content area and passing the relevant content area test.

SECONDARY (6-12) AND FOREIGN LANGUAGE (K-12)

Professional Education Requirements

Secondary certification candidates earn a secondary certificate (type 09) with an *endorsement* in your major discipline upon completion of your approved program and passing the relevant state content area exam.

While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement.

Foreign language candidates earn a K-12 (type 10) certificate, with an endorsement in your major language. You will be “highly qualified” to teach honors and AP courses in your discipline, as well as lower level courses.

The courses below should be taken in the sequence listed. Refer to the IWU catalog for course prerequisites and restrictions on concurrent enrollment. Electives may be taken at any time.

First year	Educ 225	Education and Social Justice (SI)
	Educ 255	Studying Children and Adolescents (WI)
Sophomore year	Educ 255	Studying Children and Adolescents (WI) (if not taken first year)
	Educ 260*	Middle School Philosophy (elective; required for middle school endorsement)
	Educ 271	Teaching and Learning with Technology (elective)
Junior year, fall	Educ 260	Middle School Philosophy (if not taken sophomore year)
	Educ 271	Teaching and Learning with Technology (elective)
Junior year, spring	Educ 360 or 362	Curriculum and Pedagogy in Humanities and Social Sciences and the concurrent disciplinary seminar.
Senior year, fall	Educ 491 or 492	Student Teaching with Seminar
Senior year spring **	Educ 498	Educational Inquiry (WI)
	Educ 260	(if not taken previously)

*Educ 260 is strongly recommended for foreign language candidates.

**Ninth semester graduates only may take Educ 498 prior to student teaching during the spring semester of the senior year, with department approval.

Requirements for middle school endorsements and second subject endorsements for secondary students are detailed on the pages explicating requirements for each major or certification program.

ENGLISH LANGUAGE ARTS

Major Course Requirements for Certification

Upon completing the approved program in English Language Arts and taking all ISBE tests, you will earn a secondary certificate (Type 09) with an *endorsement* in English Language Arts. You will be highly qualified to teach honors and AP courses in English, as well as lower level courses. While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement.

The English curriculum provides students with a sound background in interpreting literature and expository writing, and prepares you to teach these subjects to secondary students. The diversity of the secondary education English curriculum requires competence in language arts and grammar, teaching ability in several periods of literature, knowledge of various genres and major figures, and a strong background in both English and American literature.

The requirements listed reflect the most recent information from the English department. You are advised to consult the IWU catalog and your English advisor regarding current requirements for your graduating class.

Major Requirements (12 units: writing; 10 units: literature)

- Engl 280 Practical Criticism
- Engl 290 Grammar and composition for middle and high school English teachers
(note: this course does not count towards your major gpa).
- Engl 480 Senior Seminar

English Majors with a **Writing** Concentration ADD:

- | | |
|--|---|
| Select 1 from Engl 220-259 | Foundations courses (Gateway is a pre-requisite) |
| Select 2 from Engl 201, 202, 206, 211, 212, 272* | Writing courses
(At least one must be at the 200 level.) |
| Select 2 from Engl 300/400 level | Writing courses |
| Select 4 from Engl 300/400 level | Literature courses (one must be pre-1830 literature) |
| *272 must be designated a writing course | |

English Majors with a **Literature Emphasis** ADD:

- | | |
|---|--|
| Select 1 from Engl 220-259 | Foundations courses |
| Select 1 or 2 from Engl 170, 220, 240-272 | Foundations and Literature courses
(only one unit of 170 may be counted toward the major) |
| Select 5 or 6 Engl 300/400 level | Literature (one must be pre-1830 literature) |

English majors seeking licensure in teaching are strongly advised to take at least one 300-level Shakespeare course.

See your English faculty advisor or the IWU catalog for allowed substitutions.

Prior to student teaching in English, the following coursework in English must be completed for a minimum total of six courses in the major:

English Literature majors—a minimum of all required lower division literature courses, 280, 290, and four 300-level literature courses

English Writing majors—a minimum of all required lower division literature courses, 280, 290, three of the four required writing courses, and three upper division literature courses.

Middle School Endorsement Option

English language arts candidates wishing to teach language arts in grades 6-8 must complete *Middle School Philosophy* (Educ 260). Coursework on early adolescent development is included in Educational Studies 255 and 260. Candidates wishing to student teach in grades 6-8 should take Educ 260 *prior* to student teaching, but not concurrent with Educational Studies 360.

English language arts candidates seeking middle school endorsements in other content areas should speak with your Educational Studies advisor.

Second Subject Endorsements for English Language Arts Candidates

English candidates may earn additional high school level subject endorsements in

- *Foreign Language* (French, German, Italian, Japanese, Latin, Russian, Spanish) by
 - Completion of the approved program in English
 - Educ 360A3 concurrent with 360A2.
 - A major in the target language, including upper level coursework and study abroad.
- *Social science/History* by:
 - Completion of the approved program in English
 - Educ 360A1 concurrent with 360A2.
 - Completion of the approved program in Social Science/History as specified in this handbook.
- *Other subject endorsements may be earned only by completing the appropriate approved program as outlined in this handbook.*

Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

The Educational Studies office verifies the completion of endorsement requirements during the entitlement process. You may add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (www.isbe.net/certification/pdf/cert_guide.pdf).

In general, the state requires coursework equivalent to a major or passing the content area test in the discipline, in addition to completing your approved program at IWU. The application form is located at: www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf.

FOREIGN LANGUAGE

French and Spanish

Major Course Requirements for Certification

Upon completing an approved program and taking all ISBE tests, you will earn a K-12 Certificate (type 10) with an *endorsement* in foreign language and a *designation* in the language of in your major (French or Spanish). This certificate, endorsement, and designation will allow you to teach all levels of foreign language, including honors and AP courses. You will be “highly qualified” in your designation.

Candidates seeking K-12 foreign language certificates should be able to demonstrate: (1) a good command of the language; (2) an awareness and appreciation of the aesthetic and intellectual history of the target culture and of its present-day manifestations; (3) the ability to comprehend, critically analyze and explicate literary works in the foreign language; and (4) the ability to teach the foreign language, literature, and culture.

The requirements below reflect the most recent information from the major departments. You are advised to consult the IWU catalog and your major advisor regarding current requirements for your graduating class.

All foreign language candidates are required to:

- Study abroad in a country where the target language is spoken (one semester prior to spring of the junior year, or enrollment in Educ 360)
- Pass the Oral Proficiency exam (prior to certification, February or March senior year)
Application and information: http://language-testing.com/acad_general1.cfm . Cost : \$134.00.
- Complete a Foreign Language Writing Portfolio in (April of senior year).

(Consult with Professors Sheridan and Isabelli with questions regarding the Oral Proficiency Exam and Writing Portfolio).

Major Requirements FRENCH (9 units):

French 203 or 204	Intermediate French Conversation and Grammar (G)
French 301 or 302	Language and Culture (SI, G) or Advanced Expression (W)
French 303 or 304	Introduction to Literature (L)
French 315, 316, 317, or 318	French Civilization
Select 5 from French	<i>(At least one must be a 400-level literature course taken as a Senior Seminar.)</i>
305	Travel Seminar
310	Business French (W)
312	French Cinema (SI, G)
370	Special Topics
405	Studies in Medieval and Renaissance Literature (L)
406	Studies in Seventeenth and Eighteenth Century Literature (L)
407	Studies in Nineteenth and Twentieth-Century Literature (L)
408	Studies in Francophone Literature (L,G)

Major Requirements: SPANISH (10 courses at or above the 203 level)

Select 1 from Spanish	
203	Conversation and Composition
210	Readings in Literature and Culture
230	Medical Spanish (<i>not recommended for teacher certification</i>)
240	Spanish for Social Justice (<i>recommended</i>)
Span 303	Advanced Grammar and Composition
Span 308 or 310	Introduction to Literature or Special Topics in Literature
Span 314 &	Iberian Culture and Civilization
316	Latin American Culture and Civilization
Span (select 2)	Electives (may be taken abroad)
Select 2 from Spanish	(<i>one must be literature</i>)
403	History of the Spanish Language
408	Early Spanish Literature
410	Special Topics in Literature
418	Modern Spanish Literature
468	Topics in Latino/a Literature
478	Latin American Literature: Short Narrative and Essay
488	Latin American Literature: The Novel
Span 490	Senior Seminar

Middle School Endorsement Option

Educ 260: *Middle School Philosophy* is highly recommended for foreign language candidates, but is not required for the K-12 endorsement in your target language.

Foreign language candidates seeking middle school endorsements in other content areas should speak with your Educational Studies advisor.

Additional Foreign Language Designation

You may add a designation in any second language by completing a major in that language. For example, this would allow you to teach both French and Spanish, or Spanish and Italian.

Additional Subject Endorsements for Foreign Language candidates at the high school level :

- *English Language Arts by completing:*
 - Educ 360A2 concurrent with Educ 360 and 360A3 **and**
 - A major in English, as specified in this Handbook, plus Eng 290 or
 - ISBE Content Area test in English Language Arts (111)
- *Other subject endorsements may be earned only by completing the appropriate approved program as outlined in this handbook.*

Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

The Educational Studies office verifies the completion of endorsement requirements during the entitlement process. You may add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (www.isbe.net/certification/pdf/cert_guide.pdf).

In general, the state requires coursework equivalent to a major or passing the content area test in the discipline, in addition to completing your approved program at IWU. The application form is located at: www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf.

Mathematics

Major Course Requirements for Certification

Upon completing an approved program and taking all ISBE tests, you will earn a secondary certificate (type 09) with an *endorsement* in Mathematics. You will be “highly qualified” to teach honors and AP courses in Mathematics, as well as lower level courses. There are no designations within this endorsement.

While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement.

The goal of the mathematics program is to assure that you will have both a thorough knowledge of the content areas you will be teaching, and the skills necessary to communicate effectively with your students. You are required to be proficient in calculus and linear algebra (areas closely related to the subjects you will be teaching), and a variety of more abstract areas of modern mathematics. The more advanced courses provide depth and breadth of knowledge of the subject as a whole, as well as an understanding of the theoretical underpinnings of the high school mathematics curriculum. They also serve to develop the skills necessary for clarity and precision of expression.

The requirements for teacher education candidates in mathematics are designed to provide students with a reasonable amount of flexibility in course selection. Consult with your faculty advisor in Mathematics in order to tailor a program suited to your academic needs.

The requirements listed below reflect the most recent information from the Mathematics department. You are advised to consult the IWU catalog and your major advisor regarding current requirements for your graduating class.

Major Requirements (minimum 11 course units)

One of the following calculus sequences:

Math 161, 162, 263, and 264	Traditional sequence
Math 165, 166, and 267	Analysis

Additional core courses: (complete 200 & 215 by end of second year)

Math 200	Techniques of Mathematical Proof (W)
Math 215	Linear Algebra

Two of the following courses (at least one must be taken during the senior year):

Math 405**	Modern Algebra
Math 410	Complex Analysis
Math 415	Intro. to Real Analysis
Math 425**	Topics in Geometry
Math 440	Topology
Math 470*	Topics in Mathematics

Four additional electives, chosen from the 400-level courses above and the following list:

Math 300	Mathematical Modeling
Math 307	Numerical Analysis
Math 310	Combinatorics and Graph Theory
Math 311	Parallel Computing
Math 324**	Probability
Math 325	Mathematical Statistics
Math 330	Linear Programming
Math 340	Differential Equations
Math 351	Wavelet Analysis
Math 360	Topics in Logic

***Only the Special Topics (470) courses that have been approved by the Mathematics Department will count towards the major requirements. Check with your advisor in Mathematics before enrolling in a special topics course.**

****It is recommended that candidates for a secondary certificate in Mathematics complete Math 324 (Probability), Math 405 (Modern Algebra), and Math 425 (Topics in Geometry) as part of their major requirements.**

Middle School Endorsement Option

Mathematics candidates wishing to teach subject specific grades 6-8 must complete Middle School Philosophy (Ed 260). Coursework on early adolescent development is included in Educational Studies 255 and 260. Candidates wishing to student teach in grades 6-8 should take Educ 260 *prior* to student teaching, but not concurrent with Educational Studies 362. The coursework listed below is also required.

- Educ 351: Middle School Mathematics
- At least four courses from four of the areas listed below:
 - Calculus (Math 161 or Math 165)
 - Modern Algebra (Math 405) or Number Theory (Math 389)
 - Geometry (Math 425)
 - Computer Science (any)
 - Probability and Statistics (Math 324, 325)
 - History of Mathematics

The above courses may include those for which you have earned AP credit or taken at other institutions, with the approval of your major advisor and the Director of Teacher Education.

Mathematics candidates seeking middle school endorsements in other content areas should speak with your Educational Studies advisor.

Additional subject endorsements for Mathematic candidates at the high school level requires completion of the appropriate approved program as specified in this handbook.

Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

The Educational Studies office verifies the completion of endorsement requirements during the entitlement process. You may add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (www.isbe.net/certification/pdf/cert_guide.pdf).

In general, the state requires coursework equivalent to a major or passing the content area test in the discipline, in addition to completing your approved program at IWU. The application form is located at: www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf.

Natural Science

Major Course Requirements for Certification

Biology
Chemistry
Physics

All science candidates, regardless of disciplinary major, are required to demonstrate competence in the common core science standards. Thus, while science candidates major in one of the above disciplines, you may be required to take coursework across the sciences.

Upon completion of an approved program and taking all ISBE tests, you will earn a secondary certificate (type 09) with an *endorsement* in science with a “highly qualified” *designation* in your major (biology, chemistry, or physics). This certificate and endorsement will allow you to teach lower level courses across the sciences: biology, chemistry, earth and space science, environmental science, and physics. You may, however, only teach honors and AP courses in your *designation*, that is, the subject of your major.

Major Requirements

Specific course requirements are listed on the following pages in this *Handbook*, but candidates should consult with an advisor in your major department.

Middle School Endorsement Option

Natural science candidates wishing to teach general science in grades 6-8 must complete *Middle School Philosophy* (Educ 260). Coursework on early adolescent development is included in Educational Studies 255 and 260. Candidates wishing to student teach in grades 6-8 should take Educ 260 *prior* to student teaching, but not concurrent with Educational Studies 362. Natural science candidates seeking middle school endorsements in content areas other than your major should speak with your Educational Studies advisor.

Additional Subject Designations

You may qualify to teach honors/AP courses in other natural science designations by completing the requirements as specified in each program section. *Note: It is not possible to earn any additional endorsements in environmental or earth science without completing an approved program in biology, chemistry, or physics.*

The Educational Studies office verifies the completion of endorsement requirements during the entitlement process. You may add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (www.isbe.net/certification/pdf/cert_guide.pdf).

In general, the state requires coursework equivalent to a major or passing the content area test in the discipline, in addition to completing your approved program at IWU. The application form is located at: www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf.

Biology

Major Course Requirements for Certification

The principal objective of the biology specialization is to provide you with a comprehensive and current background in all of the major subdisciplines of biology. The biology curriculum consists of a strong core of laboratory and field courses, which lend themselves to the investigative approach to science education, for it is principally in these environments that such approaches can best be implemented. The development of independent individuals who think carefully and who ask questions is the hallmark of the program.

The requirements listed below reflect the most recent information from the Biology department. You are advised to consult the IWU catalog and your major advisor regarding current requirements for your graduating class.

Major Requirements (10 units)

Bio 101 and 102	General Biology
Bio 306 or 315	Plant Biology (one course)
Bio 219, 302, 307, 310, 311, 313, 314	Systems or Organismal Biology (one course)
Bio 312	Genetics
Bio. 240, 314, 317, 330, 407, 410, 412, or 414	Cellular and Molecular Biology (one)
Bio 217, 219 or 316	Population, Community or Evolutionary Biology (one course)
Bio	Electives (select three in consultation with advisor)

One of the ten courses above must have a significant investigative component (select from Bio 217, 302, 314, 326, 327, 328, 330, 399, 407, 411, 412, 495 or 499).

The natural science endorsement for biology candidates also requires additional courses beyond the biology major, specifically at least one laboratory course in physics *and* chemistry. See those “expected” of the biology major in the IWU course catalog for suggested courses. Consult with your major advisor.

Middle School Endorsement

See page 29 for information regarding middle school endorsements for natural science candidates.

Additional Subject Designations

Natural Science/Biology candidates may earn additional high school level second *designations* and be considered “highly qualified” by meeting the requirements as specified below. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

Chemistry or Physics

- o Completion of the approved program in biology, and
- o Educ 362A2 (chemistry) or 362A3 (physics) concurrent with 362 and 362A1, AND
- o A major in chemistry or physics as specified in this handbook, OR
- o ISBE Content Area test in Science: Chemistry (106) or Physics (116)

Earth and Space Science

- o Completion of the approved program in biology, and
- o Educ 362A3 (physics) concurrent with 362 and 362A1, and
- o 6 units in earth and space science, including 3 in upper level coursework (may include courses taken for your major), **AND**
- o ISBE Content Area test in Science: Earth and Space Science (108)

Environmental Science

- Completion of the approved program in biology, and
- 6 units in environmental science, including 3 in upper level coursework (may include courses taken for major), **AND**
- ISBE Content Area test in Science: Environmental Science (112)

Health Education

- Completion of the approved program in biology, and
- Minor plus one unit in Health, including upper level coursework **AND**
- ISBE Content Area exam in *Health Education (142)*

Other (non-science) additional subject endorsements may be earned only by completing the appropriate approved program as outlined in this handbook.

Chemistry

Major Course Requirements for Certification

The program of courses in Chemistry assures a depth of experience as well as a breadth of exposure to concepts of inorganic, organic, physical and analytical chemistry. The required laboratory components assure that you have gained an appreciation of the subject matter from a practical as well as a theoretical viewpoint. Required coursework in mathematics and physics, as well as the recommended courses in biology, assure you have both skills and experience to deal with aspects of chemistry related to other physical and life science topics.

The requirements below reflect the most recent information from the Chemistry department. You are advised to consult the IWU catalog and your Chemistry advisor regarding current requirements for your graduating class.

Major Requirements (11 units)

Chem 201 and 202	General Chemistry
Chem 301	Quantitative Analysis
Chem 304	Instrumental Analysis
Chem 311 and 312	Organic Chemistry
Chem 321	Physical Chemistry: Thermodynamics
Chem 322	Physical Chemistry: Kinetics
Chem 332	Inorganic Chemistry
Chem 380	Advanced Inorganic Synthesis And Analysis
Select 1 from:	
Chem 323	Quantum Mechanics (Phys 304 is prerequisite)
Chem 413	Advanced Organic Chemistry
Chem 414	Biochemistry
Chem 432	Advanced Inorganic Chemistry
Chem 470	Special Topics
Phys 101 & 102 OR	General Physics
Phys 105, and	Mechanics
106	Electricity, Magnetism and Optics
Phys 207 is recommended for students taking Phys 105 & 106)	

The natural science endorsement for chemistry candidates also requires additional courses beyond the chemistry major, specifically

Bio 101 and 102 OR	General Biology
107 and 108	Human Biology: Anatomy and Physiology
Physics 101 and 102 OR	General Physics
Physics 105, 106 and 207	Mechanics, Electricity, Magnetism, and Optics, or Modern Physics and Thermodynamics

Middle School Endorsement

See page 29 for information regarding middle school endorsements for natural science candidates.

Additional Subject Designations

Natural Science/Chemistry candidates may earn additional high school level second *designations* and be considered “highly qualified” by meeting the requirements as specified below. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

Biology or Physics

- Completion of the approved program in chemistry as specified in this handbook
- Educ 362A1 (biology) or 362A3 (physics) concurrent with 362 and 362A2
- A major in biology or physics, **OR**
- ISBE Content Area test in Science: Biology (105) or Physics (116)

Earth and Space Science

- Completion of the approved program in chemistry as specified in this handbook
- Educ 362A3 (physics) concurrent with 362 and 362A2
- 6 units in earth and space science, including 3 in upper level coursework (may include courses taken for major), **AND**
- ISBE Content Area test in Science: Earth and Space Science (108)

Environmental Science

- Completion of the approved program in chemistry
- Educ 362A1 (biology) concurrent with 362 and 362A2
- 6 units in environmental science, including 3 in upper level coursework (may include courses taken for major), **AND**
- ISBE Content Area test in Science: Environmental Science (112)

Health Education

- Completion of the approved program in chemistry
- Minor plus one unit in Health, including upper level coursework, **AND**
- ISBE Content Area exam in *Health Education (142)*

Other (non-science) additional subject endorsements may be earned only by completing the appropriate approved program as outlined in this handbook.

Physics

Major Course Requirements for Certification

Candidates preparing for teaching careers in physics do so through the University's approved program in the Physics Department. The Physics program is designed so that you will obtain a broad and firm footing in physics, mathematics, and chemistry.

The requirements below reflect the most recent information from the Physics department. You are advised to consult the IWU catalog and your Physics advisor regarding current requirements for your graduating class.

Major Requirements (9 units)

Phys 105	Mechanics
Phys 106	Electricity, Magnetism, and Optics
Phys 207	Modern Physics and Thermodynamics
Phys 304	Mathematical Methods of Physics
Phys 399	Experimental Physics
Phys 405 or 406	Theoretical Mechanics or Electricity and Magnetism
Phys	3 electives , chosen in consultation with and by approval of the major advisor (Physics 310 recommended with major advisor approval)

The natural science endorsement for physics candidates also requires additional courses beyond the physics major. Consult with your major advisor.

Expected

Chem 201 & 202	General Chemistry
Phys 110	Astronomy

Recommended

Bio 101 or 107	General Biology or Human Biology
Chem 321	Physical Chemistry
Geol 101	General Geology

Middle School Endorsement

See page 29 for information regarding middle school endorsements for natural science candidates.

Additional Subject Designations

Natural Science/Physics candidates may earn additional high school level second *designations* and be considered "highly qualified" by meeting the requirements as specified below. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

Biology or Chemistry

- Completion of the approved program in physics as specified in this handbook
- Educ 362A1 (biology) or 362A2 (chemistry) concurrent with 362 and 3623
- A major in biology or chemistry, OR
- ISBE Content Area test in Science: Biology (105) or Chemistry (106)

Earth and Space Science

- Completion of the approved program in physics as specified in this handbook
- 6 units in earth and space science, including 3 in upper level coursework (may include courses taken for major), AND
- ISBE Content Area test in Science: Earth and Space Science (108)

Environmental Science by completing

- Completion of the approved program in physics as specified in this handbook
- Educ 362A1 (biology) concurrent with 362 and 3623
- 6 units in environmental science, including 3 in upper level coursework (may include courses taken for major), AND
- ISBE Content Area test in Science: Environmental Science (112)

Health Education by completing

- Completion of the approved program in physics as specified in this handbook
- Minor plus one unit in Health, including upper level coursework, AND
- ISBE Content Area exam in *Health Education* (142)

Other (non-science) additional subject endorsements may be earned only by completing the appropriate approved program as outlined in this handbook.

Social Science: History

Major Course Requirements for Certification

Upon completing an approved program and taking all ISBE tests, you will earn a secondary certificate (type 09) with an *endorsement* in social science with a highly qualified *designation* in history. This certificate and endorsement will allow you to teach lower levels of the following subjects: U.S. and world history, economics, geography, political science, psychology, sociology and anthropology. You may, however, only teach honors and AP courses in history. Earning additional endorsement designations will permit you to teach advanced classes in any one of the above subjects. Requirements for additional designations are on the following page.

While the secondary certificate is for grades 6-12, teaching grades 6-8 requires a middle school endorsement (requirements are on the following page).

Teacher education candidates in History require a prescribed set of courses to insure adequate preparation to meet ISBE core Social Science standards and to teach expected content of high school courses. The courses required in history, economics, psychology, and political science have been carefully selected to give candidates the breadth and depth necessary for teaching the social sciences and history in grades 6-12. The history courses in particular are intended to provide a solid grounding in U.S. and European history; ensure familiarity with non-western history; treat issues of race, class and gender; increase awareness of the pluralism of our society and in the classroom and involve students in the actual process of researching and writing history. Some courses also meet IWU general education course, flag, and 300 level requirements.

The requirements listed below reflect the most recent information from the History department. You are advised to consult the IWU catalog and your major advisor regarding current requirements for your graduating class.

Major Requirements (12 units)

Hist 100 or 101, or 210/380	Introduction to Chinese History or Introduction to Japanese History or Emperors and Revolutionaries Chinese History Through Travel
Hist 120	The Ancient and Medieval West
Hist 121	Renaissance, Reformation and Revolution
Hist 122	Modern Global History
Hist 151	The United States to 1877
Hist 152	The United States Since 1877
Hist 343	Immigration, Race and Ethnicity in the United States
Hist 353 or 354	History of United States Foreign Relations
Hist 247 or 347	American West or Commercial/Industrial Transformation of the United States
Hist 290	Theory and Writing of History
Hist 490	Senior Seminar
Hist 3--	Elective

All history candidates are required to demonstrate competence in the common core social science standards. Thus, while you may major in history, you are **required** to take the following courses across the social sciences. AP and transfer credit may meet the additional requirements, with the approval of your major advisor and the Director of Teacher Education.

Econ 100	Introduction to Economics (CSI)
Psych 100	General Psychology (LSI)
Psci 317	American Political Thought (IT)
Psci 101	American National Government (SI)

Coursework in sociology and anthropology is highly recommended.

Middle School Endorsement Option

Social Science candidates wishing to teach social sciences in grades 6-8 must complete *Middle School Philosophy* (Educ 260). Coursework on early adolescent development is included in Educational Studies 255 and 260. Candidates wishing to student teach in grades 6-8 should take Educ 260 *prior* to student teaching, but not concurrent with Educational Studies 360.

Social science candidates seeking middle school endorsements in content areas other than your major should speak with your Educational Studies advisor.

Additional Subject Designations in Social Science

History candidates may earn additional high school level second *designations* and be considered “highly qualified” by meeting the requirements as specified below. Some coursework for designations may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

Economics

- Completion of the approved program in social science/history as specified in this handbook, **and**
- A major in economics **or**
- ISBE Content Area test in Social Science: Economics (109)

Geography

- Completion of the approved program in social science/history as specified in this handbook and
- 6 units in geography, including 3 in upper level coursework **or**
- ISBE Content Area test in Social Science: Geography (113)

Political Science

- Completion of the approved program in social science/history as specified in this handbook, and
- A major in political science **or**
- ISBE Content Area test in Social Science: Political Science (117)

Psychology

- Completion of the approved program in social science/history as specified in this handbook and
- A major in psychology **or**
- ISBE Content Area test in Social Science: Psychology (118)

Sociology and Anthropology

- Completion of the approved program in social science/history as specified in this handbook, and
- A major in sociology or anthropology or eight units of combined coursework, including upper level **or**
- ISBE Content Area test in Social Science: Sociology and Anthropology (121)

Social Science/History candidates may also earn additional subject *endorsements* and be considered “highly qualified” by meeting the requirements specified below. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

English Language Arts

- Educ 360A2 (English) concurrent with 360 and 360A1, and
- A major in English, as specified in this handbook and Eng 290, **or**
- ISBE Content Area test in English Language Arts (111)

Foreign Language (French, German, Italian, Japanese, Latin, Russian, Spanish) by completing

- Educ 360A3 (foreign language) concurrent with 360 and 360A1
- A major in the target language, including upper level coursework and study abroad

Other (non-social science/humanities) subject endorsements only by completing the appropriate approved program as outlined in this handbook.

The Educational Studies office verifies the completion of endorsement requirements during the entitlement process. You may add endorsements to your certificate after graduation and any time during your teaching career by completing state requirements (www.isbe.net/certification/pdf/cert_guide.pdf).

In general, the state requires coursework equivalent to a major or passing the content area test in the discipline, in addition to completing your approved program at IWU. The application form is located at: www.isbe.net/certification/pdf/73-52_application_elem_hs_admin.pdf.

FIELD EXPERIENCE REQUIREMENTS

Most courses in the Teacher Education Program incorporate opportunities for you to apply knowledge and theory to practice. Field experiences are planned to provide a gradual, sequential, and coherent introduction to the full range of teaching possibilities. They are integrated within the goals of professional education coursework and supervised by university faculty and school personnel.

Field experiences enable you to develop understandings of the school as a social system, and of the relationship of the school to the larger community. Field experiences enhance your awareness of student and school diversity. They provide a more comprehensive view of the demands of the teaching profession. Field experiences also help you recognize the dilemmas and opportunities inherent in teaching. These opportunities help you assess whether teaching is a good fit for you. Sometimes, as a result of early field experiences, students elect to withdraw from the Teacher Education Program and to prepare for an alternative career. In addition, evaluations of your performance during field experiences assist faculty and students in identifying areas requiring particular attention.

Fieldwork occurs primarily in elementary, middle, and secondary schools, but may also include involvement with child care programs and other community settings that serve children and families. It is in the field that you continue to learn the language, practices and expectations of your chosen profession, as you observe the skills of experienced professionals. It is in the field where you will develop competence in the classroom and in your interactions with children, discover and reflect upon your individual teaching abilities, and demonstrate your resourcefulness and responsiveness as you perform your professional responsibilities. You will learn to work cooperatively and collaboratively with teachers, principals and other professionals working in school settings (for example, social workers, school psychologist, speech therapists, and special education personnel). You will develop skills in communicating and interacting effectively with parents, with whom you work in partnership on the children's behalf. Finally, it is in the field that you become a teacher scholar for social justice.

Candidates should not contact school personnel to arrange placements under any circumstances.

Note: You are encouraged to gain experience with children and in schools outside the professional education curriculum, but these hours may NOT count toward the field experience requirement. **You may not be placed in your home school or with a relative.**

Public schools are not required to offer field placements. Your field placements are a result of the hard work and dedication of local school faculty and administrative staff working in partnership with Educational Studies faculty. Your placements are planned so that you may gain the most out of the experience. Cooperating teachers working with you in pre-student teaching placements receive no compensation for this arrangement. *Therefore, please show your appreciation to them for creating this opportunity for you.*

It is understandable that you might feel some trepidation when encountering a new experience – and in particular becoming a guest member of a school and/or classroom community. While you may have been in schools before, you most likely have not taken on a professional role. The following guidelines are meant to help you make the transition from college student to school professional.

Required Hours. A minimum of one hundred hours of *documented* field experience is required for all certification candidates prior to student teaching. Each course has a specified *minimum* number of hours required over the term. You should attend your field placement site until the last day of classes, regardless of the number of hours accumulated, as cooperating teachers are counting on your participation for the entire semester. You are required to maintain a record of your hours and activities. Each course has specific field requirements and protocols outlined in syllabi materials.

Scheduling Field Hours. All students registered for Educational Studies courses with concurrent field hours must complete an online placement survey at the end of the registration period. A link will be sent to your iwu email

with instructions for completing the placement survey. You will be notified of your assigned placements in class at the start of the term for which they apply.

Regard your field hours as an academic commitment which takes priority over all extracurricular activities and employment. The only approved reason for changing your placement time is another academic class commitment. If your schedule changes, please inform both your instructor and the Field Placement Coordinator, Amy Jacobi (x3926, CLA 143, ajacobi@iwu.edu). Changes are rarely made, cannot be guaranteed, and must be approved by the cooperating teacher.

Punctuality. When rare circumstances make it impossible to be punctual, call the school *and* email your cooperating teacher. *Be sure your message is communicated clearly and to the right person.*

Absences should be limited to illness, family emergencies, and official school holidays. Absences must ALWAYS be communicated to your professor and school personnel as soon as possible. If you must be absent, call the school office. Be sure to leave a message specifically for your cooperating teacher, clearly communicating the reason for your absence. E-mail the cooperating teacher as soon as possible. All absences must be made up before or during finals week. If you know ahead of time that you will be absent, be sure to give your cooperating teacher and IWU professor advance notice.

Transportation and Parking. You are responsible for your own transportation. Some schools are within walking distance of IWU; public transportation goes to all schools. If you drive your own car, note that school parking resources usually are limited. Ask school personnel where you are to park and then park in designated parking spaces only! Failure to do so interferes with transportation for students and teachers, as well as compromises access to the school by emergency vehicles. Cars that are not parked in areas designated for parking may be *towed at your expense.*

When in your car, DO NOT pass the school buses as they load at the end of the school day. When the buses are loading and the stop arms are out, it is illegal, and extremely dangerous to pass — even in a parking lot. The bus drivers are watching and will report drivers who violate the law to the police.

Security Protocol. Learn the procedures for admittance to the school building, including signing in and out at the office each day you are at the school. Do NOT sign out at the same time you sign in. There are often circumstances when school personnel may need to know if you are in the building, and failing to follow this protocol can be very problematic.

Purchase an IWU lanyard and ID sleeve from the IWU bookstore. Put your IWU ID card in the sleeve of the badge. While at your field placement site, **always wear your IWU lanyard with your student ID.** *You may not be admitted to the school, or be asked to leave the school, if you are not wearing your ID.*

Dress. Wear clothes that are comfortable, but professional in appearance. Do not wear hats or sunglasses inside the building. Do not wear t-shirts, especially those with inappropriate language or graphics. Do not chew gum or eat candy on school premises. Do not wear earrings anywhere but on your ears. Do not dye your hair any unnatural color. Women should not wear very short skirts, low cut blouses, or low rise jeans without a long shirt. Your midriff should not be exposed. Men with long hair should tie it back. Remember, you are not a student while at the school, but a professional, so save your experimentation for on-campus life. **Always wear your IWU ID lanyard with your IWU ID card in the sleeve.** *Note: School personnel may require you to adhere to more specific dress codes.*

Communicating with teachers. If you have questions about your work with students, take the time to talk with teachers. Teachers want to be supportive, but remember that they can't know what help you need unless you communicate with them. Try to catch them before and after classes and school. As the school day is usually hectic for everyone, many teachers prefer that you e-mail them. The address for most teachers in Bloomington schools is

their last name followed by their first initial and then “@district87.org.” For Unit 5 teachers’ e-mail addresses, a staff directory can be found on the district website: <http://www.unit5.org/contact/staffdirectory/index.html>

Never publicly contradict or challenge school personnel. Although you may be working at and contributing to the school, you are a guest and a representative of IWU and should conduct yourself accordingly. *This is your opportunity to demonstrate your emerging professionalism.* If you have concerns about your participation, discuss them with your professor, the Field Placement Coordinator, Amy Jacobi, or the Director of Teacher Education. Students engaging in unprofessional behavior jeopardize their status in the Teacher Education Program, and field placements for all IWU students.

Interacting with students:

- Learn your students’ names as early as possible.
- You are never to be assigned sole responsibility for supervision of children. School personnel must always be with you when children are present. **Never** take a student outside the school building.
- Treat your students with respect but demonstrate *appropriate distance* from them. Do not allow them to call you by your first name. Do not divulge information of a personal nature, and do not socialize with students after class. Be conscious of the tone of your language as well as your choice of words. Learn the school’s policy regarding touching students. If you are inappropriate in your interactions school personnel will let us know. Maintain a professional rapport and you will have a successful placement.
- If a student shares information with you regarding an abusive situation, a drug problem, or a suicide attempt, it is your responsibility to report the information to appropriate school officials *immediately*. Inform the student that you cannot maintain confidentiality under these circumstances. Also complete an *Incident Report Form*, available at the Educational Studies Office, (CLA 146) or <http://www2.iwu.edu/edstudies/Forms/index.shtml> and submit it to the Director of Teacher Education. (See discussion of protocol below.)

You are a mandated child abuse and neglect reporter. This means you are obliged to act on any suspicion that you have that a child may be in danger. Refer to the Illinois Department of Children and Families manual for guidelines <http://www.state.il.us/DCFS/docs/Mandated.pdf>. It is not your role to determine if there is actual danger or abuse. When in doubt as to what to do, contact a school official and your professor. You must follow school protocols for reporting any concerns about a student. Failure to do so will affect the assessment of your professional conduct in the Teacher Education Program.

Incident Reporting Protocol. In the event you perceive that a student is likely to do harm to self or others, an immediate report must be made to school personnel. When there is some question as to what constitutes a critical incident, err on the side of caution. Do not leave the school building before you report concerns about a student to a counselor, your cooperating teacher or another person in authority. Contact and inform your professor of your concerns and actions within 24 hours of an incident to debrief, that is share (1) what you saw/heard; (2) what the student did; and (3) to whom you reported. Please ask Educational Studies faculty for assistance in processing critical events. Complete an *Incident Report Form* (CLA 146) or <http://www2.iwu.edu/edstudies/Forms/index.shtml> and turn it in to your professor. These confidential records are kept until deemed no longer necessary.

Finally, we realize that there is a lot to be learned while you are in the field. ***If you are uncertain about what to do in a situation, ask!*** As a prospective teacher you must learn to be comfortable speaking with your mentors, colleagues, and students.

STUDENT TEACHING

Declaration of Intent and Application

Successful completion of required coursework prior to student teaching does not in itself permit you to student teach. Students planning to student teach must complete an *Intent to Student Teach* form (<http://www2.iwu.edu/edstudies/Forms/index.shtml>) and submit the intent form to the Educational Studies office in the fall term of their junior year. The Intent form includes a survey of your experience and preferences, and a biographical essay. This information is shared with potential cooperating teachers.

Submission of the Intent form *does not guarantee admission*. Admission to Student Teaching is subject to approval by the Educational Studies Department, and in some cases, the Teacher Education Committee. Approval is based on academic performance, field experience evaluations, and progress toward meeting *ISBE Standards for All Teachers*. Your status is reviewed December of your junior year and final approval is determined May prior to student teaching.

Fall Semester Student Teaching

All Elementary candidates student teach during the fall term. Fall semester has some distinct advantages over spring semester student teaching. Fall semester student teaching provides continuity in your field placement, since your placement and cooperating teacher is usually the same as the spring semester of your junior year. Fall semester student teaching also allows you to participate in the opening of a new school year. Candidates begin student teaching before classroom routines and expectations are set, and you complete the full number of your required hours within one semester. In addition, you are more likely to have your credential files completed in time for spring semester job interviews. Faculty resources and course sequence requirements are additional factors that affect scheduling of the student teaching.

The student teaching experience begins with the first day teachers report to their schools, usually about one week before the start of the IWU semester. The experience ends with the last day of classes at IWU, providing you with a full-time immersion experience of at least 15 weeks. The gradual increase of responsibilities for all student teachers is outlined in the *Handbook for Student Teaching* (<http://www2.iwu.edu/edstudies/handbooks/>).

Concurrent with student teaching, candidates are *required to attend a 90-120 minute weekly seminar*. During the seminar, student teachers engage in reflection and problem solving, as you discuss issues related to classroom planning and instruction, student behavior and guidance, collaborating with colleagues, and parent involvement. Weekly discussion provides candidates opportunities to share experiences with and benefit from the support of your professors and peers.

Student Teaching Field Placement

Student teachers are placed as close to the Illinois Wesleyan campus as possible, but you may be placed in communities within a 40 mile radius. You are responsible for your own transportation.

Candidates are not placed in any elementary or secondary school previously attended, nor in a school where a relative is currently employed. Site selection is made in part to facilitate supervision by IWU faculty. All placements are subject to approval by representatives of the school district.

In no case should you initiate a contact with a school administrator or cooperating teacher to arrange or cancel a placement.

Urban Education Student Teaching

The Chicago Center provides an off-campus option for student teaching. You may apply to teach in a Chicago public school while living in Chicago with student teachers from IWU and other colleges. Student teachers

participate in all activities at your placement school. Each student teacher is also required to attend a weekly seminar class. Representatives from the Chicago Center visit the IWU campus twice a year (fall and spring), and are available for walk-in appointments. More information about the Center can be obtained at: <http://www.chicagocenter.org/teachchicago.htm>.

Extra-Curricular Activities

Student teaching requires your extensive time, commitment and involvement. It is expected that your full and undivided attention will be given to student teaching and the concurrent seminar. Many hours each week are needed to meet the demands of teaching — more time than has been previously invested in a semester of coursework. Engage in the pursuit of extra-curricular activities and employment with caution. *Under no circumstances may these activities prevent you from attending school every day, or participating in any late afternoon or evening school activities required of teachers.* Of primary concern to the IWU supervisor and the cooperating teacher is your demonstrated commitment to, and performance of, teaching and those professional activities related to teaching. You are encouraged, however, to become involved in extra-curricular school activities at your placement site, as long as these activities do not conflict with your primary responsibilities.

Student Teacher Supervision

Student teachers are supervised by IWU faculty who possess the appropriate teaching experience and credentials for their assignments. Supervisors make a minimum of six observations, one of which is introductory, during the student teaching term. The University supervisor confers with the student teacher, cooperating teacher, and seminar instructor to discuss and evaluate the quality of the experience and student performance. The grade for Student Teaching is the responsibility of the University supervisor.

Ninth Semester Student Teaching Tuition Reduction

Students who successfully complete student teaching during their ninth semester are eligible to receive tuition remission. Tuition equivalent to the cost of one unit of course credit (rather than four) may be approved under the following conditions:

- Completion of at least seven 300 level courses.
- Secondary candidates must complete all major requirements prior to student teaching.
- Elementary candidates must complete all minor requirements prior to student teaching.
- Completion of all other IWU graduation requirements within the previous four years (except for student teaching).
- Admission for student teaching.
- No previous enrollment in student teaching.
- Completed application for ninth semester tuition reduction no later than April 1, senior year.

Transfer students are eligible for 9th semester reduced tuition if the above conditions have been met.

Candidates planning a ninth semester:

- Inform your advisors and the Certification Coordinator before spring term junior year, and
- Defer your 300 level curriculum courses to the senior year, prior to student teaching.

If you are receiving financial aid contact the Financial Aid office prior to April 1st of your senior year to determine your eligibility for financial aid during the ninth semester.

You will receive notification from the Educational Studies Office in early May regarding the status of your tuition reduction request.

Teacher Inquiry Project

As teacher-scholars, you are expected to be systematically reflective during student teaching. Early in your student teaching semester, all elementary and secondary candidates will identify a self-study question focused on improving your teaching practice. Your goal is to engage in teacher inquiry while you are actually engaged in the practice of teaching. Your questions should emerge from genuine concerns and challenges you are experiencing while student teaching. How to frame your question will be discussed during seminar, as well as how to begin collecting data during student teaching that will help you explore your question. Examples of how other teachers pursue inquiry into their own practice will also be shared and discussed during your seminar. You will continue your inquiry after student teaching during Educ 498, and present what you have learned over the year at the annual Educational Studies inquiry conference.

Senior Portfolio Requirement

Purpose

Satisfactory completion of a Senior Portfolio is required for recommendation for teacher certification. Your portfolio provides evidence of your performance and commitment with respect to the TEP mission of becoming a reflective, resourceful and responsive teacher-scholar for social justice. You will also document the competencies you have demonstrated with respect to the Standards for All Teachers outlined by the Illinois State Board of Education. The Senior Portfolio requirement is also meant to help you refine your skills in producing professional portfolios, which are likely to be required for earning your standard certificate, national board certification, and other awards for teaching excellence. The portfolio, or selected elements, also may be shared with potential employers; it is not, however, a job portfolio.

Constructing your portfolio is meant to engage you in a holistic, integrated, and reflective process of self evaluation. It is our hope that you also will be creative, and produce a document that reflects who you are and where you are in your journey of becoming a teacher.

Your portfolio is a product portfolio, that is, it demonstrates mastery and contains only your best work. This is different from a process portfolio which is a progressive record of your work and development. Thus you must be selective as you decide what evidence to include, and your essays should focus on what you know and are able to do.

Format. Your Senior Portfolio must be digital, and saved to a CD or DVD. Consult with your Educational Studies 498 professor about specific requirements and assessment criteria.

Content

Home page. Every portfolio should have a page that identifies who you are, and an index of the documents included in your electronic portfolio. Disclaimer information should also be on this page.

Visual or auditory representation and essay. To highlight the IWU TEP emphasis on the artistic and creative nature of teaching, you will design a visual or auditory representation that symbolizes your reflections on the process of becoming a teacher. A visual representation may be a graphic, a drawing, a photograph, or a logo; an auditory representation may be an original or other music composition (with source noted) performed by you. Your representation should speak to the themes most relevant to your personal construction of becoming a teacher, which you should explain in a narrative essay.

Statement regarding what it means to you to be a teacher scholar for social justice.

Evidence/artifacts with accompanying narrative reflections. Regardless of any other documents you select to include in your portfolio, every portfolio must include the following items:

- Long range lesson/unit plan
- Daily lesson plan
- Example of student assessment
- Evidence of student learning
- Copy of final student teaching evaluation
- Abstract of educational research project
- Significant papers or projects from your major or minor indicative of your disciplinary content knowledge.

Additional documents or artifacts may include the following:

- Teaching philosophy
- Digital videos of your teaching
- Digital videos of student presentations
- Audio tapes of your teaching
- Photos of your teaching and classroom (with permission or students' faces must be blurred)
- Slide shows of your teaching and student work
- Significant papers or projects completed for courses
- Journal entries
- Written communications to parents
- Individual lesson plans
- Assessment instruments developed and used by you
- Sample student work, including the work of students who did not initially meet your expectations.
- Materials from professional conferences or in-service days
- Recorded field observations of students

Do not include as artifacts materials made by your professors (e.g., course syllabus) or cooperating teacher (e.g., lesson plan or student assessment).

All artifacts should be clearly labeled or captioned.

Obtain permission when using video and audio tapes and photographs of your students and colleagues. Otherwise you must blur the faces of individuals. Also obtain student and parent permission to include sample student work. Remove names from all student work or use pseudonyms.

Timelines

It is highly recommended that you collect evidence that documents your learning and accomplishments from the first year on, in general, major, and professional education course and field experiences. Your coursework will go a long way toward helping you prepare your Senior Portfolio. In addition, saving your course syllabi and related handouts, graded course assignments, and your textbooks from your coursework will be important as you make your case for meeting the ISBE Standards for All Teachers.

You will begin to organize your portfolio documents during student teaching, and complete the process during Education 498, the senior seminar. In the case of 9th semester graduates, a draft portfolio is submitted to your 498 professor, and a revised portfolio submitted at the end of student teaching.

Portfolio Assessment

In general, when assessing your portfolio, faculty consider

- The quality of the written presentation
- The depth and thoughtfulness of your reflective essays.
- The specificity and relevance of the evidence.
- The organization and design of the portfolio.
- The extent to which the portfolio, as a whole, demonstrates your teaching competence with respect to the TEP mission and ISBE standards.

Any required portfolio revisions must be completed and submitted within 30 days of graduation before you may be recommended for certification. While portfolios may be revised until acceptable for certification, revisions will not count for change of course or portfolio grade.

Note: Details of the Portfolio requirement, including a specific assessment rubric, are further explained during the student teaching seminar and the senior seminar (Ed 498).

Certification and Entitlement²

Graduates of the Teacher Education Program at Illinois Wesleyan University who (1) have completed an approved teacher preparation program, (2) are recommended for that program, (3) have successfully completed the Initial Teaching Certification examinations required by the ISBE (see page 8), and (4) have met all other criteria established by IWU and the ISBE, become eligible for Initial Teaching Certificates with “highly qualified” status.

Candidates do not automatically receive a certificate upon graduation. The Educational Studies Certification Coordinator, after verifying certification requirements have been met, completes a notification of entitlement and submits it to the state. This process takes two-four weeks. Candidates are notified via email once requirements have been verified. To complete the certification process, candidates must take the following steps:

Go to the Educators’ Certification System website (<http://www.isbe.net/ECS/default.htm>) to complete the application for certification. Be prepared to use a Master Card or Visa to pay the fees (30.00). Once linked to the ECS site:

1. Set up an ECS account if you do not have one.
2. Log into ECS.
3. Select the "Applications" menu item.
4. Select the "Entitlement Certificate Application" menu item.
5. Click on the "Apply Online" link to the right of your entitlement certificate.
6. Follow the 11 step wizard through the application process.

Certificates are mailed to the address provided on the ECS system. To register your certificate, go to the ECS website and select “Register/Renew.” Follow the eleven step wizard. In step three, select the region of the state where you will be teaching, or if that is unknown, the region in which you live. If you are assigned a position in another region you can log into ECS later and register for the other region at no charge. At the end of each process use your Internet browser's print button to print the last screen. Print and save the Current Credential screen in ECS for proof of certification and registration.

Initial certificates are valid for four years. Standard Certificates are issued after that period, providing applicants have met all requirements established by the ISBE, including proof of continuing education or professional development. See http://www.isbe.net/certification/html/new_teacher.htm for specific requirements.

Placement

The Career Center has a packet of forms and instructions to aid students in setting up a credential file, which includes letters of recommendation and a resume. The Director of the Career Center also speaks to students during the student teaching seminar.

When asking for recommendations from faculty, students should make their requests in person, and have the recommendation form completed. Requests for recommendations should be made several weeks in advance.

² Graduates pursuing certification in other states should complete the Illinois process to facilitate the procedure. You will then need to apply for certification in the state you wish to teach. Specific requirements vary by state.

Advising

Elementary, secondary, and foreign language candidates are assigned faculty advisors in the Educational Studies Department. All candidates are responsible for working with their Educational Studies and major advisors to develop a tentative four year course plan in order to meet University, major, and ISBE certification requirements.

Worksheet for Four Year Course Plan

Fall Semester	Spring Semester	May Term / summer
---------------	-----------------	-------------------

Freshman Year

Sophomore Year

Junior Year

Senior Year

Ninth semester student teaching (option)

Check Sheet
Teacher Education Program
Illinois Wesleyan University

All candidates should maintain a record of courses taken, department correspondence, field experience logs, and all relevant materials.

First Year

- Elementary candidates declare a major in Educational Studies.
- Secondary candidates declare a disciplinary major and a concentration in secondary education.
- Foreign language candidates declare a disciplinary major and a concentration in K-12.
- Review requirements and procedures in TEP Handbook; note sequence of courses.

Sophomore Year

- Meet with an Educational Studies faculty advisor each semester during the registration period.
- Register for, take, and pass the ISBE *Basic Skills* Test by February of your sophomore year. Learn more about the exam, find study guides and register at the ICTS website: www.icts.nesinc.com/
- Set up an educator account in the Education Certification System (ECS), <http://www.isbe.state.il.us/ecs/default.htm>. This account will allow you to view and track your certification information (testing). After you graduate you will apply for your certificate through ECS.
- Complete application to Teacher Education program after completion of Educational Studies 225 and 255. (typically April of the sophomore year). Download applications from the Educational Studies webpage <http://www2.iwu.edu/edstudies/Forms/index.shtml> and return to the Educational Studies Office, CLA 146.

Junior Year

- Indicate *Intent to Student Teach*, by October 1, junior year. Download forms from the Educational Studies webpage, <http://www2.iwu.edu/edstudies/Forms/index.shtml>.
- Take TB test and turn in the card to the Certification Coordinator, Ms. Lawton, by April 20 of your junior year.
- Take and pass the ISBE *Content Area* Test the semester *prior* to student teaching (by April 30, junior year).
- 9th semester student teacher submit reduced tuition application by April 15.

Senior Year

- Submit Senior Portfolio by Ed 498 due date.
- Present Teacher Inquiry project at Research Fair in April.
- Register for and take the ISBE *Assessment of Professional Teaching* (APT) exam after student teaching. (February or March senior year, or 9th semester by November 30)
- Complete exit survey upon graduation. An announcement will be sent to you with a web link
- Attend meeting regarding procedures for obtaining your Illinois certificate (see page 51). (An announcement will be sent to you as to when and where).