

Teacher Education Program Handbook

Elementary, Secondary, and Foreign Language

*Teachers Scholars for
Social Justice*

EDUCATIONAL STUDIES DEPARTMENT

August 2010 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.

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WHO WE ARE

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Student Organizations

Kappa Delta Pi

Kappa Delta Pi (KDP) is the national honorary society for juniors and seniors in Educational Studies. 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, Professor Jeanne Koehler, jkoehler@iwu.edu.

KDP Officers, 2010-2011

President: Katie Dietrich
Secretary: Amy Bannon
Historian: Maggie Byrne

Vice President: Cara Deverman
Treasurer: Rachel Rhody

Student Education Association

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.

SEA Officers, 2010-2011

President: Kris Lee

Campus Relations: Nikki Soni

Tutoring: Sarah Pomykala

Campus Relations: Mary Edwards

Secretary: Sam Ford

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.

Teacher Education Committee, 2010-2011

Robin Leavitt, Educational Studies, Director of Teacher Education (convener)

Dave Bollivar, Biology

Scott Sheridan, French

Ana Floriani, Educational Studies

Leah Nillas, Educational Studies

Linda French, Physics

Jim Plath, English

Christina Isabelli, Hispanic Studies

Rebecca Roesner, Chemistry (spring)

Andrew Shallue, Mathematics

Tim Rettich, Chemistry (fall)

Jeanne Koehler, Educational Studies

Brian Russell, Music Education

Shela Koehler, Music Education

Student Representatives, TBA

Tom Lutze, History

Teacher Advisory Council

The Teacher Advisory Council (TAC) 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. TAC Membership for 2010-2011 will be announced later this year.

Promise and Potential Partners, Bloomington Junior High School

Mary Aplington

Michelle Nauman

Diane Galluci

Jessie Nicoson

Suzie Hutton

Nancy Pichla

TEACHER EDUCATION MISSION AND VISION
(adopted 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:

<p>Elementary Education (K-9) <i>Type 03 Certificate</i></p>	<p>Foreign Language (K – 12) <i>Type 10 Certificate</i></p> <ul style="list-style-type: none"> ○ French ○ Spanish
<p>Secondary Education (6-12) <i>Type 09 Certificate</i></p> <ul style="list-style-type: none"> ● English Language Arts (6 – 12) ● Mathematics (6 – 12) ● Science (6 – 12) <ul style="list-style-type: none"> ○ Biology designation ○ Chemistry designation ○ Physics designation ● Social Science (6 – 12) <ul style="list-style-type: none"> ○ History designation 	<p>Music Education (K – 12) <i>Type 10 Certificate</i> (see separate handbook)</p>

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

Required coursework for each certification program begins on page 23.

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 (ISBE). 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 provide evidence of meeting the Illinois Professional Teaching Standards (IPTs). You will have the opportunity to do so throughout your professional education and major coursework.

In addition to the IPTs, each candidate must meet the content area standards for certification in your specific teaching field (elementary, secondary disciplines, or foreign language). These content area standards may be accessed via the Educational Studies website.

Please note that new standards are likely to be approved by the State Board of Education Certification Board this year and to be in effect July 2012. The classes of 2013 and 2014 will most likely be held to the new standards. The classes of 2011 and 2012 are responsible for the standards currently in effect. Both sets of standards may be accessed via the Educational Studies website.

Code of Ethics

The ISBE has proposed a code of ethics which, if approved, will apply to candidates enrolled in pre-service education preparation programs. The code, which is founded on the premise that Illinois educators must meet the educational needs of each student, defines five core principles: Responsibility to students; Responsibility to self; Responsibility to colleagues and the profession; Responsibility to parents, families, and communities; and Responsibility to the Illinois State Board of Education. For more information see: <http://www2.isbe.state.il.us/rules/proposed/pdfs/22wf.pdf>.

NEW ISBE Minimum Grade Requirement

(Applies to students in the graduating class of May of 2012 and beyond)

The minimum grade requirement for any course required for certification, the content area (major), or an endorsement is **C**. Grades of C-, while passing, according to IWU standards, will not meet State of Illinois certification requirements. (Please note that required grade point averages to be admitted to the TEP and student teaching are higher, 2.75 and 3.0 respectively.)

If you receive a grade of C- or lower in a required course, consult with your Educational Studies or major advisor about repeating the course or enrolling in an equivalent course prior to student teaching. Educ 225 and 255 may not be retaken more than once. Note that your original course grade will still be recorded on your transcript, but only the higher grade will be figured into your grade point average. Consult with the Financial Aid Office regarding any aid implications of repeating a course.

ISBE 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 exams. 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.

Please note that as of January 2010, the state of Illinois will not permit candidates to take any one exam more than five times in order to pass it.

New Basic Skills Test Design

A new test design and score reporting model will be implemented for the Basic Skills test beginning with the September 11, 2010, paper-based test. Each subarea of the test will be scored independently and a passing score must be achieved in each area to complete the requirement. Students taking the Basic Skills test will have the opportunity to take all four subtests each time they test. However, examinees will not be required to complete the subtest they have already passed.

Exam Requirements by Program

Elementary	Exam	When
	Basic Skills (300)	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 (300)	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 (300)	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.

Transitional Bilingual	Exam	When
	Target Language Proficiency	After student teaching.
	<ul style="list-style-type: none"> • Spanish (056) • See ICTS website for other exams. 	

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

IWU TEACHER EDUCATION PROGRAM
Elementary, Secondary, and Foreign Language Certification Candidates

Phases and Requirements

I. Indication of Intent to Pursue Certification

Notify the Educational Studies Operations and Certification Coordinator, Kelly Lawton at klawton@iwu.edu, of your interest in the teacher education program. We will then add you to our mailing list so that you will be provided with adequate advising.

II. Enrollment in Educational Studies Courses

Any IWU student 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). Both courses have a field placement component requiring candidates to complete an on-line survey.

All students are required to submit to an Illinois State Police and FBI fingerprint criminal background screening concurrent with enrollment in your first education course (Education 225 or Music 132). Students are responsible for the \$50.00 fee. See www.iwu.edu/edstudies for more information.

III. Declaration of Major

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.

IV. Application and Admission to 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, 361, 362, 363).

Candidates submit the program application materials in March of the sophomore year, or after completing Educ 225 and 255.

A. TEP Application Materials

Instructions and application materials are available at www.iwu.edu/edstudies, Forms and Applications link. The following materials should be submitted.

- TEP Application Essay
- TEP Application Form, including signature indicating you have read and understood this *Teacher Education Handbook*
- Student Teaching Agreement Form
- Pre/Student Teaching Resume
- Pre/Student Teaching Placement Survey

B. TEP Admission Requirements:

- Satisfactory TEP application essay*
- Passing score on all sections of the ISBE Basic Skills Test.* For registration see <http://www.icts.nesinc.com/> (see pp. 8-9)
- Minimum cumulative grade point average of 2.75.*
- Minimum professional education grade point average of 2.75* (includes Ed 225 and Ed 255).

- 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
 - Complete an FBI and State of Illinois Fingerprint background check indicating you are 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.

* Grades of C- or lower in your major, professional education, or endorsement coursework will need to be repeated or an equivalent will need to be taken (p. 8). In addition, this grade point average is likely to be increased to 2.8 for the graduating class of 2014.

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.

V. Student Teaching

Student teaching takes place during the fall term of the senior year. Fall semester student teaching provides the equivalent of a year-long field placement, since one's placement and cooperating teacher typically continues from the previous spring semester of your junior year. Fall semester student teaching also allows candidates to participate in the opening of a new school year.

A. Requirements

Successful completion of required coursework prior to student teaching does not in itself permit one to student teach. Students planning to student teach must meet the requirements specified below:

- 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, 361, 362, or 363).
- Minimum major grade point average of 3.0 (secondary and foreign language).
- Grade of C or higher in professional education and content area coursework required for certification.
- 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.
- Evidence of passing the online training course for mandated reporters (<https://www.dcfstraining.org/manrep/index.jsp>).

Candidates for student teaching will be notified in May of their status regarding student teaching the following fall. Teacher Education Committee (TEC) approval is required only for questionable cases and student petitions. See "Ongoing Status Review" (p. 13).

VI. 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.
- Final professional education, major, and cumulative grade point average of 3.0
- Completion of ISBE certification and IWU graduation requirements.

Ongoing Student Status Review

A candidate may be dropped from the Teacher Education Program without qualification, upon:

- Grade point average(s) dropping below the specified levels during any phase of the program.
- Failure to demonstrate expected professional behavior and dispositions in the field.
- Changed status criminal background check, that is, a felony conviction.
- Other circumstances occur which would make one 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.

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. Evaluations of your field performance enable you and your faculty mentors to identify areas of professional development 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. In the field you will:

- Learn the language, practices and expectations of your chosen profession.
- Observe the skills of experienced professionals.
- Develop competence in the classroom and in your interactions with children.
- Discover and reflect upon your individual teaching abilities.
- Demonstrate your resourcefulness and responsiveness as you perform your professional responsibilities.
- 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).
- 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.

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. You may not be placed in your home school or with a relative.* 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.

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

Field Guidelines

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 by the end of the registration period. A link will be sent to your iwu email address with instructions for completing the placement survey. You will be notified of your placement in class at the start of the term.

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 your teachers. Teachers want to be supportive, but they can't help you 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 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.)

Reporting Child Abuse or Neglect. 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. Prior to student teaching you will need to take and pass the online training course for mandated reporters at <https://www.dcfstraining.org/manrep/index.jsp>.

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

Student teachers are placed as close to the Illinois Wesleyan campus as possible, but you may be placed in communities within a 50 mile radius. You are responsible for your own transportation.

Candidates are not placed in a previously attended elementary or secondary school, 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.

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 or corresponding seminar.

Urban Education Student Teaching

The Chicago Center provides an off-campus option for student teaching. Accepted students teach in a Chicago public school while living in Chicago with student teachers from IWU and other colleges.

Interested students complete the Chicago Center application process during the junior year, in addition to submitting the IWU student teaching materials. After acceptance, students must also complete the Chicago Public School application and essay requirements. *Chicago students may be required to complete an additional fingerprint background check for Chicago Public Schools.*

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>.

Note: The 9th semester tuition reduction does not apply to students attending the Chicago Center program.

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 to student teaching.
- No previous enrollment in student teaching.
- Completed application for ninth semester tuition reduction no later than April 15, senior year.

Transfer students are eligible for 9th semester reduced tuition if the above conditions have been met. Tuition reduction does not apply to students who complete student teaching through the Chicago Center program.
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 15th 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.

SENIOR PORTFOLIO REQUIREMENT ²

Purpose

Satisfactory completion of a Senior Portfolio is required for recommendation for teacher certification. 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 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 Illinois State Board of Education standards for all teachers, including those specific to your content area. 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 awards for teaching excellence.

Format

Your Senior Portfolio must be digital, and burnt to a CD or DVD. You will be taught to use GoogleApps to create your site. You may choose to use other software or html editor (e.g., IWeb, ExpressionWeb, Frontpage, Dreamweaver, SeaMonkey) for creating webpages, but the portfolio must be viewable and navigable on the most common computers on campus. It is strongly recommended that you test your portfolio design and navigation (all links should work) at the IWU library and on other campus classroom computers. Assessment criteria for the digital components of the portfolio are included in the portfolio assessment rubric which will be made available to you in your Educational Studies classes.

Content

Home Page or Index Page. Every portfolio should have a page that identifies who you are, and a menu or navigation list (list of links) of the documents included in your electronic portfolio. Disclaimer information and permissions to use documents and photos should also be on or linked to this page.

Visual or Auditory Representation and Essay. To highlight the IWU TEP emphasis on the artistic and creative nature of teaching and scholarship, certification candidates 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. Your representation should speak to what being a teacher (or other profession you have chosen) means to you, and be explained in a narrative essay.

Conceptual Framework. You will reflect upon what it means to be a teacher-scholar for social justice, and how this concept applies to yourself. You also will reflect upon the corresponding dispositions of reflection, responsiveness and resourcefulness: their role in the teacher profession and how you have demonstrated each disposition in your course and field work. For all of the above you will speak to your own interpretations and experience, and provide illustrative examples in your narrative (no linked evidence required).

Narrative Reflections (essays). The body of your portfolio consists of your narrative reflections and hyperlinks to supporting documents. Most essays will have two parts: (1) what you know with respect to the standard, and (2) how you have applied your knowledge in the classroom. Narrative essays should speak to what you know and can do, citing illustrative examples as specified in the document, *Standards for the Senior Portfolio*. You must make clear in your essay how the linked evidence you selected further illustrates your mastery of the standards. Each essay should be about one or two pages; your content essay will of necessity be much longer. More important than length is depth and breadth of treatment.

² Updated August 2010.

Pre-student teachers should speak to the experiences they have had thus far, and indicate those experiences needed during student teaching in order to complete each section of the portfolio. A plan for demonstrating mastery of each standard should be made in consultation with your cooperating teacher.

Evidence/Artifacts with Accompanying Narrative Reflections.

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 examples and evidence to include.

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 (with permissions)
- Evidence of student learning (with permissions)
- 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 (with permissions)
- Audio tapes of your teaching
- Photos of your teaching and classroom (with permissions 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

All artifacts should be clearly labeled or captioned.

You need about two to four artifacts per standard. While some artifacts may provide evidence as to your mastery of more than one standard, strive to include different artifacts for most standards, and always select the best artifact for each standard. For example, don't use just one lesson plan as evidence of several standards. *Do not* include as artifacts materials made by your professors (e.g., course syllabus), cooperating teacher, or internship supervisors (e.g., lesson plan or student assessment).

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.*

Pre-student teachers should include documentation gathered thus far, and indicate what artifacts you intend to collect during student teaching in order to complete each section of the portfolio. A plan for document collection for each standard should be made in consultation with your cooperating teacher.

Due Dates*

Candidates will be working on different parts of the portfolio concurrent with their professional education courses.

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 change your final course grade. In the case of 9th semester December graduates, a draft portfolio is submitted in the spring and a revised portfolio submitted at the end of your final semester.

The portfolio assessment rubric will be made available to you in your Educational Studies classes.

COURSE REQUIREMENTS

Recommended General Education Courses in Social Justice	p. 25
Elementary (K-9)	p. 27
Middle School Endorsement	p. 28
Secondary (6-12) and Foreign Language(K-12) Professional Education	p. 31
English Language Arts	p.33
Foreign Language: French & Spanish	p. 35
Mathematics	p. 37
Natural Science	p. 39
Biology	p. 40
Chemistry	p. 41
Physics	p. 42
Social Science/History	p. 43
Transitional Bilingual Certificate (type 29)	p. 45

The Educational Studies curriculum was revised in the spring of 2009 and 2010. 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.

RECOMMENDED SOCIAL JUSTICE GENERAL EDUCATION COURSES
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.

Consult with your advisor prior to registration.

Course	Art	AV	CSI	CHC	IT	Lit	LSL	LSI	PSL	PSI	W	US	GL
AMST 280												X	
ANTH 330													X
ANTH 360					X							X	
BIO 110								X					
BIO/ENST 120								X					
CHEM /ENST 130									X				
CHEM / ENST 135									X				
EDUC 370 Songs of Struggle / Joy				X								X	
EDUC 370 Images of Children & Education in Film	X												
ENGL 170 Third World Women						X							X
ENGL 259						X						X	
ENST 100		X											
ENST 132										X			
ENST/HIST 248				X								X	
ENST / PSCI 260		X	X										
ENST 270: Toxic Threats to Reproduction & Child Development								X					
ENST /PSCI 360			X								X		X
ENST / PSCI 361													X
ENST /PSCI 365		X											
Health 350		X											
HIST 240				X								X	
HIST 241				X							X		
HIST 242, 249, 254, 255, 342, 343, 344				X								X	
IS 222/322		X											
IS 240				X									X

Course	Art	AV	CSI	CHC	IT	Lit	LSL	LSI	PSL	PSI	W	US	GL
IS /Educ 373			X								X		X
PHIL 214		X											
PHIL 300		X									X		
PHIL 302		X											
PHYS 239										X			X
PSCI 104		X										X	
PSCI 281		X										X	
PSCI 301												X	
PSYC /333												X	
SOC 120			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.

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 self contained elementary grades (K-9). 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 www.iwu.edu/edstudies for course prerequisites and restrictions on concurrent enrollment. Electives may be taken at any time. Students must receive a grade of C or higher in all professional education/educational studies major coursework (p 8).

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 Seminar (1 unit)
	Educ 496	Student Teaching (3 units)
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 (December) 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 2013 and beyond. (*See IWU catalog for minor requirements*). Candidates who elect to complete a second major do not need an additional minor.

- **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

Note: It is likely that middle school endorsement requirements will be revised during the 2010-2011 academic year. Consult with your Educational Studies advisor regarding your specific endorsement plans.

If you wish to teach departmentalized (or subject specific) grades 6-8, you must complete the requirements for the middle school endorsement. The K-9 elementary certificate only applies to self contained general education classroom settings. 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 (<http://www.isbe.net/certification/requirements/section7.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 the target language and Educ 360 or equivalent
- **General science:** 5 units, including upper level coursework, across the natural sciences
- **Health:** 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 and (3) 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 or 8 units in the content area. (Students seeking a 9th grade only endorsement in a social science or science designation must meet specific course requirements. Consult with your advisor.)

AND

- Passing the relevant content area test.

**SECONDARY (6-12) & FOREIGN LANGUAGE (K-12)
Professional Education Course 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. Students must receive a grade of “c” or higher in all professional education coursework (p.8).

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	One from:	
	Educ 360	Curriculum and Pedagogy in English and Foreign Language
	Educ 361	Curriculum and Pedagogy in Social Science
	Educ 362	Curriculum and Pedagogy in Mathematics
	Educ 363	Curriculum and Pedagogy in the Natural Sciences
Senior year, fall	Educ 490	Student Teaching Seminar
	And one from:	
	Educ 491	Student Teaching: English
	Educ 492	Student Teaching: Social Science
	Educ 493	Student Teaching: Foreign Language
	Educ 494	Student Teaching: Mathematics
	Educ 495	Student Teaching: Science
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.

Middle School Endorsement Option for Secondary & Foreign Language Candidates

Secondary and Foreign Language candidates wishing to teach within their content area in grades 6-8 must complete *Middle School Philosophy* (Educ 260). Mathematic candidates must also take Educ 351 (middle school math). 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.

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

Second Subject Endorsements for Secondary & Foreign Language Candidates

Secondary and Foreign Language candidates may earn additional high school level subject endorsements by meeting IWU and ISBE requirements, generally consisting of an additional major, coursework in curriculum and pedagogy specific to the grade level and content area, and the content exam in the second endorsement area.

**Please note that changing ISBE requirements have prompted a review of all IWU endorsement requirements during the 2010-2011 academic year. It is likely that endorsement requirements as explained in this handbook may change. Endorsement requirements will be posted on the Educational Studies department webpage later this year. Please consult with your advisor if you have questions about how to pursue additional high school subject endorsements.*

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.

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

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* Lower Division Writing courses

Select 1 from Engl 200/300 level. Writing Course

Select 2 from Engl 301**, 315, 325, 401 Upper Division Writing courses

Select 4 from Engl 300/400 level Literature courses (one must be pre-1830 literature)

*272 must be designated a writing course

**may be repeated for credit with different subject matter

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

Select 1 from Engl 220-259 Foundations courses

Select 1 or 2 from Engl 170, 220, 231-272 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)

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

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

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.

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://languagetesting.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).

Professional Education Coursework (Concentration: 8 units): See page 31.

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)

Spanish 280	Reading and Writing Culture (W)
Span 303	Advanced Grammar and Composition
Span 308	Introduction to Literature
Span 314 & 316	Iberian Culture and Civilization Latin American Culture and Civilization
Span (select 2)	Electives (may be taken abroad) Spanish for Social Justice (240) is recommended.
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

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

Major Requirements (minimum 11 course units)

One of the following calculus sequences:

Math 161, 162, 263, and 264	Calculus: 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
Math 360

Wavelet Analysis
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.

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

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.

Additional Subject Designations in Science

Science candidates may earn additional high school level second *designations* and be considered “highly qualified” by meeting the requirements below. A designation permits you to teach AP or Honors level courses in the content area, whereas a science endorsement allows you to teach only lower level courses across the sciences. Some coursework for endorsements may be taken at other institutions with the approval of your major advisor and the Director of Teacher Education.

Requirements

- Complete an approved program in Biology, Chemistry, or Physics
and
- A major, or 8 units of coursework, including three in upper division, in the designation area **OR**
- Pass the content exam for the designation.

The science designations are: Biology, Chemistry, Physics, Environmental Science, and Earth & Space Science.

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

Major Requirements (10 units)

Bio 101 <i>and</i> 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 32.

Additional Subject Designations: See page 39.

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

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 32.

Additional Subject Designations: See page 39.

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

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. Specifically, the Illinois State Board of Education requires that you complete courses in at least two other subjects in the broad field, (includes Biology, Chemistry, Environmental Science, Earth & Space Science). You must complete coursework in both the biological and physical sciences. Consult with your major and Educational Studies advisors.

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 32.

Additional Subject Designations: See page 39.

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.

Professional Education Coursework (Concentration: 8 units): See page 31.

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.

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.

Students must receive a grade of c or higher in all coursework that will be counted toward the additional designation (p. 8).

Economics

- Completion of the approved program in social science/history as specified in this handbook, **and**
- A major in economics **or**
- Pass the 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
- 8 units in geography, including upper level **or**
- Pass the 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**
- Pass the 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**
- Pass the 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 8 units of combined coursework, including three upper level **or**
- Pass the ISBE Content Area test in Social Science: Sociology and Anthropology (121)

TRANSITIONAL BILINGUAL CERTIFICATE
Type 29 Certificate

This temporary certificate permits you to teach subject matter using the languages of the endorsement (for most of you this will be Spanish) in a K-12 bilingual setting and/or a K-6 ESL setting.

Requirements for the Transitional bilingual certificate:

- Bachelor’s degree.
- Elementary, Secondary, or Foreign Language or Music K-12 certificate earned through one of IWU’s approved programs.
- Be legally present and eligible to work in the U.S.
- Proficiency in English and the target language, demonstrated by passing the Target Language Proficiency exam.
 - The Target Language Proficiency Exam for Spanish is 056.
 - See http://www.icts.nesinc.com/IL15_testselection.asp for listing of all target language proficiency exams.
 - Do not schedule other required exams on the same date.

Apply for the transitional certificate by completing the certification application, which can be downloaded from http://isbe.net/certification/pdf/73-03C_teaching_certificate.pdf.

- Towards the middle of the application on the left side, check off the “Transitional Bilingual” box and note the language (for most of you, Spanish) in which you will take the proficiency test.
- The Educational Studies office does NOT need to sign the application.
- Do not check any of the endorsements on the reverse side.
- Upon review of your request, the state will send you a letter indicating that you have met the minimum requirements to serve in a bilingual or ESL position; the state also records this information.
- You must register your transitional certificate with the regional superintendent of the county where you will be teaching.
- The transitional certificate is good for SIX YEARS and may be renewed once for two additional fiscal years. During that time, you should complete the coursework for a regular endorsement.

The coursework requirements for the Bilingual and English as a second language endorsement includes:

Bilingual

- Foundations of bilingual education
- Assessment of the bilingual student
- Cross-Cultural Studies for Teaching Limited-English-Proficient Students
- Methods and Materials for Teaching English as a Second Language
- Methods and Materials for teaching Limited English Proficient Students in Bilingual Programs
- Elective (to total 18 semester hours)
- 100 clock hours or 3 months of teaching experience in a bilingual setting.

ESL

- Foundations of teaching ESL
- Assessment of the bilingual student
- Cross-Cultural Studies for Teaching Limited-English-Proficient Students
- Methods and Materials for Teaching English as a Second Language
- Linguistics
- Elective (to total 18 semester hours)
- 100 clock hours or 3 months of teaching experience in an ESL/bilingual setting.

This coursework may be taken post-graduation at an institution in the area where you will be teaching.

CERTIFICATION AND ENTITLEMENT³

IWU Candidates 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 an Initial Teaching Certificate with "highly qualified" status

Initial certificates are valid for four years. Standard Certificates are issued after that period, provided 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.

Candidates do not automatically receive a certificate upon graduation. The Educational Studies office only notifies ISBE of those candidates who are eligible for certification after verification that all requirements have been met. Graduates must complete the steps below to complete the certification process. **Note: You cannot complete this process until the Educational Studies office has certified that you have completed all requirements, so wait for notification. This may take up to four weeks after graduation.**

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 and then log in.
2. Select the "Applications" menu item.
3. Select the "Entitlement Certificate Application" menu item.
4. Click on the "Apply Online" link to the right of your entitlement certificate.
5. Follow the 11 step wizard through the application process.

At the end of each process use your Internet browser's print button to print the last screen. You can also print the Current Credential screen in ECS for proof of certification and registration. Your certificate will be mailed to the address you provide on the ECS system.

Registration of Teaching Certificate

After receiving your certificate, you must register it in the area in which you will be teaching. If you have not accepted a teaching job, select the region in which you live. Registration is done through the ECS system by selecting the Register/Renew menu item and following the eleven step wizard. There is a fee for the initial registration, but you may update the region at no additional charge.

Graduates pursuing certification in other states should complete the Illinois process to facilitate those procedures. Some states may have additional requirements – check with the state's Board of Education.

JOB 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.

³ 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
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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. Additional information, including instructions and forms are available on the Educational Studies website: www.iwu.edu/edstudies.

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.
- Complete background check concurrent with enrollment in Educ 225.

Sophomore Year

- Elementary candidates declare a minor.
- 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 March of the sophomore year). The application and essay instructions are available on the Educational Studies webpage.
- Complete student teaching agreement form, student teaching resume, and placement survey in March of the sophomore year. Information and materials are available on the Educational Studies website.

Junior Year

- 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.
- Prior to student teaching take and pass the online training course for mandated reporters at <https://www.dcfstraining.org/manrep/index.jsp>

Senior Year

- Submit Senior Portfolio by Educ 498 due date.
- Present self-study/classroom inquiry project at the annual Educational Studies Inquiry Conference 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 (p. 47). (An announcement will be sent to you as to when and where).