



Teacher Preparation Handbook

2023-2024

PREFACE

The teaching profession continues to offer a bright future for people who possess the appropriate dispositions and academic proficiencies. We welcome all students who wish to become a part of this exciting and challenging career to join the Illinois College Teacher Preparation Program by following guidelines outlined in this handbook.

Illinois College is accredited by the Illinois State Board of Education (ISBE) to offer programs in Teacher Education. Our focus is represented by our touchstone statement:

The Illinois College Teacher Preparation Program offers intellectual engagement in the profession of education through rigorous coursework and meaningful clinical experiences in area schools.

Our graduates become positive change agents in their classrooms and communities, embodying Illinois College's commitment to leadership and service.

If you have questions that are not addressed in these pages, please contact Dr. Jaime Klein, Director of Teacher Preparation, at jeklein@ic.edu for additional information.

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**PART I
PROCEDURES**

INTRODUCTION

Illinois College has been preparing quality teachers for more than 175 years, longer than any other institution in the state. We strive to both honor that fine tradition and to meet the demands of changing requirements, develop a strong content basis, and increase knowledge of the learning process. The processes and programs detailed in the following pages are designed to ensure candidates completing the Illinois College Teacher Preparation Program the confidence of knowing they meet college, state, and national standards, and can demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

While the information in this handbook is offered to facilitate planning, all students interested in teaching should contact the Education Department directly to receive individual advising and to determine the full range of options available. Illinois College currently offers licensure programs in the following areas:

Type	Grade Level	Valid for
Standard Elementary	Grades 1-6	Self-contained general Elementary education
Standard Middle Grades	Grades 5-8	Mathematics, Language Arts, Science, or Social Science
Standard Secondary	Grades 9-12	Mathematics, English Language Arts, Science – Biology, or Social Science - History
Standard Special	Grades K-12	Spanish
Standard Special	Grades PK-12	Physical Education

Subsequent endorsements in other grade bands and subject areas may be added by following current ISBE guidelines.

It should be noted that, in addition to completing the requirements for their chosen major, each candidate for licensure must complete specified courses in Education (including student teaching), along with designated general education courses in order to be eligible for licensure.

The Illinois College Teacher Preparation Programs are open to all students who meet the standards that have been established by the Illinois State Board of Education (ISBE) and Illinois College's Teacher Preparation Committee (TPC). These organizations have the responsibility to ensure that only persons who have achieved a high level of personal integrity, academic ability, and interpersonal skills are encouraged to accept the challenge of educating the next generation of citizens.

In order to meet the needs of public and private schools, it is vital that programs remain flexible and innovative. On the other hand, prospective teachers must be assured that the requirements will remain stable during their period of enrollment, provided they complete the program in a timely manner. In keeping with college policy, students applying for admission to the Teacher Preparation Program will be governed by the regulations outlined in this handbook, regardless of changes instituted in subsequent years, unless: (1) the state imposes licensure requirements that were not anticipated when this handbook was prepared; (2) it is advantageous to the student to enter a new program introduced later; or (3) the student fails to complete the program in a timely manner. When any of these conditions are in effect, **all** the requirements for the new program must be met.

PRE-ADMISSION GUIDANCE

Illinois College students interested in pursuing a career in teaching should work with their current advisor to ensure they are enrolled in ED 101 – Introduction to Teaching during their first semester freshman year, or as soon as possible thereafter. Other courses they are encouraged to enroll in during freshman or sophomore year are ED 203: Multicultural Issues in Education, ED 267: Foundational Literacy (Elementary program only) and ED 289: Foundations of Curriculum & Instruction.

Students pursuing teacher licensure should meet with an advisor in the Education department or the TPC representative for the licensure program to be completed. See the table below for the licensure programs offered by Illinois College, the major departments, and the current department representative.

Licensure Program	Major Department	Department TPC Representative
Elementary (Grade 1-6)	Education	Prof. Suzanne Kell
All Middle Grades (Grades 5-8)	Education	Dr. Jaime Klein
English (Grade 9-12)	Education and English	Dr. Cindy Cochran
Mathematics (Grade 9-12)	Education and Mathematics	Dr. Todd Oberg
Science - Biology (Grade 9-12)	Education and Biology	Prof. Alex Wolfe
Social Science - History (Grade 9-12)	Education and History	Dr. Robert Kunath
Physical Education (Grade PK-12)	Education and Kinesiology	Prof. Eric McClarey
Spanish (Grade K-12)	Education and Spanish	Dr. Diana Grullon-Garcia

Once the student has declared a major in Education and the appropriate content area (where applicable), an advisor in Education will be assigned, along with a content area advisor, if needed. Students are encouraged to meet with their advisor(s) as soon as possible. They will explain the requirements for completing the Teacher Preparation Program.

Before enrolling in upper-level Education courses, prospective teacher candidates must be admitted to the Teacher Preparation Program.

To complete admission requirements and become a teacher candidate, prospective candidates must follow the procedures outlined on the following pages. Please note that it may not be possible to obtain a license within the normal four-year sequence if application to the Education Department has not been completed by the end of the second semester of the sophomore year.

Transition I
TEACHER PREPARATION PROGRAM APPLICATION

SELECTION OF CANDIDATES: Acceptance into the Teacher Preparation Program is selective. Applicants are accepted upon the recommendation of their academic advisor, successful completion of the application process, and approval by the Teacher Preparation Committee. Candidates seeking admission to the program are required to meet the admission and retention requirements in effect at the time of their acceptance into the program. Candidates are advised that licensure requirements may change as a result of subsequent action by the Illinois State Board of Education.

ESSENTIAL QUALIFICATIONS FOR FULL PROGRAM ADMISSION:

Prospective candidates should enroll in ED 289 spring semester of the sophomore year. All application requirements and due dates will be announced in ED 289.

- Declare a major in education (and content area where applicable) with the Illinois College Registrar's Office.
- Complete a minimum of 41 credits.
- Earn a 2.750 or higher overall Illinois College GPA.
- Earn a "C-" or better in all Education classes required for licensure and designated Content Area classes for your program (see program advisement forms for specific course requirements).
- Complete or be currently enrolled in ED 101: Introduction to Education, ED 203: Multicultural Issues and Social Justice in Education and ED 289: Foundations of Curriculum & Instruction
- Earn a passing score on three key signature assessments, one each from ED 101, ED 203 and ED 289.
- Successfully complete all required background checks for field placements and be prepared to complete others as required.
- Complete all field experiences required Education courses and earn a positive recommendation on all field-based evaluations from Cooperating Teachers (and Supervisors/Instructors).
- Meet satisfactory criteria on the Program's Assessment of Dispositions for Teaching.
- Compete and submit all components of the Teacher Preparation Program Application.

NOTICE:

Please make careful note of submission deadlines for the application packet. Failure to meet this deadline will be taken into consideration on the Assessment of Dispositions for Teaching.

SUMMARY OF APPLICATION REQUIREMENTS:

Create an ELIS account

Understand and Acknowledge the Assessment of Dispositions for Teaching

Include in your application packet:

1. Signature Page (*see appendix page 40*)
2. Letter of Application
3. Current Four-Year-Plan

DESCRIPTION OF EACH REQUIREMENT:

Create an ELIS account:

The Education Licensure System (ELIS) is where ISBE tracks the requirements you must meet in order to become a licensed teacher. You must create your account before being admitted into the teacher preparation program. Use the following link to create your account:

https://sec3.isbe.net/IWASNET/sign_up.aspx. Please see Camille Mably, IC's Licensure Officer, if you encounter any issues when creating your account.

Assessment of Dispositions for Teaching:

Teaching is a profession that requires hard work, dedication and seriousness of purpose. It also requires professional behavior both in and outside of the classroom. The Assessment of Dispositions for Teaching is conducted internally each semester by the IC Department of Education. While you are not responsible for submitting this assessment, you will be alerted if you receive an unsatisfactory assessment, and you *are* responsible for completing any remediation assigned as a result.

In completing this assessment, performance and participation in Education courses (and other courses required for licensure) will be considered, along with feedback received from supervisors/cooperating teachers in each field placement, and Illinois College's offices of Student Success, Residential Life and Public Safety. If an unsatisfactory score is received on this assessment, a meeting will be scheduled with you and the instructor for the course, your academic advisor, and/or other members of the Teacher Preparation Program as appropriate to discuss how to address the noted concerns.

While we understand that everyone makes poor choices from time to time, conduct that could negatively impact your ability to create a supportive and safe classroom environment will be given serious consideration.

Items to include in your application packet:

1. Application Signature Page:

Complete and sign the Admission Application signature page (given to you in ED 289). Include your Illinois Educator Identification Number (IEIN) as evidence that you have created an ELIS account. Sign the Release of Records Authorization so offices across campus may alert us to dispositional concerns. Staple all other application components behind the signature page.

2. Letter of Application:

A signed letter between two and four type-written pages (single-spaced) addressed to:

Dr. Jaime Klein
Director of Teacher Preparation
Illinois College
1101 West College Ave.
Jacksonville, IL 62650

This letter should be professional in nature, signed by you, and focus on three areas:

- describe the reasons that you consider yourself a good candidate for the Teacher Preparation Program and why you want to be a teacher;
- describe your growth as a future educator based on the fieldwork you have completed thus far and the impact these experiences have had on you; and
- Reflect on strengths and weaknesses as a future educator you have identified based on your coursework and field experiences and how you will work to remedy identified weaknesses.

The letter should be edited carefully to avoid spelling and punctuation errors.

3. Current Four-Year-Plan:

You must submit a signed four-year plan that includes all courses you have taken and plan to take, including student teaching. It is your responsibility to make sure that the four-year plan is up-to-date and in agreement with one of Illinois College's approved programs found in the Teacher Preparation Handbook. Completion of the four-year-plan with your academic advisor is a crucial step for timely program completion. If you do not have a current copy of your 4-year plan, you should contact your advisor.

4. Working with Children and/or Youth:

Complete any outstanding hour log sheets. This log will be used to ensure that you are given a diverse array of placement experiences and to verify that you have completed all required field experiences thus far.

Admission Procedure

Both the College's Director of Teacher of Preparation and the College's Licensure Officer review admission packets. The names of all applicants meeting the above requirements are submitted to the Teacher Preparation Committee for admission into the Program. Upon approval by the Teacher Preparation Committee, students become "teacher candidates."

Provisional Admission to the Program:

Students who have met most, but not all, of the program admission requirements may be granted provisional admission to the program with the approval of the Teacher Preparation Committee. Provisional admission is generally granted in cases where a student has not achieved the required GPA or when extenuating circumstances have prevented them from completing their field placements satisfactorily. Students provisionally admitted are given until the end of the following semester (typically fall of their junior year) to satisfy the outstanding requirement. Once that outstanding requirement is met, the student is automatically granted full program admission.

If a student has not completed all requirements for full admission to the Teacher Preparation Program by the end of fall semester of their junior year, they may appeal to the Teacher Preparation Committee to extend their provisional admission. Generally speaking, the following criteria must be met for the committee to consider such an extension:

1. the student has, in conjunction with their advisor and the Center for Academic Excellence, revised their 4-year plan and developed a plan of study to earn the needed GPA; and
2. while we encourage students denied program admission to persevere, the student will, in conjunction with their academic advisor, develop a “plan b” that will allow them to complete their degree in a satisfying and timely fashion in another area of study in the event that they are unable to meet the requirements; and
3. the student submits an appeal letter to the Teacher Preparation Committee requesting provisional admission to the Program and is approved; and
4. The student is fully admitted to the Program at least one semester before he or she is scheduled to begin student teaching.

Any student who has failed to gain admission to the Teacher Preparation Program and feels his/her case warrants special consideration is encouraged to appeal to the Teacher Preparation Committee (speak with your advisor or the Director of the Teacher preparation program for more information).

ADMISSION TO THE PROGRAM FOR TRANSFER STUDENTS AND NON-DEGREE-SEEKING TEACHER CANDIDATES

Prospective candidates to the Teacher Preparation Program who are transfer students from another institution or non-degree-seeking candidates for an initial license need to be aware that all program requirements must be met (including the Essential Qualifications for Admission listed on page 4 of this handbook). However, the exact details, sequencing and rate for completing a program will be unique to each individual. In order to develop a plan of study, the Registrar and Director of Teacher Preparation will evaluate transcripts, results from state tests completed prior to coming to Illinois College and any relevant teaching experience to determine which program requirements have and have not been met. The prospective candidate will meet with the Director of Teacher Preparation to formulate a plan of study and schedule for admission to the Teacher Preparation Program. Note that all references to GPA in this handbook refer to your Illinois College GPA; your GPA from previous institutions does not count for meeting the GPA requirements in the Teacher Preparation Program.

Transfer Students

Transfer students should be aware that, whenever possible, they will be placed on an expedited schedule for admission to the Teacher Preparation Program in order to complete the program in a timely manner. However, depending on how their previous coursework transfers and their ability to meet the requirements for admission to the program, it may require additional time for them to complete a program.

Transfer students will need to complete the entire application process for admission to the Teacher Preparation Program as outlined in the previous section. They are strongly encouraged to work closely with the Education Faculty and their advisor to complete the application process in a timely fashion. Note that the required Signature Assessments imbedded in ED 101 and 203 will be waived for transfer students that have already satisfied those course requirements; however, verification of field hours and/or an assessment of dispositions from transfer coursework may be requested.

Non-Degree-Seeking Candidates

For purposes of this handbook, non-degree-seeking candidates are those students who have previously earned a bachelor's degree and are coming to the Illinois College Teacher Preparation Program seeking a teaching license but not a degree. Based on transcript analysis, an individualized plan of study will be formulated that allows each candidate to complete a focused licensure program in a timely manner. The plan of study will also include a proposed timeline for completing the chosen program. Non-degree-seeking candidates will need to apply for admission to Illinois College and to be accepted by the College prior to enrolling in any classes for their program of study.

Initial License:

All candidates for initial licensure are required to earn at least 28 semester hours of academic credit at Illinois College. This includes student teaching and at least 4 semester hours in your chosen content areas for licensure and/or endorsement.

MAINTAINING TEACHER CANDIDATE STATUS

Gaining admission to the Teacher Preparation Program is an important step which should be completed in the sophomore year in order to allow time to take the main body of courses leading to licensure. This section outlines the rules, regulations, and useful information that pertain to the period of time that elapses between acceptance into the program and admission to student teaching, i.e., the junior and part of the senior years.

- Candidates are preparing to enter a profession, and professional behavior is necessary. Candidates are expected to exhibit the core dispositions established by the Education Department (*see appendix page 44*) and to demonstrate a professional commitment by being at their assigned placements on time, being properly attired, and being well-prepared. Consult individual course syllabi for specific requirements.
- All candidates for licensure in Illinois must complete work that contributes to their understanding of and appreciation for people of other cultures. Specific activities that meet this requirement are embedded in coursework throughout the program. Candidates are strongly encouraged to take additional courses in this area if time permits and are further encouraged to take advantage of the many cultural programs that are included in Illinois College's convocation series and to participate in relevant BreakAway experiences.
- Most of the course work outlined for the Approved Programs is very specific. **Substitution of other courses or waiving courses is not permitted without explicit approval of the Teacher Preparation Committee.** Candidates are expected to strive for academic excellence during this interim period and are reminded that they must maintain an IC GPA of 2.750 or higher throughout the duration of the Teacher Preparation Program and must earn a "C-" or better in all Education classes required for licensure and designated Content Area classes for their program (see program advisement forms for specific course requirements).
- The Education Department provides a variety of opportunities for candidates to get first-hand experience in K-12 classrooms while they are taking education courses. In these field experiences, candidates work cooperatively with practicing classroom teachers and are given opportunities to experience different classroom situations. They have opportunities to apply techniques learned in methods courses and to practice a variety of skills necessary for confident teaching.
- Most 300 and 400 level Education courses are field-based intensive experiences. While most of the experiences take place in classrooms in the immediate area and include opportunities such as tutoring students or aiding the teacher, some include other activities. Field trips, micro teaching, peer teaching, shadow studies, and a variety of vicarious experiences are all encouraged whenever the opportunity arises.
- Teacher candidates are expected to complete field experiences commensurate with their expected level of licensure.

- All field experiences are evaluated in a systematic manner. The candidate is expected to keep a log of attendance at all activities and submit it to the instructor at the close of the course. Field experiences require verification and evaluation by the classroom teacher under whom the work is performed. The cooperating teacher is asked to evaluate the candidate by checking one of three possibilities: “Recommend,” “Recommend with Reservations,” or “Do not Recommend.” If any candidate is rated “Recommend with Reservations,” or “Do not Recommend” the Department reserves the right to require the candidate to complete another field experience or other remediation as deemed appropriate.
- All candidates, including those who transfer, should be aware that college convocation requirements are difficult to complete during the student teaching semester. It is important to plan ahead and complete as many of the convocation requirements as possible prior to the student teaching. Complete guidelines for convocation requirements are in the Illinois College catalog.
- All candidates for licensure must take and pass a test on subject-matter content knowledge, administered by the Illinois Licensure Testing System (ILTS). This test corresponds to the candidate's licensure program and must be passed before candidates may student teach. This test must be taken and passed at least one month before the beginning of the student teaching semester. Candidates should consult their academic advisors to determine the best plan to prepare for and take this test.

Transition II
ADMISSION TO STUDENT TEACHING

Candidates for the Student Teaching must apply to the Education Department. Admission to Student Teaching is contingent upon:

- Full admission to the Teacher Preparation Program.
- Maintaining an IC GPA of 2.750 or better and earning a grade of “C-” or better in all Education classes required for licensure and designated Content Area classes for your program (see program advisement forms for specific course requirements).
- Earning a passing score on key signature assessments, one each from ED 305, ED 335 or 375, ED 389, ED 385 and the appropriate teaching methods course(s).
- Completing all required field experiences and earning acceptable recommendations from the cooperating teachers.
- Satisfactorily completing all major, area of concentration, professional education, and general education requirements.
- Passing the appropriate state content area exam. The deadline for taking and passing the content area test is one month prior to the start of the student teaching semester.
- All outside/online courses counting toward licensure must be completed at least one month before student teaching. Any departure from this rule requires approval from the Teacher Preparation Committee.
- Any negative scores on your Disposition Assessment must have been satisfactorily remediated.
- Submitting a completed application packet (show on pages 16-19 of this handbook).

The following guidelines should be noted:

- Candidates should meet with their academic advisor if they need assistance with the application process or do not meet one or more of the requirements.
- Any candidate who is not admitted to Student Teaching and feels his/her case warrants special consideration is encouraged to appeal to the Teacher Preparation Committee. Regulations governing candidate appeals are listed in the Appendices.
- Student Teaching is a requirement for licensure, not graduation. Any candidate who, for whatever reason, does not wish to complete student teaching and earn an Illinois Teaching License, may complete an alternate capstone experience. Please meet with the Chair of the Department of Education to discuss this option.

Transition II

Application for Student Teaching

The deadline for submitting the Application to Student Teach is the Monday following Spring Break of spring semester for all teacher candidates planning to student teach during the spring semester of the following year. The deadline for submitting the Application to Student Teach is the first Monday in December of fall semester for all teacher candidates planning to student teach during the fall semester of the following year.

Applications should be submitted in person to Camille Mably in Becker 205. **Students will not be enrolled in the Student Teaching courses until the Application for Admission to Student Teaching has been approved by the Teacher Preparation Committee and all requirements have been met.**

There are three parts to the Student Teaching Application:

1. The Agreement and Acknowledgement form outlines the requirements and obligations for admission to and retention in Student Teaching. Please read it carefully. If you do not adhere to these requirements, you will not be allowed to student teach.
2. The Placement Information form will be used internally at IC to select your placement for ED 385 and/or Student Teaching.
3. The Personal Information form will be given to your cooperating teacher and student teaching supervisor to help them get to know you. Please carefully consider this audience, particularly when writing your resume and autobiography.

SELECTION OF CANDIDATES: Acceptance into student teaching is selective. Students must meet all the application requirements outlined on the Student Teaching Agreement and Acknowledgement Form to be eligible to be registered for ED 431, 432, 433, and 434. Applications must be signed by the candidate's academic advisor verifying that the applicant has successfully completed all requirements as listed in the application process.

Your completed Student Teaching Application will be placed in your advising file. Please retain a copy for your own reference.

Illinois College Student Teaching Agreement and Acknowledgment Form

The following statements reflect the responsibilities that each student teaching candidate must agree to and abide by prior to the first day of student teaching in order for him/her to be eligible to receive a student teaching placement. Failure to abide by any one of these agreements prior to the first day of student teaching will render a student teacher ineligible and the student teaching placement will be retracted. **Please write your initials in the blanks provided to show your understanding of each statement.**

1. ____ I understand that my student teaching and pre-student teaching placements will be appropriate to my approved program and that specific requests may not be accommodated.
2. ____ I understand that some school districts have requirements that candidates must meet in addition to the requirements at Illinois College.
3. ____ I understand that I must earn a passing score on the State of Illinois Content Area Exam before beginning the student teaching semester and before I can be licensed.
4. ____ I understand that I am responsible for transportation to and from my student teaching and pre-student teaching placements.
5. ____ I understand that I cannot be assigned a placement in a school building where my relatives or close friends work, or where I have had prior work or volunteer experience; nor will I be placed in a High School that I attended.
6. ____ I understand that neither I, nor friends or family members, can be involved in making my own student teaching or pre-student teaching placements.
7. ____ I understand that I must maintain the cumulative and major 2.750 GPA required to be eligible to student teach.
8. ____ I understand the importance of checking with my academic advisor prior to student teaching to confirm that all coursework and other requirements have been completed prior to student teaching.
9. ____ I understand that it is my responsibility to inform my academic advisor and/or Student Teaching Placement Coordinator and/or Education Department chair if there are any issues or concerns that might affect any clinical placements.
10. ____ I give my permission to the Education Department to share academic progress reports and official transcripts with prospective placement schools.
11. ____ I understand that my student teaching placement will not be pursued until my complete application packet has been received by the Education Department.
12. ____ I understand that I must receive approval from my college supervisor and cooperating teacher in order to work on weekdays or for more than 15 hours per week.
13. ____ I understand that student teaching is to be considered my full-time responsibility and that I must be engaged in professional development activities during the student teaching semester.
14. ____ I give permission to the Illinois College Education Department to check with IC Student Life about my behavior on campus. This check is to verify that I have not done something so egregious on campus that it would not be appropriate for me to represent Illinois College in the community or for me to be placed full-time in a K12 classroom.

Printed Name: _____ Signature: _____

Date: _____ Major: _____

Illinois College Student Teaching Placement Information Form

NAME _____ TODAY'S DATE _____

ADVISOR _____ I wish to student teach: Fall/Spring 20_____

STUDENT TEACHING LEVEL AND SUBJECT: (Check and circle all that apply)

_____ **Elementary License (1-6)** Preferred Student Teaching Grade Level: 1-3 4-6

_____ **Specialist License (K-12)** Spanish

_____ **Specialist License (PK-12)** Physical Education

_____ **Middle Grades License (5-8)** Content Area: Science English Social Science Math

_____ **Secondary License (9-12)** Content Area: Biology English History Math

1. Student teaching placements will not be made in schools where you have a personal connection, such as a parent or relative employed by the school, children attending the school, or previous attendance at the school (applicable in the case of high school placements). Please identify area schools you attended, the years you attended, and any other potential conflicts.

2. Indicate below where you would prefer to student teach. Please note that your preference will be taken into consideration but does not guarantee you will be placed in the district or school of your choice. Placements must be requested through the Education Department at Illinois College and **may not** be negotiated by a candidate with a preferred teacher.

_____ Jacksonville Public School District #117

_____ Regional School Districts (Cass, Greene, Morgan, Sangamon, Scott Counties) in a 30-mile radius

_____ Routt Catholic High School/Our Savior School

3. Will you have your own transportation to school during student teaching? _____ YES _____ No
If not, what are your plans for transportation to your student teaching placement?

4. What additional responsibilities or activities will you be engaged in during the weeks of student teaching?

5. Are there any other restrictions or limitations that should be considered or may impact your student teaching placement? If yes, please explain below.

Please attach a copy of your completed Field Hours Cumulative Report. This allows us to ensure you receive a diverse array of placement experiences.

Signature: _____
(Student Teaching Candidate)

Illinois College Student Teaching Personal Information Form

Copies of this form will be sent to your cooperating teacher and college supervisor to help them get to know you.

PERSONAL INFORMATION:

NAME _____

LOCAL ADDRESS _____

PHONE NUMBER _____

HOME ADDRESS _____

EMAIL _____

HIGH SCHOOL _____ YEAR OF GRADUATION _____

TEACHER LICENSURE CONTENT AREA(S)/GRADE LEVEL _____

LIST ANY OBLIGATIONS YOU EXPECT TO HAVE DURING THE WEEKS OF STUDENT TEACHING (work, family, home, athletics, organizations, etc.)

ADDITIONAL INFORMATION (attach the following to this form)

1. Current Resume – one or two pages of highlights

Autobiography – to provide the cooperating teacher with additional information on your family background, life experiences, philosophy of teaching and other qualities that you believe will make you a good teacher. This should be typed and maybe a revision of an autobiography submitted for a previous course or your program admission application.

Transition III

THE STUDENT TEACHING SEMESTER

The Student Teaching semester is different from any other course work at Illinois College and requires special preparation and consideration by the candidate. The following guidelines have been established in order to clearly outline the obligations, responsibilities, and rights of the candidate. A general overview of the Professional Semester is presented below. Please refer to the Student Teaching Handbook for further information.

Upon enrollment in the Professional Semester, the candidate makes the following commitments:

- **Time:** The Professional Semester is a full-time job. Teacher candidates are expected to be at their assigned school every day school is in session from 8:00 a.m. until 4:00 p.m., or the equivalent as the situation dictates. Teacher candidates are also required to attend weekly Student Teaching seminars when scheduled. Any exceptions must have the prior consent of both the college supervisor and the student teaching coordinator.

Teacher candidates must supply the Education Department with information about their co-curricular activities and/or part-time employment. Outside commitments should be restricted to fifteen hours per week and must not conflict in any way with clinical practice and other requirements of the Professional Semester.

Teacher candidates must petition the Teacher Preparation Committee for permission to enroll in courses that are not a part of the Professional Semester.

- **Resources:** Teacher candidates pay the regular tuition charged other full-time students. All transportation expenses, as well as food and housing costs, are the sole responsibility of the candidate. Some costs may be incurred because of differences in the schedules of the college and the school districts. All candidates are expected to adhere to their school district's operating schedule when it differs from Illinois College's.
- **Dispositions and Commitment:** Moving from the role of college student to that of teacher requires a conscious effort on the part of the candidate. A thoroughly professional attitude is essential. Candidates are expected to adhere to guidelines within the Profession's Code of Ethics (see Appendices). Candidates are reminded of the importance of maintaining confidentiality in matters related to information in students' records, interpersonal relationships among faculty, and in other matters that relate to the private lives of individuals with whom they come in contact during the course of their work. Likewise, candidates are expected to attend professional meetings and take advantage of opportunities for professional growth.

The candidate can expect full support from both the college supervisor and the cooperating teacher in the following considerations:

- As a matter of policy, clinical practice assignments are not made in the student's home school district. Furthermore, candidates should not take it upon themselves to make any arrangements for their student teaching placements.

Placements are made by the Placement Coordinator in consultation with Education Department faculty and administrators in area school districts. Whenever possible, placements are made in District #117 schools. Some placements are made in other school districts within reasonable driving distances of the Illinois College campus.

- **Assignment:** In all cases, the duration of the assignment must meet the minimum requirements of the State and the Illinois College Teacher Preparation Program. No candidate will be assigned to teach any class for which he/she is not qualified. Student teaching assignments are to last the entire semester, and all candidates are required to follow the calendar of the district in which they are student teaching.
- **Absences:** Candidates are required to report all absences to their supervisors, their cooperating teacher and to the IC Administrative Specialist & Licensure Officer for Education early on the morning of the absence. All candidates are expected to make up any days they miss. Candidates who are members of athletic teams or other extracurricular groups, which may have special events or trips planned, are urged to plan ahead with their Cooperating Teacher and College Supervisor in order to minimize interruptions.
- **Seminars:** Seminars will be scheduled as part of the professional semester. Attendance is mandatory and should take precedence over any other activity.
- **Evaluation Procedures:** In addition to making regular visits and observations, the college supervisor will schedule formal conferences with the cooperating teacher and candidate. The college supervisor will carefully outline the expectations of the college and the responsibilities and obligations of the candidate and the cooperating teacher.

At least one formative (informal) evaluative conference between the college supervisor and candidate will be scheduled during the first half of the clinical experience. At this meeting the candidate will be provided specific information concerning his/her strengths, weaknesses, and potential as a teacher. Other informal observations and conferences may occur.

Following a formal observation, a 3-way conference will be conducted at approximately mid-semester. This conference will include the candidate, the cooperating teacher, and the college supervisor. The purpose of this conference is to discuss the candidate's strengths and weaknesses and to set goals for improvement.

Following a second formal observation, a final summative 3-way evaluation will be conducted at the end of the clinical experience. The purpose of this conference is to bring closure to the clinical experience by reviewing the strengths and weaknesses of the candidate, to set long term goals for improvement and to listen to the cooperating teacher's suggestions regarding the final evaluation of the candidate. See the appropriate course syllabus for specifics on grading.

- **Teacher Performance Assessment (edTPA):** The edTPA is a subject-specific assessment process completed during the professional semester. The edTPA includes a review of each candidate's teaching to assess his/her ability to teach core subject matter to all students effectively at the level of a beginning teacher.

The edTPA is submitted and assessed by Pearson. Your edTPA score will not be reflected in your course grades; however, completion of the edTPA in a timely and professional manner will be reflected in the professionalism portion of your grade (ED 434). Achieving a passing score on the edTPA is required for Illinois College to entitle you for licensure. See the Student Teaching handbook for more details.

Note that no candidate completing a teacher preparation program is required to take and pass the edTPA until at least August 31, 2025

Transition IV LICENSURE

Once Student Teaching is successfully completed and the edTPA passed*, candidates will be entitled for Licensure through the State of Illinois. The appropriate forms and complete information will be provided for all candidates during the professional teaching semester. The following information concerning application for the license should be noted carefully.

Illinois law requires that all applicants for a license be "of good character, good health, and at least 19 years of age." The following statements outline how the law is usually interpreted.

- **Good Character:** Any felony conviction of the applicant may be taken into consideration, but such a conviction shall not operate as a barrier to licensure. (Note, however, that each school district has their own policies regarding background check screening and may, at their discretion, choose not to hire persons based on background check results).
- **Good Health:** No person will be denied the right to be licensed because of a physical handicap provided that the person is able to carry out the duties of the position for which he/she applies. School boards are required by law to determine that all teachers are free of communicable diseases including tuberculosis.

In addition to completing all major and general education requirements specified for your program and completing the Student Teaching placement, Illinois College's Teacher Preparation Program requires each candidate to successfully complete a Professional Responsibilities Portfolio as part of his or her request for licensure.

Candidates must complete an edTPA portfolio and receive the state determined passing score to be licensed.

The Licensure Officer at Illinois College shall be responsible for assisting candidates in obtaining initial licensure.

Note that no candidate completing a teacher preparation program is required to take and pass the edTPA until at least August 31, 2025

PART II
PROGRAMS

Program Advisement Forms

The following advisement forms are an outline of the current Illinois College Teacher Preparation Program requirements. Illinois College teacher candidates must keep in close contact with their academic advisor for updated information.

Candidates completing the coursework listed on these program-advising sheets meet the specific requirements for licensure established by the Illinois State Board of Education and Illinois College. Therefore, it may not be possible for substitutions to be made to the courses listed on these program-advising pages. Any requested changes must be approved by the Teacher Preparation Committee. In addition, if the state imposes licensure requirements that were not anticipated when this handbook was prepared, those new requirements will supersede the requirements listed on any program advising sheet.

Note that requirements for graduation differ from requirements for licensure. Graduation requirements consist of completing an IC major, along with the corresponding general education requirements. Licensure requires completion of all graduation requirements, in addition to any licensure specific coursework as outlined on the following program sheets, completion of the professional semester, and passage of all state testing requirements.

Subsequent endorsements in other grade bands and subject areas may be added by following ISBE guidelines.

ELEMENTARY PROGRAM (Grades 1-6)

Name _____ Advisor _____

Required Foundational Courses:

Grade	Category	Required Foundational Courses	Sem Hrs
	Lab Sciences	Choose at least two, from different disciplines: AG 202, BI 105, 107, 109, 110, CH 101, CH 110, PY 108, 109, 225, EV 105 or approved transfer course	4
			4
	Social Sciences	Choose at least two, from different disciplines: EC 105, ED 276, GG 203, HI 101*, 102*, 111, 112, PO 101, 105, 180, RE 173 or approved transfer course	4
			4
	<i>College Algebra</i>	<i>If needed – Pre-requisite for MA 127 and statistics</i>	
	Math	MA 127	4
	Math	MA 128	4
	Statistical Literacy	MA 123	4
	Literature	Any Literature Survey Course – Children’s or Adolescent literature strongly recommended	4
	Physical Education	ED 217	2

*Highly recommended classes to meet BluePrint

Additional General Education Coursework (C or Better Rule Does Not Apply)

	Psychology	PS 101 (Pre-requisite for all other PS Courses)	4
	Foreign Language	102+ (Required for completing the BLUEprint)	4

Elementary Education Coursework:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 267	Foundational Literacy	WE, IL	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 330 ^{fa}	Teaching Eng. Lang. Arts & Literacy in the Elem Schools		3	25
	ED 340 ^{fa}	Teaching Social Science in the Elementary Schools		3	25
	ED 342 ^{fa}	Teaching Science in the Elementary Schools		3	25
	ED 343 ^{fa}	Teaching Math in the Elementary Schools		3	25
	ED 375 ^{fa}	Using Children’s Literature Across the Curriculum	GA	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	PS 275 ^{fa}	Child Development		4	0

^{sp} Offered spring semesters only ^{fa} Offered fall semesters only

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem. Hrs.	Field Hrs.
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

This sheet is for planning purposes only.

Requirements are subject to change based on evolving State and College requirement

ENGLISH LANGUAGE ARTS PROGRAM (Grades 9-12)

Name _____ Advisor _____

Required Foundational Coursework:

Grade	Course Number	Required Major Coursework	Sem. Hrs.
	EN 121	Writing	4
	CO 101	Speech Fundamentals	4
	GB 105	Languages and Their Place in the World	4

English Language Arts Major Coursework:

Grade	Course Number*	Required or Suggested Major Coursework	Sem. Hrs.
	EN 201	English Studies	4
	EN 123, 131, 326, 331, 342, 351, 354	Pre-1900 Literature	4
	EN 124, 132, 145, 171, 172, 173, 176, 180, 230, 236, 245, 356, 357, 358, 359, 368, 373	Post-1900 Literature	4
	EN 131, 132, 172, 176, 354, 356, 357, 368, 373	American Literature	4
	EN 123, 124, 245, 326, 331, 342, 351	British Literature	4
	EN 145, 171, 173, 180, 230, 236, 339, 358, 359	Global/Multicultural Literature	4
	EN 181, 182, 208, 281	Writing Elective	4
	EN Electives: Any level literature or writing – Choose 2	Electives	4
	EN 280 is highly recommended		4
	EN 430	Senior Seminar	4

***Note that at least five 300-level literature courses must be completed**

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 322 ^{fa}	Secondary English Methods		3	25
	ED 335 ^{fa}	Reading Skills & Strategies in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	PS 312**	Adolescent Psychology		4	0

^{sp} Offered spring semesters only ^{fa} Offered fall semesters only ** Strongly recommended, not required

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem. Hrs.	Field Hrs.
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

FOREIGN LANGUAGE: SPANISH EDUCATION PROGRAM (Grades K-12)

Name _____ Advisor _____

Spanish Major Coursework:

Grade	Required Coursework	Required or Suggested Course Numbers	Sem. Hrs.
	GB 101	Introduction to International Studies	4
	GB 105	Languages and their Place in the World	4
	Choose 1:	EC 105, HI 112, PO 105, RE 190	4
	Spanish Language Skills and Cultural Knowledge	Tandem: Intensive Spanish (6 credits minimum) *	At least 17 credit hrs
		Choose from: SP 203/210, SP 301, 302, 307, 310	
	Literature, History and Society	Tandem: Spanish Art & Architecture*	At least 7 credit hrs
		Choose from: GB 150, 231, 235, 251, 255, 256, 480	
/	IS 203 & 204	Introduction to / Integrating Cross-Cultural Experiences*	1/1
Oral Proficiency Interview – Administered by Spanish Faculty Score of intermediate high or better required		Score:	

***Study Abroad:** All Spanish majors are required to study abroad for a period of at least one semester in a Spanish-speaking country.

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 320	K-12 Spanish Methods or Tandem: Teaching Methodology for Teachers of Spanish and Bilingual Educators*		3	25
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	IS 270**	Latino Community Tutoring Program		1	0
	PS 312	Adolescent Psychology		4	0

^{sp} Offered spring semesters only ^{fa} Offered fall semesters only **Encouraged, but not required, not being offered F2023

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem. Hrs.	Field Hours
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

MATH PROGRAM (Grades 9-12)

Name _____ Advisor _____

Math Major Coursework:

Grade	Course Number	Required Major Coursework	Sem Hrs
	MA 123	Elementary Statistics	4
	MA 201 ^{sp}	Discrete Math	4
	MA 213	Calculus I	4
	MA 223 ^{fa}	Calculus II	4
	MA 233 ^{sp}	Calculus III	4
	MA 302 ^{sp}	Survey of Geometry	4
	MA 310 ^{sp}	History of Math	4
	MA 323 ^{fa}	Intro to Linear Algebra	4
	MA 334 ^{sp}	Modeling & Technology	4
	MA 383 ^{fa}	Abstract Algebra	4
	MA 484 ^{fa}	Capstone for Secondary Education	4

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 323 ^{sp}	Teaching math in the Middle and Secondary Schools		3	30
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	PS 312	Adolescent Psychology		4	0

^{sp} Offered spring semesters only

^{fa} Offered fall semesters only

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

This sheet is for planning purposes only.

Requirements are subject to change based on evolving State and College requirements.

MIDDLE GRADES LANGUAGE ARTS PROGRAM (5-8)

Name _____ Advisor _____

Language Arts Foundational Coursework*:

Grade	Course Number	Required or Suggested Major Coursework	Course Taken	Sem. Hrs.
	CO 101	Communication		4
	EN 121 (or equivalent demonstration of competency)	Writing (Encouraged to take EN 280)		4
	Literature Electives: Choose 3	Choose at least one American and one Global Literature course		4
				4
				4
	Writing Electives: Choose 3	Choose at least one Creative and one Expository course		4
				4
				4
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES				

*To Earn the English Minor, 2 of the 3 Literature and 2 of the 3 Writing courses must be at the 300-level

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 322 ^{fa}	Teaching English in the Middle and Secondary Schools		3	25
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Classroom Management		3	30
	PS 312	Adolescent Psychology		4	0

^{sp} Offered spring semesters only

^{fa} Offered fall semesters only

Professional Semester Coursework:

	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

MIDDLE GRADES MATH PROGRAM (5-8)

Name _____ Advisor _____

Required Foundational Coursework:

Grade	Course Number	Required Major Coursework	Sem Hrs.
	EN 121 or equivalent	Writing	4
	MA 123	Elementary Statistics	4
	MA 2XX ^{fa}	Foundations for Mathematical Thinking	4
	MA 213	Calculus I	4
	MA 223 ^{fa}	Calculus II	4
	MA 302 ^{sp}	Survey of Geometry	4
	MA 310 ^{sp}	History of Mathematics	4
	MA 334 ^{sp}	Modeling and Technology	4

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 366 ^{fa}	Teaching Mathematics in the Middle Schools		3	25
	ED 323 ^{sp}	Teaching Mathematics in the Middle & Secondary Schools		3	30
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Classroom Management		3	30
	PS 312	Adolescent Psychology		4	0

^{sp} Offered spring semesters only

^{fa} Offered fall semesters only

Professional Semester Coursework:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

MIDDLE GRADES SCIENCE PROGRAM (5-8)

Name: _____ Advisor: _____

Required Foundational Courses:

Grade	Course Number	Required Foundational Courses	Sem. Hrs.
	EN 121 or equivalent	Writing	4
	BI 110	Biological Investigation	4
	Choose 2: BI 207, 238 or 325, 332	Molecular Genetics, Ecology & Evolution, Tropical Ecology, or	4
		Aquatic Biology	4
	CH 110	General Chemistry	4
	EV 105 or 111	Earth's Physical Systems or Physical Geology	4
/	PY 181 & 182	College Physics I & II	4/4

FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES

Note that Math 133 or equivalent placement is a prerequisite for several of these courses

A minor in one of the sciences is strongly recommended but not required.

To earn a minor in Biology, add:

	BI 2__ or 3__	One 200 or 300 level Biology electives	4
			4

To earn a minor in Chemistry, add:

	CH 203 & 304	Organic Chemistry I & II	4/4
	CH 211	Quantitative Analysis	4
	CH 2__ or 3__	Chemistry Elective	4

To earn a minor in Physics, add:

	MA 213 & 223	Calculus 1 & 2 (or satisfactory placement)	4/4
	PY 301, 302, 303 or 306	Core topics in Physics – Choose at least 1	4
	PY 3__ or 4__	Physics Elective	4

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 324 ^{fa}	Teaching Science & Agriculture in the Middle & Secondary Schools		3	25
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Classroom Management		3	30
	PS 312	Adolescent Psychology		4	0

Professional Semester Coursework:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

This sheet is for planning purposes only.

Requirements are subject to change based on evolving State and College requirements.

MIDDLE GRADES SOCIAL SCIENCE PROGRAM (5-8)

Name: _____ Advisor: _____

Required Foundational Coursework:

Grade	Course Number	Required Foundational Courses	Sem. Hrs.
	EN 121 or equivalent	Writing	4
	EC 105	Principles of Economics	4
	SO 101	Introduction to Sociology	4
	PO 101	US Federal Government	4
	PS 101	Introduction to Psychology	4
	ED 276 or equivalent	ED 276, GG 203, RE 173, or other approved geog. course	4
	Choose 3*: HI 101, 102, 111, 112	US History to/since 1877; World Civilization I/II	4
		*3 out of 4 from HI 101, 102, 111 & 112 are required.	4
		The 4th is strongly recommended.	4
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES			

A minor in one of the Social Sciences is strongly encouraged, but not required

To earn a minor in Political Science, add:

	PO ____	Political Science Elective (PO 150 Recommended)	4
	PO 2__ or 3__	Political Science Electives	4
	PO 2__ or 3__		4
	PO 2__ or 3__		4

To earn a minor in History, add:

	HI 2__ or 3__	History Electives	4
	HI 2__ or 3__		4
	HI 2__ or 3__		4

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 325 ^{fa}	Teaching Social Science in the Middle and Secondary Schools		3	25
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Classroom Management		3	30
	PS 312	Adolescent Psychology		4	0

^{sp} Offered spring semesters only ^{fa} Offered fall semesters only

Professional Semester Coursework:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

This sheet is for planning purposes only.

Requirements are subject to change based on evolving State and College requirements.

PHYSICAL EDUCATION PROGRAM (Grades PK-12)

Name _____ Advisor _____

Physical Education Major Coursework:

Grade	Course Number	Required Major Coursework	Sem Hrs
	KI 201	Introduction to Kinesiology (or SB for Blueprint)	4
	KI 211	Foundations of Physical Education	3
	KI 214	Teaching Physical Activities	3
	KI 232	Motor Development	4
	KI 310	Adapted Physical Education	3
	KI 332	Applied Motor Learning	2
	KI 335	Personal Wellness and Fitness	4
	KI 340	Exercise Physiology	4
	KI 341	Biomechanics	4
	BI 107 or 110	Human Biology or Biological Investigation	4
	Capstone	Student Teaching Serves as the Capstone for Physical Education Students	

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 326 ^{fa}	K-12 PE Methods		3	20
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	PS 312	Adolescent Psychology		4	0

^{sp} Offered spring semesters only

^{fa} Offered fall semesters only

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

SCIENCE: BIOLOGY PROGRAM (Grades 9-12)

Name _____ Advisor _____

Required Foundational Courses:

Grade	Course Number	Required Foundational Courses	Sem. Hrs.
	MA 133	Pre-Calculus (or equivalent placement)	4
	CH 110	General Chemistry	4
	CH 203	Organic Chemistry	4
	EV 105	Earth's Physical Systems	4
	PY 181	General Physics I or PY 201 College Physics I (requires Calculus)	4
	BI 2__ or 3__	Any 200 or 300 level BI, CH or PY course	4
	Capstone	Student Teaching Serves as the Capstone for Biology Students	
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES			

Biology Major Coursework:

Grade	Course Number	Required or Suggested Major Coursework	Sem. Hrs.
	BI 110	Biological Investigation	4
	BI 207	Molecular Genetics	4
	BI 238	Ecology and Evolution	4
Select 3 courses numbered 200 & above, including at least one course from each of the following categories:			
	BI 201, 206, 318, 342, or 350	Organismal Biology	4
	BI 306, 307, 310, 311, or 345	Cellular and Molecular Biology	4
	BI 107, 315, 324, 325, 326, or 332	Systems Biology	4

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 324 ^{fa}	Teaching Science & Agriculture in the Middle & Secondary Schools		3	25
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	PS 312*	Adolescent Psychology		4	0

^{sp} Offered spring semesters only ^{fa} Offered fall semesters only

*Strongly recommended; not required

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem. Hrs.	Field Hrs.
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

SOCIAL SCIENCE: HISTORY PROGRAM (Grades 9-12)

Name _____ Advisor _____

Required Foundational Coursework:

Grade	Course Number	Required Foundational Courses	Sem Hrs
	EC 105	Principles of Economics	4
	PS 101	Introduction to Psychology	4
	SO 101	Introduction to Sociology	4
	PO 101	US Federal Government	4
	RE 173	RE 173 or other approved Geography course	4
FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL EDUCATION COURSES			

History Major Coursework:

Grade	Course Number	Required Major Coursework	Sem Hrs
/	HI 101 & 102*	US History to/since 1877	4/4
/	HI 111 & 112*	World Civilization I & II	4/4
	HI 2__ or 3__	Elective	4
	HI 2__ or 3__	Elective	4
	300-level US History	HI 313, 315, 341, or 344	4
	300-level Non-US History	HI 325, 356, 358, or 391	4
	HI 200	History as High Adventure	1
	HI 300	Capstone I - Making History	4
	HI 485	Capstone II - Research Essay	4

*3 of the 4 100-level history courses are required

Professional Education Coursework:

Grade	Course Number	Required Professional Education Courses	BLUEPrint	Sem Hrs.	Field Hrs.
	ED 101	Introduction to Education	CCE, IL	3	15
	ED 203	Multicultural Issues and Social Justice in Education	USD	3	15
	ED 289 ^{sp}	Foundations of Curriculum & Instruction	WE	3	20
	ED 305	Teaching Diverse Learners	SB	3	0
	ED 325 ^{fa}	Secondary Social Studies Methods		3	25
	ED 335 ^{fa}	Disciplinary Literacy in the Content Areas	IL	3	0
	ED 389 ^{sp}	Assessment	SE, SQL	3	15
	ED 385 ^{fa}	Creating and Managing Classroom Environments		3	30
	PS 312*	Adolescent Psychology		4	0

^{sp} Offered spring semesters only ^{fa} Offered fall semesters only * Strongly recommended, not required

Student Teaching Semester:

Grade	Course Number	Required Professional Ed Courses	BLUEPrint	Sem Hrs	Field Hrs
	ED 431	Organizing Content for Learning	SE, ERA	4	500
	ED 432	Managing the Classroom Environment		4	
	ED 433	Teaching for Student Learning		4	
	ED 434	Teacher Professionalism	WE, SE, ERA	4	

*This sheet is for planning purposes only.
Requirements are subject to change based on evolving State and College requirements.*

PART III
APPENDICES

APPEALS PROCEDURE

POLICY REGARDING PETITIONS TO THE TEACHER PREPARATION COMMITTEE

It is the desire of the Education Department to be fair and consistent in applying these regulations, and it is the responsibility of the Teacher Preparation Committee (TPC) to make sure that all concerns are addressed. Any candidate who feels that his/her circumstances merit special consideration is encouraged to petition the TPC.

Candidates who fail to meet any of the standards set forth in this handbook will be notified in writing. Candidates who wish to continue in the program are encouraged to petition the Teacher Preparation Committee.

Any candidate wishing to petition for an immediate modification to the established rules or policy is advised that the procedures outlined below govern the petition process:

- A written petition must be addressed to the Teacher Preparation Committee and delivered to the Chairperson no later than 48 hours immediately preceding the next regularly scheduled meeting. The petitioner may be present at the petition hearing unless otherwise instructed by the TPC Chair.
- In the event that the petitioning candidate intends to ask a person or persons directly involved in the petition request to provide testimony, i.e., a professor, cooperating teacher, legal advisor, etc., written notification of such intention must be made at the time the petition is submitted.
- At the petition hearing, any factual information pertinent to the petition will be presented by the Department and/or other people it may select. The petitioner may be expected to answer questions concerning the information provided, if present.
- The petitioner will be allowed sufficient time to make his/her presentation and answer questions posed by individual committee members.
- The petitioner will be excused while the TPC considers the petition. Written notification of the committee's decision will be sent to the petitioner within two working days following the petition hearing.
- Any decision made by the TPC may be appealed to the Illinois College Faculty. Please contact the Dean of the College's office if you wish to pursue this option.

This appeals procedure applies only to teacher candidates and not to prospective candidates, with one exception: prospective candidates may appeal for provisional admission to the Teacher Preparation Program as outlined in the Transition I portion of this handbook.

ADDITIONAL CONSIDERATIONS AND OPPORTUNITIES

Completing a Teacher Preparation Program and becoming licensed to teach in the State of Illinois necessarily requires several expenses above and beyond the standard tuition and fees for undergraduates. Below is a list of many of the typical fees and at what point in the program they are generally incurred. The amount of each fee is accurate as of the creation of this document and subject to change at any time.

Cost	Purpose	Timeframe
\$120.00	Total course fees assessed to complete all required name-based and fingerprint-based background checks	In ED 101, 205, 289 & 385
\$122.00	Content Area Test	Junior or Senior Year
\$166.00	Fees for License Application, License Registration and Transcript Request	At Program Completion

Please note the following:

- Subsequent endorsements require passing an additional Content Area Test.
- The above does not include the cost of transportation. Teacher Candidates are responsible for providing their own transportation to all program placements, and lack of transportation WILL NOT excuse a candidate from completing the required placement hours for any course. The Teacher Preparation Program cannot guarantee placement in the Jacksonville School District. If you do not have access to reliable transportation, please speak with your advisor, instructor or the Placement Coordinator as soon as possible.

If covering all of these expenses is a serious concern for you, please speak with your advisor as soon as possible to discuss these concerns. While we do not guarantee the availability of financial assistance for all teacher candidates, there is some help available in the form of testing fee vouchers, scholarships and student support funds.

AWARDS AND SCHOLARSHIPS FOR STUDENTS ENROLLED IN THE TEACHER PREPARATION PROGRAM

Each year a number of awards and scholarships are distributed to outstanding teacher candidates. In most cases, the funds are to be utilized during the year following its presentation. A brief description of each award and the selection criteria are provided below.

Sophomore Scholarships:

The Bernice Strubinger Memorial Scholarship

This scholarship is initially awarded during the recipient's sophomore year and will be continued for two years unless the awards committee decides otherwise. The candidate receiving the scholarship must plan to teach in the public schools and preference will be given to a prospective elementary teacher. The recipient is selected by the Education Department in consultation with the Director of Financial Aid. Selection criteria include financial need, professional promise, scholarship, personality, character, and seriousness of purpose.

Junior Scholarships:

The Roscoe G. Linder Education Scholarship

This scholarship is normally awarded during the recipient's junior year but may be awarded to a sophomore in exceptional cases. If the scholarship is awarded to a sophomore, it may be continued for a second year at the discretion of the Education Department faculty. The recipient must be a full-time student and have a GPA of 3.3 or above.

Selection criteria include financial need, academic excellence, professional growth, dependability, leadership potential and service to the community.

The Norman J. Gore Memorial Education Scholarship

This scholarship is presented to the most promising prospective early childhood, elementary, or secondary teacher candidate during his/her junior year. Selection is made by the Education Department faculty and preference is given to a candidate whose home is in the Decatur area. Financial need is not a selection factor.

Selection criteria include academic excellence evidenced by a GPA of at least 3.0, outstanding performance in all clinical experiences, and personality characteristics consistent with positive student-teacher interactions.

Tom Mussatto Scholarship

This scholarship was established to recognize teacher candidates who exhibit exceptional professionalism and reflection during their senior year. The scholarship supports students exhibiting exceptional professionalism through a strong commitment to engagement and improvement in lifelong learning.

Senior/Student Teaching Awards:

Dr. Thomas L. Smith Teacher Education Memorial Award

This award was established to provide support to Education majors to augment the costs involved with student teaching during the senior year. Education Department faculty selects the recipient based on the following criteria:

The recipient must be approved for admission to student teaching, must have a minimum cumulative GPA of 3.50, and must demonstrate involvement in the IC campus community and/or local community.

Bright Beginnings Child Care Center Award

This award was established by Carla A. Neff to provide support to Education majors to augment costs. Education Department faculty selects the recipient based on the following criteria:

The recipient must be an Education major with an Early Childhood or Elementary Education Concentration in his/her junior year. Preference given to students who have or are currently working at Bright Beginnings. If there are no eligible students employed by Bright Beginnings, selection will be based on GPA of 3.0 or better, excellent reviews from field placement supervisors, and general reliability in the classroom and field placements.

Professional Conference Assistance

Teacher candidates wanting to attend a professional conference within their licensure area may apply to the Education Department for funding up to one-half the registration fee but not to exceed \$50.00 per registrant.

EDUCATION DEPARTMENT CLUBS AND ORGANIZATIONS

KDP

The Alpha Alpha Omicron Chapter of Kappa Delta Pi (KDP) is part of an International Honor Society in Education. As an Honor Society, students are invited to join the organization based on their record of success both in overall college studies and in education related coursework. As a member of KDP, students have access to online and in person professional development through the national society. As a campus organization, KDP members plan and present local professional development activities and participate in service activities that focus on literacy for K12 students. Please see Erin Studer for more information.

Golden Apple

The Golden Apple Scholars of Illinois is a teacher preparation and tuition assistance program for Illinois college students who have the determination and drive to be highly effective teachers in Illinois schools-of-need. They prepare aspiring teachers for immediate and lasting success in the most challenging teaching environments. Todd Oberg is the advisor of Golden Apple on campus. Golden Apple Scholars Receive:

- Tuition assistance, up to \$23,000
- Paid Scholar Institutes that include courses and extensive classroom/work experience
- Academic and social-emotional support
- Job placement assistance
- Mentoring from our award-winning teaching faculty

Project LEAD

Leaders in Education Advocating for Diversity (Project LEAD) seeks to recruit and support a more diverse pool of teacher candidates. Please see Isamar Chavez-Rodriguez for more information.

Tomorrow's Teachers

Tomorrow's Teachers gives IC students the opportunity to practice their teaching skills and give back to the local community by tutoring area elementary and middle grade students. TPP students are asked to participate in Tomorrow's Teachers through their coursework and are encouraged to continue participating throughout their time at IC. Please contact Suzanne Kell for more information.

Admission to the Illinois College Teacher Preparation Program

Transition I Application Requirements:

- Letter of Application
- Current Four-Year-Plan
- Confirm that you have created an ELIS account by listing your Illinois Educator Identification number (IEIN) below*
- Assessment of Teaching Disposition (*Completed by Education Department*)

Name of Applicant: _____
(Please print neatly)

Content Area/Grade Range(s): _____

*IEIN: _____

Release of Records Authorization

By signing below, I give the Department of Education permission to access my current and future disciplinary records from the offices of Student Success, Public Safety and Housing. I acknowledge that any conduct violations shared with the department may impact my ability to be placed in a K-12 classroom and admitted to student teaching if there are reasonable concerns about my ability to create and maintain a safe and supportive learning environment.

Applicant Signature

Date

For Education Office use only:

- All application components are present and complete
- This student has received a satisfactory score on the Assessment of Teaching Disposition

Received by: _____ Date: _____

DISPOSITION STANDARDS FOR THE ILLINOIS COLLEGE TEACHER PREPARATION PROGRAM

Required for All Levels

- Actively participates in all opportunities to interact in the classroom;
- Attends placement regularly as scheduled or informs the teacher ahead of time if absent;
- Respects the confidentiality of the teacher and classroom students;
- Volunteers to do classroom activities beyond what the teacher suggests;
- Models behavior that is conducive to the learning environment;
- Models ethical behavior;
- Uses open, clear, and effective communication with students and teacher;
- Uses feedback from teacher (or other professional) to improve performance;
- Demonstrates an openness to new and different ideas;
- Establishes and maintains respectful relationships with students, teacher and other professionals; and
- Applies professional behavior, attitude and communication in all situations.

Required for ED 289 and Admission to the program

Demonstrates all behaviors listed above and:

- Gets to know students as individual learners; and
- Shows awareness of students with different backgrounds and how different students can respond differently to the same situation.

Required for ED 389 and Methods Coursework

Demonstrates all behaviors listed above and:

- Takes ownership in collaboration and relationship building with cooperating teacher;
- Demonstrates honest, thoughtful self-evaluation;
- Thoroughly and thoughtfully creates own lessons/lesson plans;
- Exhibits strong evidence of higher order thinking through listening, speaking, writing, reading, etc.;
- Differentiates instruction (or showed awareness of the importance of differentiation) in order to allow all students to have the opportunity for success; and
- Demonstrates thoughtful reflection about tutoring and other experiences with children/young people.

Required for ED 385 and Admission to Student Teaching

Demonstrates all behaviors listed above and:

- Develops/supports a culture of learning in the classroom;
- Develops a personal system of discipline tailored to the needs, traits and social realities of their students and applies it as needed;
- Demonstrates a strong command of content knowledge and pedagogical knowledge necessary to create meaningful learning experiences for all students
- Demonstrates the ability to provide a safe and supportive classroom environment for all students; and
- Embodies honesty and integrity both inside and outside of the classroom.

ILLINOIS COLLEGE CODES OF CONDUCT

Illinois College Teacher Preparation Program Policy for Honesty and Integrity

All students/teacher candidates seeking licensure through the Illinois College Teacher Preparation Program are expected to adhere to the highest standards of honesty and integrity and conduct themselves in accordance with the Illinois College Honor Code and Academic Integrity Code both in the classroom and during all field placements. Violations of these codes will be reported to the Academic Affairs Office as applicable. Violations committed during the completion of a field placement will be brought before the Teacher Preparation Committee and may result in remediation or dismissal from the Teacher Preparation Program.

The Illinois College Honor Code is stated as follows:

Illinois College is a community founded upon trust. It acknowledges its students' diligence and assumes a general adherence to honesty. Cheating and plagiarism violate trust, honor, and integrity. To maintain the cohesion of the Illinois College community, all students shall adhere to an academic Integrity Code.

The Illinois College Academic Integrity Code is stated as follows:

Academic integrity is a fundamental component of the mission of Illinois College. Academic integrity is the completion of course tasks with one's own ideas and/or accurately acknowledging sources. Violations of academic integrity include plagiarism and other forms of cheating.

If a professor encounters a violation of the Code of Integrity, he or she will contact the Academic Affairs Office. The instructor will then enact an appropriate punishment. If the student(s) does not agree with a punishment the student(s) may make an appeal to the Academic Integrity Judicial Board.

Illinois College Teacher Candidate/Student social media Policy

To preserve the privacy and professionalism of our teacher candidates, Illinois College has adopted the following policy regarding social media:

The Illinois College Teacher Preparation Program requires that candidates refrain from personal interactions through social media (Facebook, Twitter, texting, etc.) with K-12 students encountered during their field placements until their teacher preparation training is complete.

Teacher candidates are welcome (in fact, encouraged) to connect with fellow candidates, teachers and administrators via LinkedIn or similar professional social networking sites.

Code of Ethics for Illinois Educators

(Adopted at 34 Ill. Reg. 17427, effective October 28, 2010; amended at 38 Ill. Reg. 6224, effective February 27, 2014)

All Illinois College Teacher Candidates are required to adhere to the Code of Ethics for Illinois Educators.

Responsibility to Students

The Illinois educator is committed to creating, promoting and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- 1) Embody the Standards for the School Support Personnel Endorsements (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24.130), and Standards for Administrative Endorsements (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment;
- 2) Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
- 3) Maintain a professional relationship with students at all times;
- 4) Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation and adaptation of effective instruction; and
- 5) Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- 1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- 2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- 3) Represent their professional credentials and qualifications accurately; and
- 4) Demonstrate a high level of professional judgment.

Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- 1) Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;
- 2) Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;
- 3) Seek out and engage in activities that contribute to the ongoing development of the profession;
- 4) Promote participation in educational decision-making processes;
- 5) Encourage promising candidates to enter the education profession; and
- 6) Support the preparation, induction, mentoring and professional development of educators.

Responsibility to Parents, Families and Communities

The Illinois educator will collaborate, build trust and respect confidentiality with parents, families and communities to create effective instruction and learning environments for each student. Illinois educators:

- 1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- 2) Encourage and advocate for fair and equal educational opportunities for each student;
- 3) Develop and maintain professional relationships with parents, families and communities;
- 4) Promote collaboration and support student learning through regular and meaningful communication with parents, families and communities; and
- 5) Cooperate with community agencies that provide resources and services to enhance the learning environment.

Responsibility to the Illinois State Board of Education

Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:

- 1) Provide accurate communication to the Illinois State Board of Education concerning all educator licensure matters;
- 2) Maintain appropriate educator licensure for employment; and
- 3) Comply with State and federal laws and regulations.

