



## **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.**



**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
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# **PREADMISSION GUIDANCE**

**Illinois College students interested in pursuing a career in**

Transition I  
**TEACHER PREPARATION PROGRAM APPLICATION**

**SECTION 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 during 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.

Complete 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.







### **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**



## **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.**

**All field experiences are evaluated in a systematic manner. The candidate is expected to keep**

**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 CGPA 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 ED305, ED335 or 375, ED389, ED385 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 (shown 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 App.**







**Illinois College Student Teaching Placement Information Form**

**NAME**

**TODAYS DATE**

**ADVISOR**

**I wish to student teach Fall/Spring 20**

**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 advise on any of placement experiences**

**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 CONCURRENT AREA(S)/ GRADE LEVEL** \_\_\_\_\_

**DO 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 may be 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 coursework at Illinois College and**



**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 regarding**

**Teacher Performance Assessment (edIIPA): The edIIPA is a subject-specific assessment process completed during the professional semester. The edIIPA 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 edIIPA is submitted and assessed by Pearson. Your edIIPA score will not be reflected in your course grades; however, completion of the edIIPA in a timely and professional manner will be reflected in the professionalism portion of your grade (ED434). Achieving a passing score on the edIIPA 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 edIIPA until at least August 31, 2025\***

## **Transition IV**

**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 ICMajor, along with the corresponding general education requirements. Licensure requires completion of all graduation requirements, in**

# **ELEMENTARY PROGRAM (Grades 1-6)**

**Name** \_\_\_\_\_ **Advisor** \_\_\_\_\_

# ENGLISH LANGUAGE ARTS PROGRAM (Grades 9-12)

Name \_\_\_\_\_ Advisor \_\_\_\_\_

## Required Foundational Coursework

Grade	Course Number	Required Major Coursework	Sem Hrs
	EN121	Writing	4





# MIDDLE GRADE LANGUAGE ARTS PROGRAM (58)

Name \_\_\_\_\_ Advisor \_\_\_\_\_

## Language Arts Foundational Coursework:

Grade	Course Number	Required or Suggested Major Coursework	Course Taken	Sem	HS
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# **MIDDLE GRADES MATH PROGRAM (58)**

# MIDDLE GRADE SCIENCE PROGRAM (58)

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

## Required Foundational Courses

Grade	Course Number	Required Foundational Courses	Sem Hrs
	EN121 or equivalent	Writing	4





## PHYSICAL EDUCATION PROGRAM (Grades PK-12)

Name \_\_\_\_\_ Advisor \_\_\_\_\_

### Physical Education Major Coursework

Grade	Course Number	Required Major Coursework	Sem Hrs
	<b>PE201</b>	<b>Introduction to Kinesiology (or SB for Blueprint)</b>	<b>4</b>
	<b>PE211</b>	<b>Foundations of Physical Education</b>	<b>3</b>
	<b>PE214</b>	<b>Teaching Physical Activities</b>	<b>3</b>
	<b>PE232</b>	<b>Motor Development</b>	<b>4</b>

**SCIENCE**

Name \_\_\_\_\_

**Required Foundational Courses**

Grade	Course Number	Requirement
	MA 133	Pre-Calculus (or equivalent)
	CH 110	General Chemistry
	CH 203	Organic Chemistry
	EV 105	Earth's Physical Systems
	PY 181	General Physics I or PY 201 College Physics
	BI 2 or 3	Any 200 or 300 level BI, CH or PY course
	Capstone	Student Teaching Serves as the Capstone for Education

FOLLOW THE BLUEPRINT FOR ALL OTHER GENERAL

**Major Coursework**

Course Number	Required or Suggested Major
BI 110	Biological Investigation
BI 207	Molecular Genetics
BI 303	Ecology and Evolution
Courses numbered 200 & above, including at least one course from each of the following categories:	
BI 318, 319, 321, or 350	Organismal Biology
BI 310, 311, or 345	Cellular and Molecular Biology
BI 324, 325, 326, or 332	Systems Biology

**Capstone Coursework**





# **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.**

## 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 these fees and at what point in the program they are generally incurred. The amount of each fee is as of the date of this document and subject to change at any time.

Cost	Purpose	Timeframe
\$12000	Total course fees assessed to complete a degree plus fingerprint-based and fingerprint-based background check	In ED101, 205, 289 & 385
\$12200	Content Area Test	Junior or Senior Year
\$16600	Fees for License Application, License Application Fee, and Transcript Request	At Program Completion

Please note the following:

Subsequent endorsements require additional Content Area Test

The above does not include 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.







## **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 K-12 students. Please see Fin 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 Chergis is the advisor of Golden Apple on campus. Golden Apple Scholars Receive:**

**Tuition assistance, up to \$23000**

**Paid Scholar Institutes that include courses and extensive classroom/work experience**

**Academic and social-emotional support**

**Job placement assistance**



## **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 ED289 and Admission to the program**

**Demonstrates all behaviors listed above and**

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- 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 licensed educator will collaborate, build trust and respect confidentiality with parents, families and**







