

Teacher Education Program General Handbook



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PREFACE

The purpose of this handbook is to present an overview of the Teacher Education Program at Western Illinois University. The University Teacher Education Committee establishes the policies and procedures to be met by all individuals enrolled in the Teacher Education Program at Western Illinois University. The Selection, Retention, and Appeals Committee is the operating arm which follows guidelines established by the University Teacher Education Committee to approve or deny individual appeals to waive or alter Teacher Education Program requirements. The University Teacher Education Committee hopes that this handbook will serve as a guide for candidates seeking teacher certification. Any questions concerning the information and materials presented in this handbook should be directed to the Certification Officer, 91 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (309-298-1434).

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL CANDIDATE TO MEET THE REQUIREMENTS OF THE TEACHER EDUCATION PROGRAM.

Rights Reserved:

The provisions of this handbook are not to be regarded as an irrevocable contract. The Teacher Education Program reserves the right to modify, revoke, or add to any and all regulations at any time. As an Illinois recognized institution, Western Illinois University must meet the mandates issued by the Illinois State Board of Education and State Certification Board. State Certification Board requirements take precedence over the catalog of record. Information contained within this handbook was compiled from University catalog, Institutional Self Study and additional pamphlets.



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The Western Illinois University Teacher Education and Practitioner Preparation

Conceptual Framework

Commitment

A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one's professional community, with the ultimate aim of empowering all learners.

Action

Professional practice that embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate empowerment.



Knowledge

Informed, critically examined, research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one's professional practice.

Reflection

Analytical and thoughtful examination of one's knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

Empowerment

The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.

OUR VISION

Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

OUR MISSION

The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

OUR VALUES

Knowledge: Informed, critically examined, research-based, data-driven, and experientially grounded understanding of learners, content, pedagogy, technology, and the standards associated with one's professional practice.

Action: Professional practice that embodies the focused and skillful application of knowledge and understanding informed by reflection and a deep commitment to learners and their ultimate empowerment.

Reflection: Analytical and thoughtful examination of one's knowledge, understanding, and practice resulting in more targeted and refined action that empowers student learning.

Commitment: A deep emotional and intellectual investment to becoming a caring and compassionate professional dedicated to personal growth, excellence, and service to one's professional community, with the ultimate aim of empowering of all learners.

Empowerment: The creation of a professional community wherein candidates develop the capability, confidence, efficacy, and sense of authority, enabling them to create a community that will positively transform the lives and actions of all learners that engages them in attaining their full potential.

UNIT STANDARDS FOR THE CONCEPTUAL FRAMEWORK

1. The competent candidate knows, reflects on, acts in accordance with, and is committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners.
2. The competent candidate knows, reflects on, acts in accordance with, and is committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society.
3. The competent candidate knows, reflects on, acts in accordance with, and is committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate

technological tools, and the use of varied approaches to impact, assess, and empower learning.

4. The competent candidate knows, reflects on, acts in accordance with, and is committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn.
5. The competent candidate knows, reflects on, acts in accordance with, and is committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance.

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INTRODUCTION

Historical Perspective of Western Illinois University

Western Illinois University was originally established as a teacher training institution on April 24, 1899. It was named Western Illinois State Normal School in Macomb and its mission was to prepare people to enter the teaching profession. In 1947, growth led to expansion and a name change to Western Illinois State College with an enrollment of 1,345 students. The current name, Western Illinois University became official in 1957. Although the University has undergone a series of changes with its growth, the mission of the Teacher Education Program is to prepare people to enter the teaching profession with the best possible training available.

Long recognized for its outstanding teacher education programs, Western Illinois University provides over twenty areas of certification and involves all colleges of the University in offering approved programs. Western Illinois University has accreditation by the National Council for Accreditation of Teacher Education (NCATE) and North Central Association of Colleges and Schools. Some of the organizations which Western Illinois University has membership in are: American Association of Colleges of Teacher Education, American Council on Education, and Teacher Education Council of State Colleges and Universities.

College of Education and Human Services (COEHS)

The College recognizes the importance of education in society and is dedicated to the improvement of society through education. Preparing people to enter the teaching profession continues to be one of the main goals of the University today. The Center for the Preparation of Education Professionals (CPEP) oversees all teacher education requirements. CPEP is located in 91 Horrabin Hall.

While traditional aspects of teacher preparation are maintained, programs are continually assessed. The Curriculum Laboratory located in 80 Horrabin Hall provides candidates and faculty with resources and instructional materials that are essential elements of the Teacher Education Program. New information and teaching material used in grades Pre-K-12 are available for candidates. The Science Education Center also located in Horrabin Hall provides candidates with materials, laboratory facilities, and special programs which enhance teacher preparation and educational knowledge.

The College is actively engaged in the use of technology to prepare our graduates to be able to use technology in their teaching. Several classrooms in the College have been dedicated to this use and provide the most up-to-date technology for hands-on learning.

Other spaces in the College which directly involve candidates include computer, instructional development, and video editing laboratories. These areas provide candidates, although they may have limited abilities in these techniques, the opportunity to learn the skills needed to develop curriculum materials incorporating current technologies.

The College has a well established field experience program which focuses on the partnerships that exist between private and public schools in the areas served by Western Illinois University. Supervised field experiences at the field and clinical levels are available in small and large school settings, minority group settings, rural and urban schools, agencies with migrant populations and in daycare sites. Supervised student teaching/clinical in cooperating public schools is the process whereby a prospective teacher candidate demonstrates his/her competence as an effective beginning teacher. Candidates seeking certification are required to successfully complete one semester of full-time student teaching/clinical. Candidates are supervised by a student teaching/clinical supervision field specialist and a mentoring teacher.

Certification Programs

Western Illinois University offers the following programs approved by the Illinois State Certification Board:

Undergraduate Programs:

- Elementary Education
 - Early Childhood Education (Birth-3rd grade)
 - Elementary Education (K-9)
- Bilingual/Bicultural Education (K-9)
- Secondary Education (6-12)
 - Agriculture
 - English
 - Mathematics
 - Science/Biology
 - Science/Chemistry
 - Science/Physics
 - Social Science/History
- Special (K-12)
 - Art
 - Foreign Language
 - French
 - Spanish
 - Music
 - Physical Education
 - Special Education Learning Behavior Specialist I

Graduate Programs

- Administrative
 - Alternative Administrative Certificate Initiative (ACI)
 - General Administrative (Principal)
 - Superintendent
- School Service Personnel
 - Guidance
 - Speech and Language Impaired (Pre-K to Age 21/Type 73)
 - School Psychology
- Technology Specialist (Type 10)

Middle Level Endorsements

This information is designed to assist you in identifying additional endorsements for which you might qualify. Qualifications are established by the Illinois State Board of Education and are subject to change. For more information visit the Illinois State Board of Education website at <http://www.isbe.net/certification/default.htm>

Individuals completing elementary, secondary or K-12 programs may qualify to add “Middle” level endorsements. “Middle Grade Teachers” are defined as any teacher teaching grades 5 through 8 in a departmental setting.

Under current requirements, to qualify to teach in Illinois at the middle level (departmentalized fifth through eighth grades), an individual must hold either an elementary, secondary, or K-12 teaching certificate and qualify for middle level endorsements.

To qualify for middle level endorsements, an individual must complete the required "Middle Level" course work AND the required 18 s.h. of content course work. Information is subject to change without notice.

- The middle level course work is:
 - EIS 201 Human Growth and Development
 - EIS 301 Educational Psychology
 - C & I 403 Middle Level Education
- The content course work varies depending on the specific endorsement one is seeking. Check with your advisor.

ASSESSMENT POLICIES

The State Board of Education and the State Certification Board have mandated that recognized institutions must have an assessment policy in force to evaluate candidates in teacher education programs. At Western Illinois University the four phases of assessment occur:

- Admission to the University
- Admission to the Teacher Education Program
- Admission to Student teaching/clinical
- Recommendation for Certification

Admission to the University

Admission to the University involves applicants applying to the University and meeting current standards, policies, and procedures of Western Illinois University. Notification of acceptance to the University is the responsibility of the Admissions Office.

It is the policy of Western Illinois University not to discriminate on the basis of race, color, religion, sex, national origin, sexual orientation, ethnicity, age, marital status, disability or veteran status in its admissions, activities, educational programs and employment. Equal opportunity is granted to all applicants who meet admission standards set by Western Illinois University.

Candidates entering Western Illinois University and designating the Teacher Education Program as their choice are not automatically enrolled in the Teacher Education Program.

Transfer Students and Course Work

Candidates transferring to Western Illinois University must meet the admission requirements established by WIU. Transcripts of all previous colleges and universities attended must be submitted to the Transfer Admissions Office.

Course work completed at other institutions must meet course equivalents and grade requirements established at WIU. Articulation for course work can be checked in the CPEP, major departments (for major requirement) or the Admissions Office.

Courses transferred from other institutions not accepted as being direct equivalents for EIS 201, 301, 302, or 401 must be evaluated for equivalency by the Educational and Interdisciplinary Studies Department. Evaluation forms are available in 91 Horrabin Hall. A grade of 'C' or better is required for courses to be considered for equivalency to these courses.

Courses transferred from other institutions to meet major requirements must be evaluated by the major departments. Catalog description, course syllabi, and additional information concerning courses being evaluated may be requested.

Admission and Retention to the Teacher Education Program (TEP)

Candidates apply for the Teacher Education Program (TEP) during the second semester of their sophomore year. At this point, a candidate has accumulated 30-45 semester hours of course work. Candidates for initial teacher certification within the State of Illinois must be U.S. Citizens or contact the Certification Officer concerning citizenship requirements related to certification.

Candidates must complete the required application form and attach a copy of their first reflective paper and submit it to the CPEP, 91 Horrabin Hall. An online [application](#) is available on the CPEP website ([see sample APPENDIX A](#)).

Requirements: To be fully accepted to the Teacher Education Program, the following conditions must be met:

1. A positive recommendation from major department advisors/designee through submission of an acceptable [Reflective Paper #1](#). Candidates must submit their first reflective paper to their major department (must also submit a copy with TEP application).
2. Satisfactory completion of 30 semester hours of approved course work.
3. Completion of Eng 180 and 280 with a grade of C or better. A transferred course equivalent must have a C grade or better.
4. Completion of Comm 241 with a grade of C or better. A transferred course equivalent must have a C grade or better.
5. Acquire the required major and cumulative grade point average for the program: 2.75 required for Elementary, Early Childhood, Bilingual, Special Education and History majors. 2.50 required for Agriculture, English, Mathematics, Science/Biology-Chemistry-Physics, Art, French, Music, Physical Education, and Spanish.
6. Completion of general education math course with a grade of C or above (MATH 101, 102, 106 and 206*, 123, 133, 134, 137, 138, 139 or STAT 171 (see advisor for specific course requirements for major). (MATH 106 and 206 only approved for early childhood, elementary, bilingual and special education majors. The sequence of 106/206 counts as 3 hours of General Education credit for the above named majors only).
7. Satisfactory personal interview with the Selection, Retention and Appeals Committee if requested by the committee.
8. Candidates must pass the Illinois Certification Test of Basic Skills. The test covers math, reading, grammar and writing. This test is offered seven times each year. Test dates, registration information and study guides are available on the ICTS website, <http://www.icts.nesinc.com>. Test preparation information is available on the CPEP website http://www.wiu.edu/CPEP/icts_test_taking_preparation.html.
9. Teacher education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by the University Teacher Education Program. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an [Illinois State Police and FBI fingerprint background investigation](#) through the Center for the Preparation of Education Professionals or at the time of admittance to TEP, whichever comes first. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, Director of Advising and Certification Officer, 309/298-2117.
 - a. In addition to the background investigations the National Sex Offender and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.
10. Pass Teacher Education Technology Competency Assessment <http://www.wiu.edu/TCA>. (A non-refundable charge will be applied)
11. Portfolio requirement where applicable. Check with advisor

Applicants may be requested to complete additional screening tests or to meet with the Selection, Retention and Appeals Committee.

Action:

The individual applying for TEP may be:

1. *Granted Full Acceptance*

- a. Once an individual has been fully accepted into TEP, he/she must maintain the required 2.5 cumulative and major GPA or required 2.75 cumulative and major GPA for history, elementary, early childhood, bilingual and special education majors.
- b. Individuals dropping below requirements will be placed in "Conditional Status." This means the individual will not be permitted to enroll in EIS 401, ECH 474 (for Early Childhood majors) or C&I 403 or be permitted to apply to student teach or student teach.

2. *Granted Conditional Acceptance*

- a. Candidates with conditional acceptance will be restricted in enrolling in a number of specific major courses (see your advisor) and will not be permitted to apply to student teach or student teach.
- b. Persons granted conditional acceptance will be reviewed the following semester if full acceptance has not been achieved by that time. Persons not making satisfactory progress from conditional to full acceptance within two semesters of applying will be denied acceptance to TEP.

Note: Candidates may be advised to consider a major/career change.

3. *Denied*

- a. Candidates denied will be restricted in enrolling in a number of specific major courses (see your advisor) and will not be permitted to apply to student teach or student teach.
- b. Denied applicants may reapply at a later date or request a review of their case by Selection, Retention, and Appeals Committee.

Note: Candidates may be advised to consider a major/career change.

Retention

Candidates must maintain good standing in the Teacher Education Program once admitted. Candidates must continue to exhibit the required professional disposition at all times during their enrollment at Western. These include: collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness and the belief that all students can learn.

The candidate must exhibit the dispositions and professional behaviors needed to perform the essential functions of teaching, with or without reasonable accommodations. The Office of Disability Support Services, in collaboration with the Assistant Dean for Teacher Education, will make the determination of reasonable accommodations.

Candidates must also maintain a record that is free of criminal offenses.

Failure to adhere to these professional dispositions is grounds for dismissal from the program.

Application to Student Teach

Candidates must be fully accepted to TEP to apply for student teaching/clinical. Candidates not fully accepted have the right to appeal to the Selection and Retention Appeals Committee (APPENDIX B) to apply to student teach if they have extenuating circumstances as to why they are not fully accepted. Candidates have the right to appeal the SRA Committee's decision to the University Teacher Education Committee.

Applications to student teach must be made one year in advance of the semester the individual anticipates student teaching/clinical. Meetings are held in September/October for those requesting student teaching/clinical assignments for fall semester of the following year and in January/February for those requesting assignments for spring semester of the following year. Applications are distributed during this meeting. Also, information and dates applications will be accepted are provided at this meeting. Additional information concerning student teaching/clinical should be directed to the Coordinator of Field and Clinical Experiences in 91 Horrabin Hall, (309- 298-2117).

The Center for the Preparation of Education Professionals offers the following regional sites for student teaching/clinical experiences:

- Quad Cities
- Western Illinois
- Chicago City
- Suburban Chicago (*Candidates wishing to student teach in suburban Chicago must have a minimum 3.0 cumulative and major GPA*)

Specific student teaching/clinical sites are determined by the field supervisors charged with the responsibility for placement and supervision of student teachers in each region. Providing student teachers with quality student teaching/clinical experiences in school districts with outstanding teaching reputations is the primary objective of each field supervisor. The welfare of all students enrolled in the Student Teaching/Clinical Program is the key component in the selection of student teaching/clinical sites. Housing arrangements during the student teaching/clinical semester are the responsibility of each student teacher.

Clearance to Student Teach

Student teaching/clinical credit is required for graduation in the Teacher Education Program and is open to qualified senior students who are enrolled in the Teacher Education Program. Students must fulfill the requirements for admission to and retention in the Teacher Education Program and are responsible for meeting the student teaching/clinical requirements listed below.

The candidate must exhibit the dispositions and professional behaviors needed to perform the essential functions of teaching, with or without reasonable accommodations. The Office of Disability Support Services, in collaboration with the Assistant Dean for Teacher Education, will make the determination of reasonable accommodations.

Satisfactory personal interview with the Selection, Retention and Appeals Committee if requested by the committee.

Candidates are required to exhibit the following professional dispositions at all times during their tenure at WIU: collaboration, honesty/integrity, respect, commitment to learning, emotional

maturity and responsibility. Failure to adhere to these professional dispositions is grounds for dismissal from the program.

The following requirements must be met for clearance to student teach:

1. Maintain the required major and cumulative GPAs for the program: 2.75 required for Elementary, Early Childhood, Bilingual, Special Education and History majors. 2.50 required for Agriculture, English, Mathematics, Science/Biology-Chemistry-Physics, Art, French, Music, Physical Education, and Spanish.
 - *A 2.50 grade point average in each area in which a student teaching/clinical assignment is sought, or higher if required by the department (2.75 for history/elementary/early childhood/bilingual/special education).*
2. Grade of "C" or above required for all professional education courses: EIS 201, 301, 302, 401, special education requirement. [ECH majors complete EIS 302 and other courses in their major].
3. Grade of "C" or above required for all methods courses.
4. Recommendation of the department advisor or designee.
5. Meet all departmental prerequisites for student teaching.
6. Completion of all required pre-student teaching field experiences--grade of "C" or above required.
7. Completion of all required program coursework.
8. Pass State Content Area Test(s). [Bilingual requires elementary and target language; Special Education must pass LBS1 and Special Education General Curriculum; Foreign Language must pass the content and Oral Proficiency Interview (ACTFL)].
9. Portfolio requirement, where applicable. (Check with your department)
10. Teacher education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by the University Teacher Education Program. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an [Illinois State Police and FBI fingerprint background investigation](#) through the Center for the Preparation of Education Professionals. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, Director of Advising and Certification Officer, 309/298-2117.

In addition to the background investigations the National Sex Offender and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.

11. TB test is required the semester prior to student teaching/clinical.
12. Satisfactorily complete the [ELL modules](#).

The semester prior to student teaching/clinical, the major department will be requested to reassess each applicant's record. At that time, the department has the option to recommend or withdraw its recommendation for an individual to student teach. Candidates must have this final recommendation before clearance to student teach will be granted.

Candidates are required to register for student teaching/clinical. Some majors require student teaching/clinical at two different levels. Check with your education advisor, 91 Horrabin Hall for specific requirements.

During the semester prior to student teaching/clinical, each candidate is informed of his or her status concerning any deficiencies required by the teacher education program, course work, or cumulative or major grade point average problems.

Candidates must be cleared of all deficiencies prior to being cleared to begin student teaching/clinical. All deficiencies must be cleared by the designated deadline or the Field & Clinical Experiences office will be notified that the individual is not clear to student teach and placement may be canceled. It is the responsibility of the candidate to be sure all deficiencies have been cleared by the Director of COEHS Advising in 91 Horrabin Hall. Candidates must contact the Director of COEHS Advising for approval for any extenuating circumstances which may delay clearances for student teaching/clinical.

If a candidate wishes to cancel his/her student teaching/clinical for any reason or if the candidate changes majors or minors after applying to student teach, it is the responsibility of the candidate to notify the Center for the Preparation of Education Professionals, 91 Horrabin Hall.

Grading

The student teaching/clinical experience is evaluated on an S/U grading system. Candidates who fail to pass the APT prior to the end of the student teaching/clinical semester will receive an incomplete grade for student teaching/clinical.

Remediation Plan for Candidates Failing the APT

1. CPEP will initiate the process and be responsible for:
 - a. Identifying the candidates who have not passed the APT and notifying departments of score information.
 - b. CPEP will identify critical areas of weaknesses for those who have not passed and will work with the major department regarding who (from various departments) should be involved in remediation.
 - c. A “Remediation Team” will be developed consisting of a member of CPEP, the major department(s), clinical supervisor, and others as needed.
 - d. CPEP will identify who will oversee the individual’s plan.
2. Remediation Plan Development (by involved individuals identified above). In consultation with the candidate and the department chair (or designee), the plan is based on a matrix which links standards and test categories to programs/courses.

Recommendation for Certification

Recommendation for certification to the State is made by the Certification Office. Individuals must complete an approved program and pass all Illinois Certification Tests. Candidates for initial teacher certification within the State of Illinois must be U.S. Citizens or contact the Certification Officer concerning citizenship requirements related to certification.

The procedure for certification is as follows:

1. Candidates must attend a mandatory student teaching/clinical seminar at WIU during the student teaching/clinical semester and finalize forms for certification. Watch for a letter and/or email announcing this date.
2. Candidates must submit [Reflective Paper 2](#) and obtain major department signature for

- clearance of program requirements.
3. Certification will be released once a final grade for student teaching is known, verification the APT has been passed, the Registrar's Office has cleared the candidate for graduation, and all department requirements have been satisfied. Individuals will not be able to substitute teach or begin teaching prior to certification being issued.
 4. Candidates will apply for certification on-line. Information on how to apply will be given at the student teaching/clinical seminar.
 5. Candidates must pass the applicable APT exam in order to successfully complete/pass student teaching/clinical and graduate.

NOTE: Individuals completing requirements for a teaching certificate shall be issued an Initial Teaching Certificate valid for four years.

ACADEMIC POLICIES AND PROCEDURES

Academic Dishonesty

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. WIUs policy on academic integrity is available at www.wiu.edu/policies/acintegrity.php

Advising System

The Center for the Preparation of Education Professionals (CPEP) is located in 91 Horrabin Hall. It is open from 8:00-4:30 p.m. Monday through Friday. In addition to advising, the Center provides applications and clearance for TEP and student teaching/clinical, field and clinical information, and certification information.

Elementary, Early Childhood, Bilingual/Bicultural, Special Education, Secondary and K-12 education majors are advised by advisors in the CPEP.

Secondary and K-12 education majors are enrolled in the Teacher Education Program of the college housing their major. Therefore, all Secondary and K-12 majors are also advised by their major advisor. The Secondary and K-12 education advisor is available to answer questions concerning teacher education requirements for secondary and K-12 education majors.

It is the responsibility of the candidate to meet with his/her advisor and seek information to keep informed of all requirements to the Teacher Education Program and to regularly check the [CPEP website](#).

All candidates must obtain their advisor's signatures on their TEP application and the appropriate signature on their Student Teaching/Clinical Application.

Continuous Evaluation Process

Candidates in the Teacher Education Program at Western Illinois are continuously monitored for retention in the program.

Any instructor of a course required to meet the approved program for teacher education may file a [Teacher Education Evaluation](#) form if a candidate's progress and/or suitability to continue in the program is questioned. Deficiencies due to academic performance and/or professional skills or dispositions may be evaluated. Copies of this form must be signed by the instructor and preferably by the candidate also. A copy of this form is sent to the major college dean, major department, the certification officer, the instructor, and the candidate.

If a deficiency form is completed, the candidate should consult with his/her advisor immediately. If necessary, the individual may be required to meet with the certification officer or the Selection, Retention and Appeals Committee. Possible discussion about remediation or discontinuing in the Teacher Education Program may be required.

UNIVERSITY GENERAL EDUCATION AND TEACHER EDUCATION PROGRAM REQUIREMENTS

All teacher education candidates must meet University General Education requirements. Some majors have “specific” general education requirements. Candidates in teacher education programs are required to work with their education advisor to ensure that all general education requirements for the specific program are completed.

Candidates also have formal assessments for dispositions required of those seeking teacher education. Candidates will be assessed at least three times throughout their program. Faculty with concern about a candidate’s disposition may file a concern with the Certification Office at any time. Candidates that have concerns raised will be expected to meet with major departments and/or the Certification Officer.

WIU Teacher Candidate Dispositions

The University Teacher Education Committee at Western Illinois University believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. We further believe that teacher candidates must apply their knowledge skills and dispositions in school settings. The mission of Western Illinois University’s Teacher Education Program is to prepare versatile teachers who appreciate the importance of our diverse population; who adapt to emerging social, economic, and demographic patterns; and who are skilled in the use of technological tools to promote teaching and learning in our nation’s schools. We further believe that the disposition of our candidates is important for their success as a teacher and a professional. Candidates are evaluated at least three (3) times during their program.

Dispositions with Indicators

1. **Collaboration:** Works together with others to achieve a common goal in all academic and professional settings
 - Cooperates with others
 - Makes contribution to group effort
 - Shares information and materials with others
 - Assists peers
 - Supports decisions of group willingly, even if different from own
 - Volunteers to participate in group effort
 - Supports work of others
 - Plans and sets goals and priorities with others
 - Establishes professional goals that are aligned with those of the organization
 - Makes relevant contributions to discussions

2. **Honesty/Integrity:** Demonstrates truthfulness, professional behavior and trustworthiness
 - Models behavior expected of both teachers and learners in an educational setting
 - Communicates without intent to deceive
 - Gives credit to others when using their work
 - Acts with honesty and integrity in all academic and professional situations

3. **Respect:** Honors, values, and demonstrates consideration and regard for oneself and others
 - Demonstrates a friendly and caring manner to others
 - Interacts in a polite and respectful manner with students, peers, colleagues, and supervisors
 - Uses appropriate professional language
 - Takes care of property of others in all academic and professional situations
 - Demonstrates empathy and concern for others

4. **Commitment to Learning:** Demonstrates a respect for and is serious about knowledge acquisition
 - Values knowledge, content, and experiences presented in preservice academic programs
 - Takes initiative to expand knowledge base
 - Actively engaged during instructional time and field experiences.
 - Seeks opportunities to learn new skills
 - Uses credible and data-based sources
 - Demonstrates enthusiasm for the subject being taught
 - Demonstrates positive attitude toward learning
 - Demonstrates intellectual and academic curiosity

5. **Emotional Maturity:** Demonstrates situationally appropriate behavior
 - Uses appropriate strategies to respond to emotional and emergency situations
 - Responds to situations professionally
 - Uses appropriate tone of voice
 - Initiates communication to resolve conflict
 - Maintains emotional control
 - Uses self-disclosure appropriately
 - Uses appropriate non-verbal expressions
 - Acts from a positive frame of reference most of the time, including when changes occur
 - Adapts to unexpected or new situations
 - Accepts less than ideal situations when necessary
 - Demonstrates good personal hygiene
 - Dresses appropriately for the situation

6. **Responsibility:** Acts independently and demonstrates accountability, reliability, and sound judgment
 - Gives priority to health and safety concerns of others, as well as self
 - Protects personal health to avoid absences
 - Accepts consequences for personal actions or decisions
 - Submits individual and/or group assignments on time or follows procedures for extensions
 - Prepares for classes, meetings, and group work
 - Manages time effectively
 - Completes assigned tasks from group activities within an acceptable time frame
 - Seeks clarification and/or assistance as needed
 - Prioritizes work based upon established goals
 - Returns borrowed materials in a timely manner

- Takes initiative to get materials and notes when absent from meetings or classes
 - Seeks/locates needed resources
 - Ensures accuracy of information for which he/she is responsible
 - Arrives for class on time
 - Attends class regularly
7. **Fairness:** Demonstrated commitment to meet the education needs of all students in a caring, non-discriminatory, and equitable manner.
- Responds appropriately to actions and reactions of others
 - Accepts feedback from others
 - Identifies personal responsibility in conflict/problem situations
 - Considers opinions of others with an open mind
 - Displays equitable treatment of others
 - Uses sound judgment in decision making
 - Takes action to solve problems in an equitable manner
 - Makes decisions and acts with honesty and integrity
8. **Belief that All Students Can Learn:** Demonstrates behaviors that support a culturally diverse educational environment that provides opportunities for all students to learn.
- Listens attentively to others in a variety of contexts
 - Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
 - Interacts appropriately in relation to cultural norms
 - Appreciates and embraces individual differences
 - Demonstrates positive attitudes toward diverse cultures and learners
 - Conveys high expectations for achievement

Teacher education candidates should address the above [dispositions](#) in reflective paper one and two.

Reflective Paper 1 Directions

Reflective Paper #1 A copy of the paper is submitted to the major department (a copy must also be submitted with the TEP application). Address each of the following items in your paper as you reflect on your decision to enter the Teacher Education Program (TEP) at Western Illinois University. Use the scoring rubric ([See APPENDIX D](#)) to organize your paper and to ensure you address each item listed below. For style and grammar, consult the APA (American Psychological Association) style manual, which is available where textbooks are sold, in the Reference section of the Malpass Library, in the back of the style manual used in ENG 180 & 280, or summarized on a website such as: <http://www.wooster.edu/psychology/apa-crib.html>

You will be evaluated on the following items:

1. Reflecting on your strengths as a potential teacher, briefly specify your primary reason for selecting teaching as your career.
2. Provide 1-2 examples of experiences working with students/children and what you have learned about teaching and learning from these experiences.
3. The WIU TEP expects you to exhibit the 8 [dispositions](#) listed in the TEP handbook, including their indicators. Carefully review each of the dispositions and the corresponding

indicators. (a) Identify and discuss at least one indicator for each of the 8 dispositions that reflects an area where you most need improvement. (b) Formulate and describe your plan to improve upon the areas identified in part (a) above. Remember to address all 8 dispositions.

4. In addition to your ability to adequately address each of the above listed items, your paper will be evaluated on organization, spelling, sentence structure, grammar, and writing mechanics.

Reflective Paper #2 Directions

Reflective Paper #2 must be submitted to your major department the semester you are student teaching/clinical. The paper must be approved by the major department before certification will be processed.

Reflect on your student teaching experience by addressing each of the following items in your paper. Use the scoring rubric ([See APPENDIX E](#)) to organize your paper and to ensure you address each item listed below. For style and grammar, consult the APA (American Psychological Association) style manual, which is available where textbooks are sold, in the Reference section of the Malpass Library, in the back of the style manual used in ENG 180 & 280, or summarized on a website such as: <http://www.wooster.edu/psychology/apa-crib.html>

1. Provide an example from your student teaching that illustrates your understanding and application of each of the 11 [Illinois Professional Teaching Standards](#) (IPTS). In your discussion, identify each standard by either including a heading for the standard prior to addressing it in your paper or typing the name of the standard in bold in the body of the paragraph that addresses the standard.
2. Provide an example from your student teaching that illustrates your understanding and application of each of the 8 [TEP dispositions](#). As in your discussion of the IPTS standards, identify each disposition with a heading or put it in bold in the narrative.
3. Considering the IPTS, TEP dispositions, and your student teaching experience, identify and reflect on your strengths and weaknesses as a teacher.
4. In addition to addressing each of the three items listed above, your paper will be evaluated on organization, spelling, sentence structure, grammar, and writing mechanics.

NOTE: Your answers to the above items should prove helpful in organizing your reflections on your student teaching as you prepare to interview for teaching positions.

Principals/superintendents typically ask questions of teacher candidates that are similar to those listed above during the interview process.

Professional Education

The teacher education faculty of Western Illinois University believes that a professional teacher is one who is flexible and selective and evidences continuous personal development. This belief supports the premise that knowledge of the teaching/learning process is constructed by critical learners within the fourfold process of awareness, reflection, inquiry, and action.

The Teacher Education Program provides teacher education candidates with an initial framework for making informed decisions in the professional work place. Informed teachers are effective decision makers. Effective decision-making is learned by experiencing problem-solving situations. The teacher education curriculum must also consider the characteristics of the teacher who is teaching and the learner who is learning. The teacher education model, therefore, makes the assumption that potential teachers simultaneously complete a program of formal course work to assist them in formulating a base of knowledge while experiencing early and frequent supervised field experiences that integrate actual teaching/learning situations with educational theory.

All individuals enrolled in the Teacher Education Program must complete the professional education sequence. This sequence includes:

EIS 201 - Educational Psychology - Human Growth and Development

A grade of "C" or above is required for this course for teacher education majors (includes observations for pre-student teaching/clinical field work hours--"C" grade or above required.)

EIS 301 - Educational Psychology - Learning and Instruction

A grade of "C" or above is required for this course for teacher education majors.

EIS 302 - Multicultural and Social Foundations of Education

A grade of "C" or above is required for this course for teacher education majors (includes fieldwork--"C" grade or above required).

EIS 401- Educational Law and Policy

A grade of "C" or above is required for this course for teacher education majors. Full acceptance to TEP required prior to enrolling. Permission required to enroll.

Early Childhood Education majors complete EIS 302 and other courses in their major.

**Optional Middle Level Endorsements
for Elementary, Secondary and K-12 Certificates**

Required Courses:

EIS 201 Educational Psychology – Human Growth & Development, 3 s.h.

EIS 301 Educational Psychology – Learning and Instruction, 3 s.h.

C&I 403 - Middle Level Education, 4 s.h.

Content Area Course Work - minimum 18 s.h. (subject to change)

All Candidates are encouraged to complete this option. Individuals in elementary, secondary, and K-12 programs should discuss this option and requirements with their education advisor early in their program.

Certification/endorsement requirements are subject to change without notice. To qualify to teach at this level, individuals will be required to meet certification/endorsement requirements in effect at time of graduation. See Certification Officer or Director of COEHS Advising for additional information.

Exceptional Child (Special Education Requirement)

Illinois Certification requirements mandate that a course be completed by any individual seeking teacher certification that covers course work with students having special needs, including learning

disabilities.

SPED 310	The Exceptional Individual. Required for education majors (choose Sped 310 or PSY 425). Field component (SPED 390) is required. A grade of "C" or above is required.
SPED 390	Characteristics and Classroom Adaptions: Students with mild disabilities. Required for elementary, bilingual and early childhood education majors and anyone taking SPED 310 or PSY 425. A grade of "C" or above is required.
PSY 425	Psychology of Exceptional Children. Required of education majors (choose PSY 425 or SPED 310). A grade of "C" or above is required.
KIN 393	Adaptive Physical Education. Satisfies the requirement for Physical Education majors only. A grade of "C" or above is required.
MUS 334	Music for the Exceptional Child. Satisfies the requirement for Music majors only. A grade of "C" or above is required.

Special Education majors satisfy this requirement through course work required for the major.

Methods Requirements

Candidates in all areas of teacher certification are required to complete required method(s) course(s) with a grade of "C" or above prior to student teaching/clinical. The following is a list of majors and method courses required - see advisor for when courses are offered. Some programs require additional method courses—"C" grade or above is required for ALL methods courses.

Agriculture	EDUC 439	Special Methods in Agriculture
Art	EDUC 439 ART 360	High School Art Methods Elementary Art Methods
Bilingual	EIS 430 EIS 457 RDG 383 RDG 384 SCED 364 SSED 365 MATH 364 MATH 367 KIN 360	Methods and Materials for teaching in Bilingual Programs Methods and Materials for teaching in English as a Second Language Literacy Instruction in the Early Grades Literacy Instruction in the Intermediate Grades Introductory Science Methods for Elementary Teachers Methods for Teaching Social Studies –Teaching our Heritage Teaching Elementary School Mathematics I Teaching Elementary/Middle School Mathematics II Methods of Elementary Physical Education
Early Childhood	ECH 351 ECH 353 SCED 352 SSED 354 MATH 362 KIN 360 RDG 382 RDG 383 RDG 432	Methods of Teaching Science and Math for the Young Children: Birth to Preschool Methods of Teaching Social Studies, and Creative Expression: Birth to Preschool Methods for Teaching Science in Primary Grades Methods for Teaching Social Studies in the Primary Grades Math Methods for Primary Grades Methods of Elementary Physical Education Literacy Development: Birth to Preschool Literacy Instruction in the Early Grades Introduction to Corrective Reading in the Early Years
Elementary Education	RDG 383 RDG 384 SCED 364 SSED 365 MATH 364 MATH 367 KIN 360	Literacy Instruction in the Early Grades Literacy Instruction in the Intermediate Grades Introductory Science Methods for Elementary Teachers Methods for Teaching Social Studies -Teaching our Heritage Teaching Elementary School Mathematics I Teaching Elementary/Middle School Mathematics II Methods of Elementary Physical Education
English	EDUC 439	Methods of Teaching English

French	EDUC 439	Methods of Teaching Foreign Language
History	SSED 439	Secondary Social Science Methods
Math	EDUC 439	The Teaching of Secondary School Mathematics
Music	EDUC 439	Music Teaching in the High School
Physical Educ.	EDUC 439	Methods and Materials in Physical Education
Science	EDUC 439	Methods of Teaching Secondary Science (Biology, Chemistry, Physics)
Spanish	EDUC 439	Methods of Teaching Foreign Language
Special Education	SPED 420	Instructional Delivery Pre-K through Elementary
	SPED 440	Instructional Delivery Secondary Level
	RDG 383	Literacy Instruction in the Early Grades
	RDG 384	Literacy Instruction in the Intermediate Grades
	MATH 364	Teaching of Elementary School Mathematics
	SCED 364	Introductory Science Methods for Elementary Teachers
	SSED 365	Methods for Teaching Social Studies -Teaching our Heritage

NOTE: Methods are listed under major department course offerings.

Pre-Student Teaching Field Experience

The Teacher Education Program requires that each person seeking teacher certification must complete college supervised pre-student teaching field work hours in the major. A grade of "C" or above is required for all field experiences.

With any field experience in the P-12 schools, students are “guests” in the schools and must comply with the expectations set forth by the school district. Students may be asked to leave a school if unprofessional and/or inappropriate behavior is exhibited.

Teacher education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by the University Teacher Education Program. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an [Illinois State Police and FBI fingerprint background investigation](#) through the Center for the Preparation of Education Professionals. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, Director of Advising and Certification Officer, 309/298-2117.

In addition to the background investigations, the National Sex Offender and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.

Candidates required to complete EIS 303 are required to complete EIS 301 with a grade of C or higher and have a minimum 2.50 cumulative and major GPA prior to enrolling in EIS 303. A grade of C or higher in EIS 303 and full acceptance to TEP is required prior to enrolling in EIS 304. Secondary education majors are required to complete 1 s.h. of EIS 303/304 at the middle level and 1 s.h. at the high school level. Foreign Language is required to complete EIS 303/304 1 s.h. at K-6 level and 1 s.h. at high school level. See Secondary Education Advisor for further information

The following is a list of majors and field work required:

Agric	AG 330 (2) Summer Exp. in Ag. Occupations
Art	Provided in methods and major course requirements
Bilingual	Provided in methods. & major courses
Early Ch.	Provided in methods and major course requirements
Elem. Ed.	Provided in methods and major course requirements
English	EIS 303 and 304 (2) Field Work
French	EIS 303 and 304 (2) Field Work
History	EIS 303 and 304 (2) Field Work
Math	EIS 303 and 304 (2) Field Work
Music	EIS 303 (1) Field Work plus methods. & major courses
Phys.Ed.	Provided in methods and major course requirements
Spanish	EIS 303 and 304 (2) Field Work
Special Ed.	Provided in methods and major course requirements

Policy on Use of Physical Restraint and Crisis Intervention

The Western Illinois University Teacher Education Program holds the position that no WIU student completing field experiences, including student teaching/clinical, be asked to use or engage in the use of physical restraint on any child or youth at any time during their field experience. WIU students have not been trained in the use of physical restraint techniques.

Western Illinois University requires that no WIU student be left alone in dangerous or potentially dangerous situations. All students should receive, on the first day of their field experience, written statements of the crisis intervention plans of the school and classroom and procedures related to student aggressive behavior.

If a student should find him/herself in a situation which presents dangers to self or others, the student should:

1. Take steps to protect his/her personal safety and the safety of others.
2. Immediately contact a teacher, administrator, and/or school security guard.

Procedures for Criminal Background Investigation

Teacher Education candidates are expected to comply with the Illinois State Police and FBI fingerprint background investigation requirements as set forth by the University Teacher Education Program. Prior to any field work in schools/agencies, candidates are to supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation through the Center for the Preparation of Education Professionals. Candidates may be prohibited from completing field work if background investigations disclose arrests and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, Director of Advising--298-2117.

Candidates must complete an Illinois State Police and FBI background fingerprint investigation at two points:

1. Upon application to the Teacher Education Program (to be completed during the same

semester in which application to TEP is being submitted) or prior to their first field work, whichever comes first.

2. The semester prior to student teaching/clinical (to be completed after April 1 for fall student teachers and after September 1 for spring student teachers).

Please note that additional investigation points may be necessary dependent upon field experience requirements in cooperating school districts.

The fee is payable to Accurate Biometrics by money order, cash or credit card. Accurate Biometrics is a private vendor that conducts background investigations utilizing Livescan technology to perform electronic fingerprinting with results usually available within 48-72 hours. A schedule of dates and locations for fingerprinting can be accessed at www.AcurateBiometrics.com. Fingerprinting takes place periodically on the Macomb campus in Horrabin Hall and the Moline campus.

Questions concerning this process may be directed to Melissa Phillips, Center for the Preparation of Education Professionals, at (309) 298-2117, MM-Phillips@wiu.edu.

In the event a candidate's record indicates a criminal history that may prohibit teacher certification, the candidate must first meet with the Certification Officer. Thereafter, the candidate may appeal the findings of the Certification Officer to the Committee for Selection, Retention and Appeals.

In addition to the background investigations the National Sex Offender and the Illinois State Police Child Murderer and Violent Offender Against Youth registries will be checked.

Policy for Appeal of Criminal Background Investigation Findings

Article 21-1 of the School Code of Illinois indicates applicants for teacher certification must be of good character. Article 10-21.9 and Article 21-23A enumerate certain sex and narcotics offenses that prohibit certification or employment in the public schools. Any individual with a felony conviction may be denied certification. Therefore, an individual in Western Illinois University's teacher education program who has been convicted of a felony or any sex, narcotics, or drug offense must contact the Certification Officer in Horrabin Hall 91 immediately.

A candidate who has been convicted of a felony, a pattern of misdemeanors, or has been forwarded for review by the Judicial Programs Office will be required to have his/her case reviewed prior to continuation in any teacher education program. To qualify for review, at least one year must have elapsed from the termination of the sentence or the end of probation for any felony conviction.

For this review, the candidate will be required to provide evidence of good character and rehabilitation that outweigh the offenses he/she has committed.

Documentation for the review shall include:

1. Statement in his/her own words describing the circumstances of the crime.
2. Results of the criminal background investigation, copy of the court record of conviction,

- and report from the WIU Judicial Programs Office.
3. Original statements attesting to good character and/or rehabilitation. These could come from employers, civic leaders, college instructors, and others in a position to attest to character and rehabilitation.
 4. Other information that the candidate believes would help the committee to reach a fair decision.

The Committee for Student Professional Standards will review documentation provided by the candidate. This will be an ad hoc committee appointed by the Dean of the College of Education and Human Services to review each individual case.

The committee will include:

Assistant Dean for Teacher Education
Certification Officer
Affirmative Action Officer
University Legal Counsel – ex officio
WIU Judicial Programs Officer – ex officio

Only the candidate shall have the opportunity to address the committee; however, he/she may have legal counsel present.

A candidate who is allowed to continue in the teacher education program, must agree to have the results of the criminal background investigation provided to the district administrator prior to being placed with a school or agency. Furthermore, the candidate will be notified that while he/she will be allowed to proceed in the teacher education program, the final decision regarding teacher certification will be made by the WIU Certification Officer and subsequently, the State.

Selection, Retention and Appeals Committee

This committee considers various appeals and requests for candidates enrolled in the teacher education program. Should an appeal to this committee be necessary, contact your advisor. Appeal forms are available in 91 Horrabin Hall or on the website, <http://www.wiu.edu/cpep>.

The student may appeal a negative decision by the Selection and Retention Appeals (SRA) Committee and/or the Field, Clinical and Internship Review Committee to the Dean of COEHS. The decision of the Dean is final.

Candidates are required to [appeal](#) for the following:

- Waiver of teacher education course requirements and/or student teaching/clinical prerequisite
- Special consideration for student teaching/clinical with deficiency(ies)
- Special consideration for student teaching/clinical placement “out of area”
- Special consideration for submitting a late student teaching/clinical application
- Other

Appeal Guidelines:

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisite

The Selection, Retention and Appeals Committee must approve waiving teacher education

requirements and/or student teaching/clinical prerequisites because frequently these requirements are mandated for certification.

Special Consideration for Student Teaching/Clinical with Deficiency(ies)

The Director of the COEHS Advising Center is obligated to recommend cancellation of a student teaching/clinical placement in advance of the student teaching/clinical semester when a student has not cleared his/her program deficiencies by the specified deadline date. Students will be notified of the cancellation by certified mail, sent to the home address on record in the University Registrar's Office.

A request to student teach while a student has program deficiencies is considered for exceptional circumstances only. To receive this type of consideration, a student must appeal. All appeals must be well written, well documented and supported. The committee hearing the appeal will consider the following guidelines:

1. All deficiencies referenced in the student teaching/clinical cancellation notice are cleared and the clearances documented.
2. The major department's chairperson or appointed designee must provide a letter of support for the student.
3. The appeal must be submitted in its entirety at least five working days before the official beginning date of the University semester.

An approved appeal may be contingent upon the identification of an appropriate student teaching/clinical placement site, as determined by the Coordinator of Field Experience. If approved, the original student teaching/clinical placement may be changed. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching/clinical placement.

Special Consideration for a Student Teaching/Clinical Placement "Out of Area"

A request to student teach "out of area" is considered for exceptional circumstances only. To be considered for this type of placement, a student must appeal. All appeals must be well written, well documented and supported. The Field, Clinical and Internship Review Committee will consider the following guidelines:

1. Support of department chair, academic advisor, cumulative GPA of 3.35, major GPA of 3.50.
2. Appeal must include the completed appeal form with appropriate signatures; letter attached explaining why the appeal should be considered and where placement is requested; and documented support for appeal.
3. An appeal may be submitted as early as one calendar year prior to the student teaching/clinical term but no later than the tenth day of the semester prior to the semester student teaching/clinical will be completed.

If the appeal is approved, student must assume all costs beyond usual and customary fees related to student teaching/clinical supervision and mentor teaching expenses; student must enroll in student teaching/clinical at WIU; student is responsible to work with the Coordinator of Field and Clinical Experiences to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching/Clinical Application

An appeal must include the completed appeal form with appropriate signatures and letter attached explaining why the appeal should be considered. Requests to submit a student teaching/clinical application will only be considered if submitted no later than tenth day of the semester prior to the semester student teaching/clinical is intended to be completed.

Acceptance of a late student teaching/clinical application DOES NOT guarantee a placement. Furthermore, a late placement may delay identification of a WIU supervisor.

Taking Courses While Student Teaching/Clinical

All course work required for the approved teacher education program, except student teaching/clinical, is required to be completed prior to the start of the student teaching/clinical semester. Candidates are discouraged from taking additional course work while student teaching/clinical. All requests to take additional course work while student teaching/clinical must be appealed. No course work will be approved if it will interfere with student teaching/clinical assignments or requirements. Should courses interfere with student teaching/clinical, the candidate will be required to withdraw from the course or face termination of student teaching/clinical.

Reapplying to Student Teach After Withdrawal, Suspension or Termination

Successful completion of a remediation plan (if required) is a precondition for reapplying to student teach. Candidates are required to pick up an appeal form from the Coordinator of Field and Clinical Experiences Office (HH91). An appeal requires approval by the program advisor, department chair, and the University Certification Officer. Appeals (APPENDIX B) are to be submitted to the Certification Office, HH91.

Student Teaching/Clinical Assignment Cancelled

The Director of the COEHS Advising Center is obligated to cancel a student teaching/clinical placement in advance of the student teaching/clinical semester when a candidate has not cleared his/her deficiencies by the designated deadline. Questions may be directed to the Director of CPEP Advising for procedure and requirements.

Grade Point Average

The required “cumulative grade point average” to student teach is 2.50 for all majors except history, elementary, early childhood, bilingual and special education which require a 2.75.

The required “major grade point average” is 2.5 in all areas except history, elementary, early childhood, bilingual and special education which require a 2.75.

Appeals to Waive University Requirements

Appeals to waive University catalog requirements which are also teacher education requirements must first be approved by Selection, Retention, and Appeals Committee before it is submitted to CAGAS for University waiver. Appeal forms are available in 91 Horrabin Hall or on the website, <http://www.wiu.edu/registrar/forms/Substitution%20Waiver.pdf>

Candidate Rights and Responsibilities

Appeals Procedure

Candidate has the right to a grievance procedure concerning teacher education issues and to have an attorney present who may speak on behalf of the candidate at each step of the procedure. Candidates

must notify the appropriate committee a minimum of two weeks prior to the proceedings if an attorney will be present. This grievance procedure shall be in regard to:

- Admission to a teacher education program;
- Admission to the student teaching/clinical program or other clinical experience;
- Dismissal from the institution or the teacher education program including clinical or student teaching/clinical experiences;
- Evaluation of the candidate's performance in courses, clinical or student teaching/clinical settings, or any other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment;
- Failure to recommend the candidate for certification, when required, in a timely fashion.

SUPPORT SERVICES

Western Illinois University offers a number of services to supplement the academic life of the students.

Academic Assistance Centers

Academic assistance centers are available for the following subject areas to assist students: (check with departments for location)

- African American Studies
- Biology
- Chemistry
- Economics
- English
- Foreign Languages
- Geography
- Geology
- History
- Mathematics
- Philosophy & Religions Studies
- Physics
- Political Science
- Psychology
- Sociology & Anthropology
- Women's Studies
- Writing Center

Career Services

The Office of Career Services provides placement, career planning, and occupational information to meet individual needs and capabilities. All juniors and seniors are encouraged to register prior to graduation. Registration may be completed online on the Career Services website <http://www.student.services.wiu.edu/careers/>. The office is located in Sherman Hall 116, 309 298-1838.

Casa Latina Cultural Center

The Casa Latina Cultural Center offers a variety of programs to enlighten the University community and surrounding area about the history and cultural aspects of the international and Latino societies. Casa Latina also provides support services for international and Latino students that encourage and motivate them to have a successful college experience. Auxiliary Services building, 309 298-3379.

Disability Support Services

Advises disabled students with concerns related to academics, physical accessibility, and auxiliary aids. Disability Support Services, 117 Seal Hall, 309 298-2512.

Gwendolyn Brooks Cultural Centers

Gwendolyn Brooks Cultural Center is named after the Pulitzer Prize-winning poetess and Poet Laureate of Illinois. The mandate of the center is to promote the rich cultural experience of African Americans. The center is committed to helping the campus community adjust to a multicultural society without regard to age, race, or economic status. Auxiliary Services building, 309 298-2220.

Scholarship Information

For scholarship information and applications, contact any of the following offices:

- Dean, College of Education and Human Services, 117 Horrabin, 309 298-1690.
- CPEP, 91 Horrabin, 309 298-2117, <http://www.wiu.edu/cpep>

- Major Department
- WIU Scholarship Office, 303 Sherman Hall, 309 298-2001, <http://www.wiu.edu/Scholarships/>

Student Development and Orientation

This office provides help to improve study skills and acts as a liaison between students, parents and faculty in emergencies, 301 Seal Hall, 309 298-1884.

University Counseling Center

The University Counseling Center provides personal, vocational and educational counseling services. Programs in study skills, interpersonal communications, personal problems, and career counseling are offered at the Center, Olson Hall 2nd Floor, 309 298-2453.



APPENDIX A

Western Illinois University CENTER FOR PREPARATION OF EDUCATION PROFESSIONALS APPLICATION FOR TEACHER EDUCATION PROGRAM (TEP)

SAMPLE

Must be typed or neatly printed:

(WIU ID No.)

(Date)

Name

(Last)

(First)

(Middle/Maiden)

Home Address

(No./Street)

(City)

(State)

(Zip)

WIU email:

@wiu.edu

Local/Cell Phone:

Classification:

Undergrad.

Grad.

2nd Degree

Are you a US Citizen?

Yes

No

If no, please see certification officer regarding certification and citizenship requirements within the State of Illinois.

ATTACH a copy of your [Reflective Paper I](#). Refer to the [TEP Handbook](#) for guidelines in preparing your paper.

SUBMIT results of an ISP/ FBI fingerprint background investigation. Form available [online](#), in HH91 and/or QC Advising Area.

MAJOR

MINOR

FOR OFFICE USE ONLY: Numbers 1 and 2 MUST be submitted together or the TEP application cannot be accepted.

1. Are all four pages of the application completed? Yes ___ No ___

2. Is the Reflective Paper attached? Yes ___ No ___

Status Check:

3. Have you taken and passed the Basic Skills test and confirmed those results with the CPEP office? Yes ___ No ___

4. Have you taken and passed the Technology Competency Assessment? Yes ___ No ___

5. Have you completed the ISP/FBI background Investigation? Yes ___ No ___

Accepted by _____

Ed. Advisor _____



Western Illinois University
CENTER FOR PREPARATION OF EDUCATION PROFESSIONALS
APPLICATION FOR TEACHER EDUCATION PROGRAM (TEP)

SAMPLE

The Teacher Education Faculty of Western Illinois University believes that a professional teacher is one who is ethical, flexible, selective, and evidences continuous personal development. This belief supports the premise that **Knowledge , Action, Reflection, Commitment and Empowerment** should be structured into practical applications (clinical experiences). Through reflective practice, students learn to understand how their knowledge and experiences relate to student learning in the classroom.



I have read the prerequisites and requirements, as outlined in the Teacher Education Program General Handbook, and understand it is my responsibility to meet all requirements of teacher education.

I have activated my WIU email account and check it regularly for communications from my education advisor and the Center for the Preparation of Education Professionals (CPEP).

I have accessed STARS to review my status in the teacher education program and continue to do so regularly.

I have accessed the CPEP website, www.wiu.edu/cpep and am familiar with its contents.

I accept that as a teacher education candidate I am expected to conduct myself in a professional manner while a guest in K-12 schools. I am aware that inappropriate conduct (academic and social), unexcused absences, and legal issues while a teacher education candidate may impact my continuance in the program.

Signed _____ Date _____



WESTERN
ILLINOIS
UNIVERSITY

Western Illinois University
CENTER FOR PREPARATION OF EDUCATION PROFESSIONALS
APPLICATION FOR TEACHER EDUCATION PROGRAM (TEP)

Legal Issues Related To Certification

SAMPLE

The following questions will be asked throughout your teacher education program and must be answered truthfully each time. Entrance into or continuation in the Teacher Education Program must be continually assessed and reassessed.

According to Article 21-1 of the school code, applicants for teacher certification in the State of Illinois must be of a good character; Article 10-21.9 and Article 21-23a enumerate certain sex and narcotics offenses which prohibit certification or employment in the public schools. Individuals with felony convictions may not become certified. Therefore, individuals in Western Illinois University’s Student Teacher Education Program must answer the following questions.

Individuals who have been convicted of a felony or any sex, narcotics or drug offense or been convicted of a felony must contact the Certification Office in 91 Horrabin Hall immediately for policy and appeals procedure.

Have you, in Illinois or any other state, been convicted of any sex, narcotics, or drug offense?

_____ yes _____ no

Have you, in Illinois or any other state, been convicted of a felony?

_____ yes _____ no

Have you ever been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect if such report was not reversed after exhaustion of any appeal?

_____ yes _____ no

Have you ever received probation, conditional discharge or court supervision on a criminal offense? _____ yes _____ no

- Individuals answering “yes” to one or more of the above questions are subject to possible dismissal from Western Illinois University’s Teacher Education Program.
- Individuals found “misrepresenting or providing false information” to the above questions are subject to immediate dismissal from the Teacher Education Program.
- Be advised that if you are “in default on payments for child support or student loans,” the State will not certify you.
- If you answered “yes” to any of the above questions, please see the Certification Officer (HH 91) immediately.
- Be advised you will be required to complete a “ISP/FBI Background Check” before acceptance into the Teacher Education Program and before student teaching/clinical.

Signature _____

Date _____

Print Name _____

ID # _____



Western Illinois University
CENTER FOR PREPARATION OF EDUCATION PROFESSIONALS
APPLICATION FOR TEACHER EDUCATION PROGRAM (TEP)

MAJOR DEPARTMENT
ADVISOR'S RECOMMENDATION

SAMPLE

Name of Student: _____ STID _____

Major: _____ Catalog Year: _____

Students must be fully accepted to Teacher Education Program to enroll in a number of specific major courses. Please indicate below your support or denial of the application.

Secondary 6-12 and K-12 majors: If you are a secondary 6-12 major (Agriculture, English, Mathematics, Biology, Chemistry, Physics or History) or K-12 major (Art, Foreign Language, Music or Physical Education), you must have your major department advisor/designee sign below as well as your Teacher Education Advisor.

_____ Approval _____ Disapproval _____ Conditional

Department signature indicates Reflective Paper 1 has been submitted by the candidate and approved by the department.

Major Department Advisor: _____ Date _____

Teacher Education Advisor (CPEP-HH91) _____ Date _____

Candidate's name did not appear on National Sex Offender Registry or ISP Child Murderer and Violent Offender Against Youth Registry. _____ (insert date, including year on line)

SUBMITto: CPEP – Horrabin Hall 91

APPENDIX B

IMPORTANT APPEAL GUIDELINES

Waiver of Teacher Education Course Requirements and/or Student Teaching/Clinical Prerequisite*

The Selection, Retention and Appeals Committee must approve waiving teacher education requirements and/or student teaching/clinical prerequisites because frequently these requirements are mandated for certification.

Special Consideration for Student Teaching/Clinical with Deficiency(ies)*

The Director of the COEHS Advising Center is obligated to recommend cancellation of a student teaching/clinical placement in advance of the student teaching/clinical semester when a student has not cleared his/her program deficiencies by the specified deadline date. Students will be notified of the cancellation by certified mail, sent to the home address on record in the University Registrar's Office.

A request to student teach while a student has program deficiencies is considered for exceptional circumstances only. To receive this type of consideration, a student must appeal. All appeals must be well written, well documented and supported. The committee hearing the appeal will consider the following guidelines:

1. All deficiencies referenced in the student teaching/clinical cancellation notice are cleared and the clearances documented.
2. The major department's chairperson or appointed designee must provide a letter of support for the student.
3. The appeal must be submitted in its entirety at least five working days before the official beginning date of the University semester.

An approved appeal may be contingent upon the identification of an appropriate student teaching/clinical placement site, as determined by the Coordinator of Field Experiences. If approved, the original student teaching/clinical placement may be changed. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching/clinical placement.

Special Consideration for a Student Teaching/Clinical Placement "Out of Area"*

A request to student teach "out of area" is considered for exceptional circumstances only. To be considered for this type of placement, a student must appeal. All appeals must be well written, well documented and supported. The committee hearing the appeal will consider the following guidelines:

1. Support of department chair, academic advisor, cumulative GPA of 3.35, major GPA of 3.50.
2. Appeal must include the completed appeal form with appropriate signatures; letter attached explaining why the appeal should be considered and where placement is requested; and documented support for appeal.
3. An appeal may be submitted as early as one calendar year prior to the student teaching/clinical term but no later than the tenth day of the semester prior to the semester student teaching/clinical will be completed.
Exception: Those appealing to student teach abroad must apply at least a year in advance.

If the appeal is approved, student must assume all costs beyond usual and customary fees related to student teaching/clinical supervision and mentor teaching expenses; student must enroll in student teaching/clinical at WIU; student is responsible to work with the Coordinator of Field and Clinical Experiences to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching/Clinical Application*

An appeal must include the completed appeal form with appropriate signatures and letter attached explaining why the appeal should be considered. Requests to submit a student teaching/clinical application will only be considered if submitted no later than tenth day of the semester prior to the semester student teaching/clinical is intended to be completed.

Acceptance of a late student teaching/clinical application DOES NOT guarantee a placement. Furthermore, a late placement may delay identification of a WIU supervisor.

* The student may appeal a negative decision by the Selection and Retention Appeals (SRA) Committee, and/or the Field, Clinical and Internship Review Committee to the Dean of COEHS. The decision of the Dean is final.



WESTERN
ILLINOIS
UNIVERSITY

**APPEAL – SELECTION AND RETENTION
TEACHER EDUCATION PROGRAM**

Please return to Horrabin Hall 91

SAMPLE

Name _____ Student ID # _____

Major _____ Phone _____

Address _____

- Indicate the nature of your request.
 - ___ Waiver of teacher education course requirements/student teaching/clinical prerequisite
 - ___ Special consideration for student teaching/clinical with deficiency(ies)
 - ___ Special consideration for a student teaching/clinical placement “out of area”
 - ___ Special consideration for submitting a late student teaching/clinical application
 - ___ Other (please state) _____

2. Attach a complete and concise description of your request.

3. Obtain all applicable signatures.

Candidate’s Signature _____ Date _____

Major Advisor’s Signature _____	Approve ___ Deny ___
Supplemental information attached by advisor _____	No Recommendation ___
Chairperson’s Signature _____	Approve ___ Deny ___
Major Department _____	No Recommendation ___
Secondary/K-12 Education Advisor Signature _____	Approve ___ Deny ___
(if applicable) _____	No Recommendation ___

<i>For Office Use Only:</i>		
Cumulative GPA: _____	Major GPA: _____	Minor GPA: _____
SBST Results: _____	Content Test Results: _____	APT Test Results: _____
SRA ___	Field, Clinical, Intern ___	Dean’s Office ___
Director of Advising Signature _____	Date _____	



WESTERN ILLINOIS UNIVERSITY

APPENDIX C

WIU Teacher Candidate Dispositions Check

Student Name _____ WIU ID _____

Faculty Evaluator: _____ Date _____

SAMPLE

Return by December 5, 2008 to: CPEP (91 HH) for distribution review

Formal Disposition Check: _____ EIS 302 _____ Methods _____ _____ STCH _____ Other

Check each of the eight dispositions using the following key: **UNACCEPTABLE**: major problems with several indicators (circle indicators that are of concern); **ACCEPTABLE WITH CONCERNS**: problems with one or two minor indicators (circle indicators that are of concern); **ACCEPTABLE**: meets all observed indicators; **TARGET**: exceeds indicators

1. Collaboration:

Works together with others to achieve a common goal in all academic and professional settings.

_____ Unacceptable _____ Acceptable with Concerns _____ Acceptable _____ Target

INDICATORS:

- Cooperates with others
- Makes contribution to group effort
- Shares information and materials with others
- Assists peers
- Supports decisions of group willingly, even if different from own
- Volunteers to participate in group effort
- Supports work of others
- Plans and sets goals and priorities with others
- Establishes professional goals that are aligned with those of the organization
- Makes relevant contributions to discussions

2. Honesty/Integrity:

Demonstrates truthfulness, professional behavior and trustworthiness.

_____ Unacceptable _____ Acceptable with Concerns _____ Acceptable _____ Target

INDICATORS:

- Models behavior expected of both teachers and learners in an educational setting
- Communicates without intent to deceive
- Gives credit to others when using their work
- Acts with honesty and integrity in all academic and professional situations

3. Respect:

Honors, values, and demonstrates consideration and regard for oneself and other.

_____ Unacceptable _____ Acceptable with Concerns _____ Acceptable _____ Target

INDICATORS:

- Demonstrates a friendly and caring manner to others
- Interacts in a polite and respectful manner with students, peers, colleagues, and supervisors
- Uses appropriate professional language
- Takes care of property of others in all academic and professional situations
- Demonstrates empathy and concern for others

4. Commitment to Learning:

Demonstrates a respect for and is serious about knowledge acquisition

_____ Unacceptable _____ Acceptable with Concerns _____ Acceptable _____ Target

INDICATORS:

- Values knowledge, content, and experiences presented in preservice academic programs
- Takes initiative to expand knowledge base
- Actively engaged during instructional time and field experiences.
- Seeks opportunities to learn new skills
- Uses credible and data-based sources
- Demonstrates enthusiasm for the subject being taught
- Demonstrates positive attitude toward learning
- Demonstrates intellectual and academic curiosity

5. Emotional Maturity:

Demonstrates situationally appropriate behavior.

___ Unacceptable ___ Acceptable with Concerns ___ Acceptable ___ Target

INDICATORS

- Uses appropriate strategies to respond to emotional and emergency situations
- Responds to situations professionally
- Uses appropriate tone of voice
- Initiates communication to resolve conflict
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Acts from a positive frame of reference most of the time, including when changes occur
- Adapts to unexpected or new situations
- Accepts less than ideal situations when necessary
- Demonstrates good personal hygiene
- Dresses appropriately for the situation

SAMPLE

6. Responsibility:

Acts independently and demonstrates accountability, reliability, and sound judgment.

___ Unacceptable ___ Acceptable with Concerns ___ Acceptable ___ Target

INDICATORS:

- Gives priority to health and safety concerns of others, as well as self.
- Protects personal health to avoid absences
- Accepts consequences for personal actions or decisions
- Submits individual and/or group assignments on time or follows procedures for extensions
- Prepares for classes, meetings, and group work
- Manages time effectively
- Completes assigned tasks from group activities within an acceptable time frame
- Seeks clarification and/or assistance as needed
- Prioritizes work based upon established goals
- Returns borrowed materials in a timely manner
- Takes initiative to get materials and notes when absent from meetings or classes
- Seeks/locates needed resources
- Ensures accuracy of information for which he/she is responsible
- Arrives for class on time
- Attends class regularly

7. Fairness:

Demonstrated commitment to meet the education needs of all students in a caring, non-discriminatory, and equitable manner.

___ Unacceptable ___ Acceptable with Concerns ___ Acceptable ___ Target

INDICATORS:

- Responds appropriately to actions and reactions of others
- Accepts feedback from others
- Identifies personal responsibility in conflict/problem situations
- Considers opinions of others with an open mind
- Displays equitable treatment of others
- Uses sound judgment in decision making
- Takes action to solve problems in an equitable manner
- Makes decisions and acts with honesty and integrity.

8. Belief that All Students Can Learn:

Demonstrates behaviors that support a culturally diverse educational environment that provides opportunities for all students to learn.

___ Unacceptable ___ Acceptable with Concerns ___ Acceptable ___ Target

INDICATORS:

- Listens attentively to others in a variety of contexts
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Interacts appropriately in relation to cultural norms
- Appreciates and embraces individual differences
- Demonstrates positive attitudes toward diverse cultures and learners
- Conveys high expectations for achievement

APPENDIX D

Grading Rubrics for Reflective Paper #1

	Unacceptable (1)	Acceptable (2)	Target (3)
Teaching as a career	Failed to specify sufficient or relevant reason(s) for selecting teaching as a career.	Clearly specified and discussed sufficient and relevant reason(s) for selecting teaching as a career.	Contained a well-defined and in-depth discussion of reason(s) for selecting teaching as a career.
Examples (1-2) of experiences working with children	Failed to provide specific or appropriate example(s) of working with students/children and/or an adequate discussion of what was learned about teaching and learning from the experience(s).	Provided appropriate and sufficient example(s) of working with students/children and an adequate discussion of what was learned about teaching and learning from the experience(s).	Provided highly relevant example(s) of experiences working with students/children and an insightful discussion of what was learned about teaching and learning from the experience(s).
Dispositions – indicators needing improvement	Failed to identify and/or discuss at least one indicator for EACH of the 8 TEP dispositions.	Identified and adequately discussed at least one indicator for EACH of the 8 TEP dispositions.	Provided a detailed and thoughtful discussion of at least one indicator for EACH of the 8 TEP dispositions.
Improvement plan for dispositions	Failed to describe an adequate or relevant plan to improve upon the identified areas for EACH of the 8 TEP dispositions.	Described a clear and appropriate plan to improve upon the identified areas for EACH of the 8 TEP dispositions.	Described a detailed and thoughtful plan to improve upon the identified areas for EACH of the 8 TEP dispositions.
Organization of content	Content lacks logical organization and is difficult to follow.	Content is sufficiently organized, cohesive, and coherent within each section.	Content is well organized, cohesive, and coherent throughout the paper.
Spelling, grammar, sentence structure, and writing mechanics	Paper is not written well; it contains excessive errors in spelling, punctuation, and/or grammar. Common errors include incomplete sentences, sentence fragments, run-on sentences, comma splices, noun/pronoun disagreement, incorrect word forms, etc.	Paper is written well; it contains appropriate paragraphing, complete sentences, and no or few errors in spelling, punctuation, or grammar.	Paper is exceptionally well written; it contains no mechanical, spelling, or grammatical errors and includes a variety of sentence structures.

APPENDIX E

Grading Rubric for Reflective Paper #2

	Unacceptable (1)	Acceptable (2)	Target (3)
IPTS Standards	Failed to provide a sufficient and relevant discussion that reflects an understanding and application of EACH of the 11 IPTS standards as used during student teaching.	Provided a sufficient and relevant discussion that reflects an understanding and application of EACH of the 11 IPTS standards as used during student teaching.	Provided a detailed and thoughtful discussion that reflects an understanding and application of EACH of the 11 IPTS standards as used during student teaching.
TEP Dispositions	Failed to provide a sufficient and relevant discussion that reflects an understanding and application of EACH of the 8 TEP dispositions during student teaching.	Provided a sufficient and relevant discussion that reflects an understanding and application of EACH of the 8 TEP dispositions during student teaching.	Provided a detailed and thoughtful discussion that reflects an understanding and application of EACH of the 8 TEP dispositions during student teaching.
Strengths as a teacher	Candidate failed to identify and adequately reflect upon his/her strengths as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.	Candidate identified and adequately reflected upon his/her strengths as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.	Candidate thoughtfully and fully reflected upon his/her strengths as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.
Weaknesses as a teacher	Candidate failed to identify and adequately reflect upon his/her weaknesses as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.	Candidate identified and adequately reflected upon his/her weaknesses as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.	Candidate thoughtfully and fully reflected upon his/her weaknesses as a teacher based on the IPTS, WIU TEP dispositions, and student teaching experience.
Organization of content	Content lacks logical organization and is difficult to follow.	Content is sufficiently organized, cohesive, and coherent within each section.	Content is well organized, cohesive, and coherent throughout the paper.
Spelling, grammar, sentence structure, and writing mechanics	Paper is not written well; it contains excessive errors in spelling, punctuation, and/or grammar. Common errors include incomplete sentences, sentence fragments, run-on sentences, comma splices, noun/pronoun disagreement, incorrect word forms, etc.	Paper is written well; it contains appropriate paragraphing, complete sentences, and no or few errors in spelling, punctuation, or grammar.	Paper is exceptionally well written; it contains no mechanical, spelling, or grammatical errors and includes a variety of sentence structures.