Guide to Policies and Procedures
for Teacher Education Programs
at ELMHURST COLLEGE
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MISSION & GOALS

1.1 DEPARTMENT OF EDUCATION MISSION

The Department of Education at Elmhurst College is committed to the preparation of knowledgeable and caring teachers for a global society. Through collaboration and diverse practice-centered experiences, we strive to prepare educators to be dedicated, ethical leaders in their learning communities.

Department of Education (2010)

The Department’s mission statement describes qualities of teachers that all P-12 students need: knowledgeable and caring teachers for our rapidly changing global society. Each undergraduate and graduate teacher education program integrates content specialization, professional knowledge, and practice-centered learning. Teacher preparation programs at Elmhurst College take place within the context of liberal education. For program candidates, this underscores the interdependence among theory, research, and practice, and positions our candidates to be advocates for students and leaders in our profession.

Elmhurst College inspires its students to form themselves intellectually and personally and to prepare for meaningful and ethical work in a multicultural, global society.

from the Elmhurst College Mission Statement (2009)

1.2 DEPARTMENT OF EDUCATION GOALS & OUTCOMES

Goal #1 Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world.

Outcome 1A: Candidates will demonstrate subject area content knowledge in planning, instructional delivery, and assessment. (IPTS 2 & 5)

Outcome 1B: Candidates will apply culturally relevant pedagogical content knowledge in planning, instructional delivery, and assessment. (IPTS 2 & 5)

Outcome 1C: Candidates will use best practices in literacy so all students can acquire subject area content knowledge. (IPTS 6)

(Indicates alignment with the Illinois Professional Teaching Standards)
Goal #2: Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students.

Outcome 2A: Candidates will apply differentiation and evidence-based practices to address the diverse characteristics and needs of all learners. (IPTS 1 & 3)

Outcome 2B: Candidates will use developmentally-appropriate teaching strategies and innovative technologies that encourage critical thinking and problem solving. (IPTS 5)

Outcome 2C: Candidates will use a variety of assessments to identify and evaluate learning targets by analyzing data to make instructional decisions. (IPTS 7)

Goal #3: Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers, and responsible citizens.

Outcome 3A: Candidates will use effective communication, organization, and behavior management strategies to support a safe and healthy learning environment. (IPTS 4)

Outcome 3B: Candidates will implement strategies to successfully engage all students in purposeful learning. (IPTS 4)

Goal #4: Collaborate with students, families, colleagues, and community members to create learning communities that value diversity.

Outcome 4A: Candidates will engage families while creating learning experiences that value diverse student needs. (IPTS 8)

Outcome 4B: Candidates will collaborate with colleagues to create and sustain supportive learning environments. (IPTS 8)

Outcome 4C: Candidates will use community resources to expand learning opportunities. (IPTS 8)

Goal #5: Act as reflective and ethical professionals who are committed to schools and the profession.

Outcome 5A: Candidates will use reflective practices that directly contribute to student learning and development. (IPTS 8)

Outcome 5B: Candidates will advocate for students and their families. (IPTS 9)

Outcome 5C: Candidates will demonstrate leadership as part of their ethical responsibility to their colleagues and the profession. (IPTS 9)
1.3 DEPARTMENT OF EDUCATION CORE VALUES

"...The most urgent need of the present generation. . . is light and warmth, the light of knowledge and the warmth of high ideals."
H. Richard Niebuhr, 6th President of Elmhurst College

Founded in 1871 as a proseminary, the College has a history of preparing students for lifetimes of professional achievement. As faculty of a college founded in the liberal arts tradition, we believe that all teachers should reflect a compassionate philosophical framework supported by strong theoretical and empirical knowledge of human learning and development and unwavering respect for human diversity. All teachers are responsible for demonstrating the highest levels of commitment to students and their families. Using a repertoire of teaching methods and technologies, every Elmhurst College teacher strives to promote love of life-long learning and responsible citizenship in our local and global communities.

The values of the Department of Education at Elmhurst College provide the foundation for all of our professional interactions and teacher education programs.

Collaboration
We value collaboration as the basis for developing and sustaining strong relationships with students, school partners, families, colleagues, and program alumni and alumnae.

Integrity
We believe integrity is essential for continued growth and development of the members of our profession.

Practice-centered Teaching & Learning
We value teaching and learning experiences grounded in research-based practices and real-world applications.

Professional Excellence
We achieve excellence through on-going professional development, scholarship, and participation in collaborative learning communities.

“A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worth while.”

John Dewey
EXPERIENCE AND EDUCATION (1938)
2.1 ADMISSION TO A TEACHER EDUCATION PROGRAM

Admission to the College does not guarantee admission to a teacher education program. Students must formally apply for admission to a specific teacher education program: Early Childhood Education, Elementary Education, Special Education, or Secondary Education, which includes K-12 special licensure in art, foreign language, music, or physical education. Once admitted, students may begin professional education courses at the 200-level or higher.

The Director of Teacher Education Admissions informs applicants in writing of admission decisions. Applicants with minimal qualifications may be denied admission. There is no appeal for applicants who are denied admission based on the quality of their application.

2.1.1 ADMISSION REQUIREMENTS

For admission to all teacher education programs and enrollment in any professional education courses at the 200-level or higher, students must have:

a. A completed application submitted by the deadline for secondary/K-12 (SEC) (see Section 2.1.2); a completed electronic Elementary Teacher Education (ELM) which can be found at: http://public.elmhurst.edu/education/279149361.html; a completed Educating Young Children (EYC) application which can be found at: http://www.elmhurst.edu/education/279151121.html a completed electronic Special Education (SPE) application which can be found at: http://www.elmhurst.edu/education/279148531.html

b. A well-written original personal statement,

c. A 2.750 or higher GPA, which may be calculated in one of three ways: (a) a 2.750 combined GPA from all institutions of higher education, (b) a 2.750 cumulative GPA from the institution granting the most recent degree, or (c) a 2.750 cumulative GPA calculated using the last four semesters of college-level coursework (minimum of 48 semester hours). All prior coursework used for prerequisite and licensure requirements must be used in the calculation of this GPA.

d. Sophomore standing (32 semester hours of coursework) upon entering the program coursework; junior year standing for EYC and ELM (48 earned semester hours);

e. Evidence of a passing score on a State-approved entrance exam (see Section 2.1.3),

f. Evidence of at least 3 semester hours of English composition equivalent to English 106 or higher with a grade of C (2.0) or higher (Note. This course may be in progress for freshmen applicants.),

g. Two endorsing professional recommendations from professors using the forms included in the application packet or from professors or mentor
teachers in ELM, EYC, SPE using the electronic recommendation form found on the Admissions Page for that program, and

h. State of Illinois Criminal Background Investigation. (See the Criminal Background Policy for Teacher Candidates.)
   i. If a Criminal Background Investigation documents a felony that will not allow the applicant to become a licensed educator in Illinois, then admission will be denied. Students may appeal this decision (see Appeals section).
   ii. If a Criminal Background Investigation documents a conviction that does not prohibit licensure, then the applicant’s acceptance to program is contingent on meeting with the Program Director and Department Chairperson prior the first day of classes in the semester for admission to review the Criminal Background Policy for Teacher Candidates. Candidates who do not fulfill this requirement will have their admission rescinded and be administratively dropped from all teacher education coursework.

These are minimal requirements for an application to be processed. Meeting minimal requirements does not ensure admission. Each application is evaluated by at least three faculty members, including the Program Director and Director of Teacher Education Admissions. The application process is more competitive in programs that receive more applications for the available seats.

2.1.2 APPLICATION DEADLINES

Deadlines for applying to Teacher Education are:
   a. June 15th for admission in the fall term, and
   b. December 15th for spring term.

Notice. Deadlines for admissions to programs may change due to changes in State of Illinois rules and regulations.

Admission is limited to the number of seats available in the Introductory Seminar for each program (EYC 300, ELM 300, SEC 200, SPE 300). The Early Childhood Education and Special Education programs only accept applications to begin the programs in the fall term. Elementary and Secondary Education accept applications for the fall and spring terms; there are fewer seats available in spring term for Secondary Education.

Admission decisions are to a specific teacher education program. To change teacher education programs after admission, candidates must reapply through the Director of Teacher Education Admissions. Acceptance in one program does not guarantee transfer to a different program. In transferring between programs, additional coursework or requirements may need to be fulfilled.


2.1.3 ADMISSION ENTRANCE EXAM

While ISBE requires successful completion of one of the following exams in order to student teach, Elmhurst College requires evidence of successful completion in order to be admitted to any education program at the College. Demonstration of academic proficiency is required for licensure by the Illinois State Board of Education. Information about current options available to demonstrate such proficiency is available from the Department of Education Director of Admission or Educator Licensure Officer or at this link: http://www.elmhurst.edu/education/384703031.html

Applicants to all teacher education programs are encouraged to complete an entrance exam as early as possible, but no later than the first semester of their freshman year. Transfer students should complete an entrance exam prior to enrollment at Elmhurst College. Applicants must plan exam completion carefully to prevent delays in admission to a teacher education program.

2.1.3e No student may be enrolled in a teacher licensure course at the 200-level or higher without evidence of this passing exam score and admission to a program.

2.1.3f After a candidate has completed an approved program, all licensure exam scores must be valid within specified dates. See the Appendix C for a chart of exams and date requirements.

2.2 CONTINUANCE IN A TEACHER EDUCATION PROGRAM

2.2.1 Grade Requirements

To continue in a teacher education program (i.e., register for subsequent coursework), the following grade requirements must be fulfilled:

a. Cumulative GPA of 2.750 (combined from all institutions, or a cumulative GPA based on coursework at Elmhurst College and the most recent institution at which a degree was earned)

b. Major GPA requirements of (based on a minimum of 9 semester hours):

3.000 in art, foreign language, history, music education, or physical education;
2.750 in biology, early childhood education, elementary education, English, political science, special education, or theatre; or
2.500 GPA in chemistry, mathematics, or physics.

c. GPA of 2.750 in all education courses required for licensure (based on a minimum of 9 semester hours), with a C (2.0) or higher earned in each course.
d. All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval received on or after February 1, 2012, must have been passed with a grade of C (2.0) or higher to be counted towards fulfillment of the applicable requirements.

a. At least half of coursework needs to be at the 300/400-levels for most secondary-level endorsements.

b. To insure quality preparation of all Elmhurst College program completers, the Department of Education accepts equivalent education courses only if such courses are less than ten years old.

c. Courses must be taken in sequence with all of the necessary prerequisites; no waiving of prerequisites will be allowed.

d. Candidates must complete at least 3 semesters of coursework before student teaching.

2.2.2 Formal Review Requirements for Program Continuation
To continue in a teacher education program, candidates also must complete a formal review process (See the section on Program ePortfolios and Checkpoints). Continuation in a teacher education program requires formal approval of the Department of Education faculty and the College-wide Teacher Education Committee. Candidates who are denied continuation may appeal to the Teacher Education Committee (See the Student Appeal section). Approval to continue in a program does not guarantee admission to student teaching.

2.3 STUDENT TEACHING
All teacher candidates must formally apply and be admitted to student teaching. Candidates apply for a student teaching placement one calendar year in advance. All prospective student teachers must successfully complete an ePortfolio Review #2 and Checkpoint #2 for admission to student teaching (See the section on Program ePortfolios and Checkpoints). Students cannot attend Elmhurst College for student teaching only. They must successfully complete all coursework and requirements for a teacher education program and be formally admitted to student teaching.

2.3.1 APPLICATION DEADLINES FOR STUDENT TEACHING PLACEMENT
Deadline for STUDENT TEACHING PLACEMENT APPLICATIONS are posted in Circle Hall, via Department of Education Blackboard™ pages, through electronic mailings, and announced in professional education courses.
Placement applications are due the academic year prior to student teaching to allow time for processing assignments in the public schools. Securing placements early allows teacher candidates to complete required field experience hours in their assigned student teaching classrooms the semester before they student teach (i.e., as part of ECE 450, EYC 450, MEC 565, MEC 542, ELM 450, SEC 450, or SPE 450).

Deadlines for STUDENT TEACHING PLACEMENT APPLICATIONS for the next academic year are outlined in the following table. There is only one student teaching application deadline per term.

<table>
<thead>
<tr>
<th></th>
<th>Fall Student Teaching</th>
<th>Spring Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>All deadlines are in the prior academic year</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>October</td>
<td>March</td>
</tr>
<tr>
<td>Secondary and Special K-12</td>
<td>Specific date is determined by program</td>
<td>Specific date is determined by program</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
</tbody>
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*Music Education applications processed by Content Area Directors. Applications turned in late will be processed at the next deadline in the following term.

2.3.2 ADMISSION TO STUDENT TEACHING

The policies and procedures for admission to student teaching include remaining in good standing (i.e., not on probation or suspension) for continuation in program. In addition, each prospective student teacher must satisfy the following six requirements:

a. Successful completion of ECE 450/MEC 565, EYC 450, MEC 542, Block 3 in ELM, SEC 450, or SPE 450, which includes the Program ePortfolio Review #2 and Checkpoint #2 with proof of completion of the MANDATED REPORTER MODULE on the Department of Child and Family Services website.

b. Supporting mentor teacher evaluations of field experiences. Evidence of successful field experiences is required in all programs. Due to differences in professional education coursework, each program has specific requirements for these mentor evaluations.

c. Maintenance of all GPA, minimum grade and semester hour requirements (see Section 2.2.1). Grades of C (2.0) or higher in all courses required for licensure, while maintaining the overall major and licensure GPAs required for admission to and retention in the candidate’s program. For the Secondary Education program,
candidates are required to have earned at least 32 semester hours in their major prior to student teaching.

d. Evidence of passing scores on the appropriate State of Illinois content area exam(s) by May 1 (checkpoint 2) for fall student teachers and by December 1 (checkpoint 2) for spring student teachers in the areas in which they will student teach.
   i. For Special Education candidates, this requirement includes both the LBS1 and the SPECIAL EDUCATION GENERAL CURRICULUM TEST.
   ii. For Foreign Language candidates the appropriate content test and ORAL PROFICIENCY Interview (OPI) are both required.

e. Successful completion of all first degree and licensure requirements prior to the start of student teaching. In addition, Secondary Education candidates must have the approval of the candidate’s department chairperson before the application can be processed. Submission of a Degree Audit completed after the candidate has filed for graduation is required.

f. Maintenance of a record of professional conduct including completion of an FBI criminal background check through the school district hosting the student teaching experience(s).
   i. An FBI criminal background investigation must be provided through the school districts in which student teaching will occur. Candidates must follow specific procedures and timelines provided by the school district.
   ii. Candidates may not student teach while on formal academic probation or under performance review in the Department of Education. Admission to student teaching will be delayed for candidates completing the review process or suspended from program.

g. Documentation of a minimum of 100 hours (at least 80 hours must be participatory) of field experiences that meet program-wide and program-specific requirements (See Field Experiences).
   i. None of the 100 preclinical field hours may represent a professional conflict of interest (See Section 2.3.3d).
   ii. All field hours must be documented through course-related experiences on FIELD EVALUATION AND VERIFICATION forms on file in the Department of Education.¹

¹ All documentation is maintained in a candidate’s Department of Education file for 5 years.
iii. At least 40 hours must be documented in diverse field experiences.

iv. An updated Field Experience Spreadsheet is reviewed as part of the Application for a Student Teaching Placement (See the Field Experience section; see also Diverse Experiences).

Admission to student teaching requires approval of the Department of Education faculty and the College-wide Teacher Education Committee. Teacher candidates who are denied admission to student teaching may appeal to the Teacher Education Committee (See the Student Appeal section).

2.3.3 REQUIREMENTS FOR STUDENT TEACHING PLACEMENTS

2.3.3a Minimal Credit Requirements
A minimum of 2 units of credit (8 semester hours) in student teaching must be earned to fulfill licensure requirements. Candidates who divide student teaching between two placements cannot be licensed with only one successful student teaching placement. No candidate will be licensed with a single placement of less than 8 semester hours (2.0 courses).

2.3.3b School District Requirements
Administrators in potential hosting schools for student teaching will review a candidate’s academic records and application materials. School administrators may require an interview before accepting a student teacher. Districts have the right to deny a candidate after review of records or interviews. They also have the right to set candidate GPA requirements that exceed program requirements and to request additional materials (e.g., drug testing, physical examinations). It is the candidate’s responsibility to submit all materials and complete requests for interviews in a professional and timely manner.

2.3.3c Delayed Acceptance or Denial of Placements
Teacher candidates whose student teaching placement requests are delayed or denied by a school district may need to postpone student teaching while a new placement is secured.

Teacher candidates who withdraw once a student teaching placement has been formally requested or refuse a placement secured by the Department of Education will be required to locate their own placements, which also may delay student teaching. The Satellite Network Director and the Program Director must pre-approve placements before a new set of formal placement materials is sent to any school district.

If the school district withdraws a placement the Satellite Network Director will only request a second placement after review of the circumstances with
the Program Director and with the approval of the Department of Education Chairperson. If it is determined that candidates lost placements due to their actions, they will be required to locate their own placements and have them approved by the Department of Education.

The delay or loss of a student teaching placement may postpone student teaching. Applications and materials are processed when teacher candidates have fulfilled all requirements and responsibilities. **All student teaching placements must be preapproved by the Satellite Director and the Program Director to ensure that they meet program-wide requirements.**

### 2.3.3d Professional Conflict of Interest in Placements
Student teaching placements must **not** represent a professional conflict of interest, which would mean that a family member is employed by the school district or serves on the district’s Board of Education. Candidates may not student teach in the school districts they attended or in which they permanently reside.

### 2.3.3e Coursework or Employment during Student Teaching
Candidates may not complete courses simultaneously with full-time student teaching or work Monday through Thursday evenings during full-time student teaching.

### 2.3.3f Participation in College Activities during Student Teaching
Candidates who wish to participate in official College sanctioned activities during student teaching must have written permission from the Program Director and approval of the Cooperating Teacher(s). College activities may NOT take precedence over the student teaching schedule (e.g., leaving school early; school absences). Candidates must attend all school events with required attendance for school faculty. Attendance at student teaching seminars and capstones is mandatory, representing the only preapproved reasons for missing scheduled time during student teaching.

### 2.4 REQUIREMENTS FOR PROGRAM COMPLETION

#### 2.4.1 MINIMAL REQUIREMENTS FOR LICENSURE
At the successful completion of student teaching, the following are minimal requirements to earn a licensure:

a. Successful completion of the required program course(s) in student teaching for a minimum of 8 semester hours (2.0 units) or more,

b. Successful completion of teacher performance assessment (edTPA),

c. Successful completion of the Capstone,

d. Successful completion of Checkpoint #3, which also includes:
   i. Maintenance of all GPA requirements for admission to student teaching, and
ii. Completion of all mathematics coursework with a grade of C (2.0) or higher,
e. Passing final evaluations from Cooperating Teacher(s),
f. Passing final evaluations from College Supervisor(s),
g. Proficient or excellent rating on Standard 9 on final evaluation,
h. No more than two Needs Improvement on final evaluation, and
i. Recommendation for licensure from the Program Director (Elmhurst College does not entitle teacher candidates to an educator license with stipulations).

2.4.2 LICENSURE REVIEW
A Passing final evaluation in student teaching is an overall rating of Excellent or Proficient. If a program director recommends licensure for a candidate who completed all requirements but did not earn an overall passing cooperating teacher evaluation, a Licensure Review must be held. If a program director does not recommend licensure for a candidate who completed all requirements but earned two or more needs improvement ratings on the cooperating teacher evaluation, a Licensure Review must be held. The candidate must appear with the College Supervisor and Program Director at a licensure review meeting prior to any entitlement for an educator license. The Licensure Review Committee consists of the Department Chairperson, the Licensure Officer, and a program director chosen by the Chairperson. This three-person committee will determine by a majority vote to endorse or not to endorse the recommendation for licensure. The Committee’s decision will stand. However, a candidate may appeal the denial of licensure to the Teacher Education Committee. [See also the section on Requirements for Licensure.]

2.4.3 ADDITIONAL REQUIREMENTS FOR LICENSURE

a. Beginning Fall 2015, all program completers must pass the statewide requirement of a Teacher Performance Assessment (edTPA) to be eligible for teaching licenses in Illinois. Student teachers will upload their edTPA materials to Pearson by the 8th week of the semester and send their score report results from Pearson to the program director within 5 days of receipt. Failure to pass the edTPA will require a successful retake in order for the candidate to become licensed. See edTPA Retake Policy in section 2.4.4.

b. Requirements for Illinois licensure may be augmented as programs are revised to meet State requirements and as new State rules and regulations are approved by the Illinois State Board of Education (ISBE).

c. Individual programs may have additional requirements for their program candidates in completing student teaching and approving licensure.

2.4.4 edTPA RETAKE POLICY
The edTPA Score Profile information candidates receive provides score reports recommended for professional performance in teaching. In Illinois a passing score on the
edTPA is a total of 37 across all rubrics and tasks for portfolios with 15 rubrics and 48 for portfolios with 18 rubrics. If a candidate does not pass, or receives a condition code, he/she should consult with their program director to determine whether to retake the whole edTPA or one or two edTPA tasks. The following information, as recommended by SCALE, provides candidates with guidance in preparing for and submitting retakes of the edTPA. Candidates will find additional details on procedures for submitting retake materials at www.edtpa.com. The Department of Education will support candidates, as stated in this policy, in their retake submission until March 15 or August 15 following the term in which all other licensure requirements have been fulfilled. The Department of Education will not entitle candidates to an educator license with stipulations who have not passed the edTPA.

Retake submissions when original materials may be resubmitted:

a. When retaking any portion of edTPA, if the candidate is teaching the same group of students as in the original submission, the same context information about that group of students may be resubmitted.

b. If the candidate is retaking a single task that was unscorable based on condition codes or the entire assessment that was reported with condition codes, the retake submission may include previously submitted materials with revisions that address the reason for the condition code (e.g., video unplayable, missing or unreadable artifacts).

c. Retake submissions when original materials may NOT be resubmitted. All other submitted materials other than the Context for Learning for the same class must reflect new artifacts and commentaries for planning, instructing, or assessment for student learning, and must not have been previously submitted for edTPA. Revised or edited versions of previously submitted materials may not be part of the retake submission.

d. If a condition code is applied to one rubric within a task where all other rubrics received a score, the candidate may retake the task in order to address the identified issue. The decision to retake a task based on a single condition code should be made by considering the impact the condition code has when comparing the candidate’s official scores to the required performance standard. If a candidate receives two or more condition codes within the same task, the task score and total portfolio score are reported as “incomplete” and the candidate must (at minimum) retake that task.

**Task 2 option.** If the candidate has recorded additional video footage from the original learning segment that demonstrate teaching associated with the central focus and rubric criteria, those new clips may be submitted with a new commentary; they must meet all Task 2 specifications for video clips.

**Task 3 option.** If the candidate can analyze class performance on a new assessment from the original learning segment, submit new work samples from that assessment for the focus students, and has evidence of language use, either from the new assessment or an additional video, then the
candidate can submit these materials with a new commentary.

(See the appropriate edTPA program handbook Evidence Chart for supported file types, response length; see the edTPA Retake Specifications at http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf

Procedure for Retaking edTPA

If a candidate receives a score below the passing score, the edTPA coordinator will contact the candidate to request the rubric score report be sent to the program director, SEC program coordinator and edTPA coordinator within 3 days of the request. Then the program director, SEC program coordinator and edTPA coordinator will use the following criteria to determine if the candidate should resubmit one task, two tasks, or retake the entire edTPA:

Level One Analysis of Task Scores:
- Does the task have a total score of 12? If yes, do not redo that task.
- Are there three 3’s or higher on the task? If yes, do not redo that task.
- Is there no more than one score of a 1? If yes, do not redo that task.

Level Two Analysis of Task Scores (if score is 34-31 or if the answers above are No, No, Yes):
- Is there a single task in which the candidate shows some proficiency?
- Is there a single task in which the candidate scored lower than in the other tasks?
- Which task could the candidate redo without adding or needing a new placement?

The program director (and SEC program coordinator) will schedule a meeting with the candidate to review the retake opportunities/process, due dates and timelines. At the meeting the following will be discussed:

1. The retake process (e.g., whole, 1 or 2 tasks, what to submit, timeline, cost per the candidate, etc.)
2. Provide due dates and create a timeline with the candidate. Candidates will be supported for a retake by the Department of Education until student teaching grades are posted.
3. Outline the types of support for the candidate (rereading the handbook, Making Good Choices, Understanding the Rubrics, methods course materials, etc.)
4. Use the section, Engaging Candidates in Discussion, from the edTPA Retake Guidelines to facilitate a discussion related to the task/s that were not passed on the original edTPA submission; use questions offered to faculty and candidates as possible discussion points to discover patterns in the initial edTPA materials submitted, to analyze candidate decisions, and direct next steps for the retake process. These sections are found at: http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf
5. When candidates are ready to register for an edTPA retake, they should log into their account at www.edTPA.com, go to Register, and follow the system instructions. Candidates will be responsible for paying the fee for the retake submission-$300 to resubmit the entire edTPA or $110 for a partial retake.

edTPA Plagiarism Policy

Plagiarism on the edTPA is a serious violation of the Elmhurst College Code of Academic Integrity (see e-Book), the Department of Education’s Expectations of Professional Conduct including REACH, the spirit of the Code of Ethics for Illinois Educators (https://www.isbe.net/Documents/22ARK.pdf), and Professional Responsibilities of edTPA handbooks. If/when plagiarism on edTPA has been determined, the student will be referred by the Department Chair or Program Director to the Elmhurst College procedure for such violations and a letter noting the situation will be placed in the student’s file in the Department of Education.


2.5 POLICY ON EARNING A DEGREE IN EDUCATION WITHOUT LICENSURE

The Department of Education may give special permission to teacher candidates in good standing to graduate with a degree in Education. A degree in Education represents completion of all requirements for a major in Early Childhood Education, Elementary Education, or Special Education, including GPA and minimum course grade requirements. Only students in good standing who have not fulfilled licensure requirements or have chosen not to proceed with student teaching may request a degree in Education. The Program Director must approve the substitution of courses for the student teaching semester and submit the substitution to the Graduation Analyst in the Office of Advising. In addition, all student requests for a degree in Education must receive written permission from the Department Chairperson.

Students earning a degree in Education are eligible to be readmitted to complete student teaching at a later date if they complete all application and student teaching requirements by the deadlines. Students may not graduate with degrees in Education if they (a) are currently under review by the Performance Review Committee, (b) have not met GPA or course grade requirements, or (c) have been formally removed from any teacher education program.

Students earning degrees who do not complete student teaching in the semester immediately following graduation must reapply to the teacher education program and to student teaching. Any new requirements in the program subsequent to the
earning of the degree must be met prior to re-admission for student teaching (See Reapplication to Program).

2.6 FAILURE TO COMPLETE STUDENT TEACHING SEMESTER

2.6.1 AUTOMATIC WITHDRAWAL FROM A PROGRAM
If a candidate is in good standing and graduates or leaves the College without completing student teaching, the candidate has withdrawn from the teacher education program. To return to the program, the student will need to formally reapply to a specific teacher education program and, if applicable, simultaneously to student teaching. Any new requirements in the program subsequent to leaving must be met prior to re-admission for student teaching (See Reapplication to Program).

2.6.2 AUTOMATIC REMOVAL FROM A PROGRAM
If a candidate is not in good standing (e.g., has been removed from the placement by district personnel due to unacceptable actions of the student teacher, has been recommended for Performance Review, is currently on probation in a program, does not meet GPA requirements) and graduates or leaves the College without completing student teaching, the student will be formally removed from the program. To return to the program, the student must reapply to the teacher education program and complete the performance review process before being considered for readmission. Any new requirements in the program subsequent to leaving the program must be met prior to re-admission for student teaching (See Reapplication to Program).

2.6.3 REQUEST FOR AN INCOMPLETE IN STUDENT TEACHING
Incompletes in student teaching are granted only for documented reasons that do not allow the completion of full-time student teaching and have been approved by the Program Director. All Incompletes must be satisfied within one calendar year. If a new student teaching placement needs to be established, student teaching may be postponed a semester. Candidates who request an Incomplete in student teaching also will need to fulfill any new licensure requirements in effect at the time they complete student teaching.

2.6.4 EXPIRATION DATES ON LICENSURE EXAMS
Students who do not complete the student teaching semester must plan carefully with special consideration regarding the expiration dates of their licensure exam scores when they choose to reapply to a teacher education program.

- When re-applying to a program the Basic Skills Test, Test of Academic Proficiency (TAP), ACT+Writing, or SAT entrance examinations do not expire.
• When applying for licensure, all content test(s) must be current within 10 years.

2.7 RE-ENTERING A TEACHER EDUCATION PROGRAM

2.7.1 REINSTATEMENT IN A PROGRAM

Students may be reinstated in a teacher education program if the only reason for their denial or removal was based on GPA or testing requirements that have been subsequently met. Students may only be reinstated in a program if they have remained enrolled at the College, which may include taking a formal leave of absence.

2.7.2 REAPPLICATION AFTER DENIAL TO A PROGRAM

Students who have been denied (a) admission to a program, (b) admission to student teaching, or (c) licensure may not reapply to the program in which they have been denied admission or from which they have been formally removed. If students are denied admission or removed from a program, they may not apply to a different teacher education program but may appeal to the Teacher Education Committee. All applicants are required to disclose on their admission applications whether they have been denied admission to or completion of a teacher education program and attach a letter of explanation.

2.7.3 REAPPLICATION TO COMPLETE STUDENT TEACHING

Some teacher candidates choose not to enroll in student teaching or to withdraw during student teaching before the formal College withdrawal date. These students must formally apply to be readmitted to a program and to student teaching.

Candidates who complete all program requirements but do not enroll in student teaching may reapply to the same program and simultaneously to student teaching, if all of the following four requirements are met.

a. Leave the program in “good standing,” which means they did not leave the program while on probation and completing a remediation plan, or because of a formal denial of continuation in a program or admission to student teaching.

b. Satisfy any new program requirements since they left the program. The required content exam(s) must be successfully completed at the time of reapplication.

c. Locate their student teaching placement(s) by submitting letters of support for the placement(s) from prospective hosting school’s principal(s) and cooperating teacher(s).

d. Complete all application procedures by the deadlines.
Candidates who withdraw from student teaching may reapply to the same program and simultaneously to student teaching by satisfying the previous four requirements along with two additional requirements as follow:

e. Submit the Program Director’s written approval to reapply to student teaching.

f. Fulfill any specific requirements set forth as conditions for returning at the time of their withdrawal from student teaching.

Because student teaching applications require a year to process, all reapplications to student teach must be made within two years of completing the last course in education at the College. If a student has not been in an Elmhurst College teacher education program for more than two years, then a new application must be made to a teacher education program and standard admission policies and procedures will be followed.

2.7.4 REAPPLICATION AFTER FAILING STUDENT TEACHING

Candidates earning a No Pass in student teaching may not reapply to any teacher education program at Elmhurst College. Appeal procedures exist for students who are denied admission to student teaching or licensure.

2.7.5 REAPPLICATION TO A TEACHER EDUCATION PROGRAM TO COMPLETE LICENSURE

The College Licensure Officer entitles teacher candidates for licensure upon completion of all program requirements. Teacher candidates must satisfy licensure requirements within 60 days of successful completion of student teaching. Candidates who exceed this 60-day period may need to fulfill additional requirements (e.g., retake licensure exams that are no longer valid, retake coursework, or fulfill new program or licensure requirements).

When candidates fail to complete requirements within the 60-day period, they are denied licensure and are notified in writing by the Department of Education Chairperson. Candidates have 14 days to appeal this decision (see Appeal Policy & Procedures). Candidates, who do not appeal or have their appeal denied, must submit an APPLICATION FOR READMISSION for fulfilling licensure requirements to the Department Chairperson, which will be reviewed by the Teacher Education Admissions Director, the Licensure Officer, and the Program Director. The former candidate will be notified by the Chairperson regarding the outcome of this review.

Readmission to fulfill licensure is based on the rules and regulations in effect at the time the reapplication is accepted. Readmission to a teacher education program may require reapplying to the College if additional coursework is required. Candidates who do not reapply for licensure within two years of
completing student teaching must reapply to the College and to the teacher education program as a new candidate for licensure.

2.8 CRIMINAL BACKGROUND POLICY FOR TEACHER CANDIDATES

The purpose of this policy is to outline Elmhurst College’s procedures regarding criminal background investigations for students interested in gaining admission to the College’s teacher education programs and securing fieldwork or student teaching experiences required for licensure. Among other things, this policy informs students in advance of potential problems in completing a teacher education program at the College if the student has a criminal history that appears on a criminal background investigation. Students who are not eligible for admission to a teacher education program or to be retained in program due to a criminal background review may be eligible for other degree programs at the College.

POLICIES AND PROCEDURES FOR BACKGROUND INVESTIGATIONS

Criminal history records check results (CBI) are required in all teacher education programs at the College: (a) prior to admission to a teacher education program and (b) prior to the time a teacher candidate begins a student teaching experience. The CBI must have been completed within one year at the time of application to program. CBIs for student teachers must be completed within the academic year (i.e., after January in the year of fall student teaching; after June the year prior to spring student teaching). It is the students’ responsibility to ensure that these required investigations are performed in a timely manner and to assume any costs associated with such investigations.

The College’s requirement that all teacher candidates for Illinois licensure submit the results of any criminal history records check by the Illinois State Police to the Department of Education and provide copies of such results to all hosting schools is consistent with the Illinois law that requires Illinois school districts/boards to conduct criminal history records checks on applicants for licensed and non-licensed positions of employment. The College will assist teacher candidates by providing them with information about background investigations and opportunities to obtain them through outside companies or agencies. Candidates are responsible for all fees connected with this procedure. In compliance with the School Code, school districts/boards require an FBI criminal history records check and may require other additional background information in addition to the criminal history records check by the Illinois State Police. Evidence of a criminal history records check must be provided upon request by any school/district official or any Department of Education faculty or staff member with responsibility for field or student teaching placements.

As outlined on the application to teacher education and the application materials for placement in student teaching, teacher candidates may not be admitted to a
teacher education program, retained in the program, or approved for student teaching if a background investigation determines that they have been convicted of criminal behavior that, by law, automatically prohibits them from obtaining Illinois licensure. Offenses that automatically prohibit licensure currently include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act. Teacher candidates are responsible for knowing which offenses are automatically disqualifying. Information on the legal requirements for obtaining an Illinois Professional Educator License and being hired by an Illinois school district are available at any Regional Office of Education and on the Illinois State Board of Education website. Students who are ineligible for a Professional Educator License or to be employed in Illinois public schools will not be admitted to or retained in a teacher education program.

If a background investigation reveals a criminal history that does not automatically disqualify the candidate from being licensed or employed as a teacher in Illinois, then an administrative review will be held to determine the impact of a student’s criminal history on his or her status in the teacher education program. A teacher candidate will be informed in writing of the potential consequences of this history by the Department of Education Chairperson or designee. Candidates will be asked to acknowledge this formal notification and to allow the Department of Education to discuss the criminal history records check information with any school district/board officials in which field experiences or student teaching are being requested. An administrative review will be conducted by the Department’s Performance Review Committee as outlined in the Department’s Guide to Policies and Procedures for Teacher Education Programs. The Committee will recommend whether the candidate should be retained in the program and will inform the teacher candidate of the right to appeal its decision to the College’s Teacher Education Committee. The decision to accept a teacher candidate with an offense on his or her criminal history for all school placements will be made by the school district/board, not by the College. Candidates should be aware that some schools districts/boards may limit or deny their presence in a school based on charges rather than convictions or based upon offenses that are not automatically disqualifying under Illinois state law.

At no time should students represent themselves as Elmhurst College teacher candidates and work with P-12 students if they have a record of any criminal offense unless they have been expressly approved to work with P-12 students by the school district/board in question. To participate in schools with any offense requires that the Department of Education communicate this status to the hosting school and that the teacher candidate provides the school with a copy of the results of a current criminal background investigation before any field experience is undertaken. As noted above, the school district/board retains the
authority and discretion to determine whether to accept a student for field experiences or for student teaching. Concealment or misrepresentation of a criminal history is a violation of the Department of Education’s Academic Integrity policy as outlined in the Department’s Guide to Policies and Procedures for Teacher Education Programs and will result in a recommendation to remove the student from the teacher education program. The Department of Education’s policies and procedures are not a substitute for actions that may be taken by Elmhurst College as set forth in the E-Book.

A copy of the criminal history records check results will only be retained by the Department when an offense is recorded. All copies of criminal history records check results and any accompanying records will be retained in a separate file by the Department of Education Chairperson or designee. The documentation will be shared only with Elmhurst faculty and staff on a “need to know” basis. This documentation will also be available to the student upon request. All copies of criminal history records check results as well as other required documentation (e.g., TB test results) must be provided by teacher candidates directly to their hosting school districts. The College does not provide copies of any criminal history records check results directly to schools. The College informs school districts/boards of this policy in communications regarding field experiences, in formal placement documentation for field experiences, and as part of the contracts signed by school districts/boards that accept Elmhurst student teacher candidates for student teaching.
STUDENT REVIEW, APPEALS, & GRIEVANCES

3.1 THE PERFORMANCE REVIEW COMMITTEE

A process has been established for reviewing the progress and performance of teacher candidates. The Performance Review Committee will consider referrals of candidates due to concerns about their performance, and, if necessary, make recommendations regarding a candidate’s continuation in a program. The Committee will monitor the progress of all candidates on probationary status.

The status of all candidates is subject to review under any of the following circumstances:

1. Report of unsatisfactory performance in a required or elective field experience.
3. Report of disciplinary action that might prohibit the licensure of the candidate.
4. Report of behavior involving academic dishonesty or other violations of academic integrity and professional conduct. [See also the Professional Conduct section.]
5. Report of a faculty member’s or mentor teacher’s concern about behaviors that might interfere with the candidate’s ability to perform the responsibilities of a teacher.
6. Referral by a faculty member, mentor or cooperating teacher, or a teacher candidate due to an individual circumstance resulting in the perception that a review would be appropriate.
7. Referral by the Dean of Students regarding disciplinary action or legal misconduct that might prohibit licensure or completion of the program.
8. Two or more Unsatisfactory ratings on COURSE LEARNING OUTCOME EVALUATION forms in the same semester.
9. Failure to pass an ePortfolio seminar or a checkpoint review.
10. Failure to maintain GPA requirements requiring repetition of a course in which a C-, D, or F were earned before being reinstated in the program.

Referrals may be made at any time to the Performance Review Committee. However, referrals must be reviewed and signed by the Program Director prior to submission to the Committee. All referrals involving academic misconduct must be preceded by the actions required in the College’s policy on Academic Integrity as outlined in the E-BOOK.
The Committee will review each case and will decide to: (a) retain full admittance status, (b) place the candidate on probation with specific requirements for remediation, or (c) recommend dismissal from the teacher education program.

The following policies and procedures apply to candidates who are under review by the Committee. The Committee may recommend:

a. **Retention** in program without further remediation or monitoring; or

b. **Probation** for one fall or spring semester with remediation. If remediation requirements are not met by the end of that semester, the recommendation will be for removal from the teacher education program.

   i. If a candidate is placed on probation prior to the fifth week of a fall or spring semester, remediation should take place during the semester, if possible, with the opportunity of probationary status being removed by the end of the semester.

   ii. Candidates on probation may apply but will not be formally accepted to student teaching until probation is removed.

   iii. Candidates on probation may have particular conditions placed on their probationary status, such as the ability to enroll in specific coursework, the requirement of additional coursework or fieldwork, etc.

c. **Dismissal** from a teacher education program.

d. A **leave of absence** from the College. Leave of absence policies are explained in the *E-Book*.

A second referral to the Performance Review Committee will result in a recommendation for removal from the program. All Committee recommendations to place candidates on probation or to remove them from the program may be appealed to the College’s Teacher Education Committee (see Section 3.2 below).
3.2 APPEAL POLICY & PROCEDURES

The Department of Education has established an appeal process specifically for admission, retention, and licensure in its undergraduate teacher education programs. For all other academic matters (e.g., grades), teacher candidates have the right to appeal through College policies as outlined in the College Catalog and E-Book.

Teacher education candidates have the right to appeal a decision to deny them continuation in a teacher education program, admission to student teaching, licensure, or the requirements of remediation plan outlined by the Performance Review Committee. Appeals must be made in writing to the Department of Education Chairperson within 14 days of receiving notification of the decision. The written appeal should be word-processed, signed, and dated. It should include the candidate’s name, local address, e-mail, and phone number. The appeal should be concise and clearly state the decision and why the student believes the decision needs to be appealed. Teacher candidates may submit additional information with their appeal such as documents or communications from advisors, professors, supervisors, or cooperating teachers, which might clarify the candidate’s position. Candidates are required to meet with the Department Chairperson 14 days or more prior to an appeal date to discuss appeal procedures and finalize any documentation to be submitted as part of the appeal.

Candidate appeals will be heard by the all-campus Teacher Education Committee during the fall and spring semesters within 30 days of meeting with the Chairperson. Candidates will be expected to attend their appeal hearings and may bring an advocate to the appeal meeting with the Teacher Education Committee. The advocate does not speak during the meeting, but the candidate may request a brief private consultation with the advocate. If the candidate does not attend the appeal meeting, then the request for the appeal will be dropped and the right to appeal will have been forfeited. The Department Chairperson will communicate the final decision to the candidate in writing within one week of the appeal. The decision of the Teacher Education Committee, as a representative body of the College appointed by the College President, is final.
3.3 POLICY AND PROCEDURE FOR STUDENT GRIEVANCES CONCERNING FACULTY OR STAFF

The Department of Education at Elmhurst College has established this policy for student grievances to provide an opportunity to resolve misunderstandings between students and Department faculty or staff that directly affect their opportunity to learn in our teacher education programs. This departmental grievance process is not a substitute for or an alternative way to complain about a course grade or about any form of harassment or discrimination. Students should follow the policies in place at the College as outlined in the E-BOOK and COLLEGE CATALOG. All student grievances about harassment or discrimination will immediately be forwarded to the appropriate College offices.

Grievances may not be used in conjunction with the Performance Review process, removal from a program, or denial of admission to student teaching or licensure. Students must use the appeal process by following the procedures in the DEPARTMENT OF EDUCATION’S POLICIES AND PROCEDURES. This departmental grievance process is not part of the College’s judicial or disciplinary processes. The purpose of this grievance process is to facilitate communication by addressing any misunderstandings between students and Department faculty that directly affect their opportunity to learn in our teacher education programs and providing support for conflict resolution in a timely, fair, and expedient manner.

To be acted upon, a grievance must be initiated no later than 30 days after the end of the term in which the actions that initiated the grievance have occurred:

1. Meeting with the faculty member. Students should arrange a personal meeting with the faculty member and discuss their concern(s). If a meeting cannot be arranged within 10 days of the request for a meeting with the faculty member, excluding weekend, holidays and semester breaks, or if the meeting does not ameliorate the concern, then the student should proceed to Step 2.

2. Filing a grievance. Students may choose to meet with a faculty member in the Department of Education to file a grievance. The faculty member will assist the student in completing the grievance form and submitting it to the Chairperson. Students also may download the form from their program’s Blackboard™ page and submit it directly to the Chairperson. If students share the same concern regarding a faculty member, each student should file a separate form.

3. Mediating the grievance. Within 10 days of receiving the grievance form, excluding weekend, holidays and semester breaks, the Department Chair or an Associate Chair will arrange to meet individually with the student and with the faculty member. If the student agrees, a copy of the grievance will be provided to the faculty member. Otherwise, the grievance will be summarized for the faculty member without identifying the student’s name.

2 Parts of this policy were adapted from St. Cloud University’s complaint policy and procedure [Retrieved March 15, 2009, from http://www.stcloudstate.edu/provost/documents]
The process of mediating a grievance is not an assignment of wrongdoing. Its purpose is to use one or more third parties to successfully resolve the grievance and prevent similar misunderstandings. If the grievance is not ameliorated through the initial information-gathering process, then a face-to-face meeting with at least one faculty mediator will be scheduled within 20 days of initial receipt of the grievance. If the student or the faculty member chooses not to participate in face-to-face mediation, the decision will be noted on the grievance.

When students or faculty members meet with the Chairperson or Associate Chairperson, any individual of their choosing may accompany them. The participation of other persons should support a process of informal mediation. If a student’s grades or other confidential information will be discussed during the mediation process, then the student will first be asked to sign an ADVISING PRIVACY WAIVER.

4. **Documenting the grievance**. There will be no written or electronic record of the mediation effort except the student grievance form. If resolution is reached, a notation will be made on the form and it will be kept on file with the Department Chair or Associate Chair for four years. If mediation occurs but the matter is not resolved, it will be noted on the grievance form. The Department Chairperson will maintain a record of the number and type of grievances, without names of either party received, and whether grievances were resolved or unresolved. This information is used to evaluate the process.

5. **Review of the grievance by the VPAA/Dean**. Students who are not satisfied with the mediation of their grievance in the Department of Education may contact the Vice President of Academic Affairs and Dean of the Faculty. At this step, College policies and procedures apply.
4.1 PROFESSIONAL EXPECTATIONS FOR TEACHER CANDIDATES

Teacher candidates must demonstrate consistently high levels of professional communication, conduct, and responsibility throughout their programs of study. All candidates are expected to read all Department of Education and program-specific documentation and communications, meet with their academic advisors at least once a semester, and seek answers to their questions from Department faculty in a timely and professional manner.

On a weekly basis, candidates must check their Elmhurst College e-mail accounts, which they may choose to forward to personal accounts, and their College mailboxes. It is the candidate’s responsibility to insure that all contact information at the College and in the Department of Education is updated and to stay informed of all deadlines.

Each teacher candidate represents Elmhurst College and our Teacher Education Program every time they contact or visit a school. Therefore, professional appearance, demeanor, and conduct are expected and consistently monitored for continuation in teacher education programs, admission to student teaching, and licensure. Candidates must provide evidence of their criminal fingerprint background investigations as well as any additional documentation at the request of the hosting school (e.g., TB test results) to school administrators.

4.1.1 PROFESSIONAL CONDUCT

The Department of Education faculty developed the **R-E-A-C-H** acronym to summarize five areas of expected professional conduct: **R**esponsibility, **E**thics, **A**ttitude, **C**ollegiality, and **H**onor. These expectations are introduced in a professional ethics and conduct seminar during EYC 300, MEC 508, ELM 300, SEC 200, or SPE 300 communicated on every syllabus, and included as part of the **COURSE LEARNING OUTCOMES EVALUATIONS** and **BLOCK ASSESSMENT REPORT** (see Section 4.2) as well as on field evaluations (e.g., **FIELD EVALUATION AND VERIFICATION forms**).

All candidates sign the following the Department of Education’s integrity statement at the completion of their introductory ethics and conduct seminar to acknowledge their understanding and acceptance of the professional conduct expectations:
Teachers should strive to be knowledgeable and caring creators and directors of learning experiences. They should be sensitive to social change, not only locally, but also on state, national, and international levels. Teachers should maintain high professional standards and professional responsibility by applying evidence-based educational theories, research, and best practices and engaging in the generation and sharing of new knowledge related to teaching.

As a teacher candidate in the Department of Education, I will meet the Department goals by:

- Integrating knowledge from liberal learning, content knowledges and literacies, and professional course work to provide effective instruction for a changing and interdependent world.
- Applying differentiation, research-based practices, and innovative technologies that meet the characteristics and needs of all students.
- Providing safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers, and responsible citizens.
- Empathizing, communicating, and collaborating with families of children and youth to connect with school communities in ways that value.
- Acting as a reflective and ethical professional who is committed to advancing social justice and dedicated to actively collaborating and participating in schools and in my profession.

As a teacher candidate in the Department of Education, I will provide evidence of a criminal background check and any additional documentation required by a hosting school. I understand that I must self-disclose to the building administrator if my criminal background check does not reflect a subsequent arrest or court ruling before beginning field experiences in the school. I also understand that I must immediately notify my Program Director and the chairperson in the Department of Education, if there is any change in status in my criminal history.

As a teacher candidate in the Department of Education, I will demonstrate professionalism by:

- Holding myself accountable to high standards and practices.
- Maintaining high moral principles academically, professionally, and personally.
- Demonstrating positive dispositions about education and respect for the abilities and diversities of all students, families, supervisors, mentors, and colleagues.
- Sharing knowledge and skills with and supporting colleagues and mentors.
- Demonstrating respect and commitment to the teaching profession in all interactions with Elmhurst College faculty, staff, and students.

4.1.2 VIOLATION OF ACADEMIC INTEGRITY

Academic integrity and dishonesty are clearly defined in the College E-BOOK, as are the professor’s responsibilities and options should academic dishonesty occur. Department of Education Policy states that the minimum penalty for academic dishonesty is an "F" on the assignment. A violation of academic integrity will be noted on the COURSE LEARNING OUTCOME EVALUATION or BLOCK ASSESSMENT REPORT (see the next section). The teacher candidate will be referred to the Performance Review Committee after the violation has been reported to the appropriate College offices.
4.2 COURSE LEARNING OUTCOME EVALUATION (CLOE) AND BLOCK ASSESSMENT REPORT (BAR)

At the completion of each required professional education course (in the SEC, ECE and SPE programs) in which an A-F grade is earned, the instructor completes a candidate evaluation using the COURSE LEARNING OUTCOME EVALUATION or “CLOE.” Some faculty members choose to use copies of this evaluation tool as a formative assessment or self-evaluation tool at midterm. This evaluation is used in all licensure courses. In the Elementary Teacher Education (ELM), Special Education (SPE) and Educating Young Children (EYC) program, a BLOCK ASSESSMENT REPORT or “BAR” is completed in place of the CLOE.

4.2.1 FEEDBACK ON CLOE AND BAR

Both the CLOE and the BAR document course assessments that represent the most essential outcomes and assure teacher candidates are demonstrating the knowledge and skills necessary for successful P-12 teaching, which are aligned with Department goals, State and Professional Standards.

At the end of each course, instructors record candidate performance on the major course assessments and their professional conduct using the CLOE form. Instructors rate a candidate’s course assessments using one of four levels of performance:

- Excellent (A),
- Proficient (B),
- Needs Improvement (C), or
- Unsatisfactory (D/F).

In a separate section of the CLOE and the BAR, instructors evaluate candidates’ professional conduct in the five R-E-A-C-H areas using three levels of performance:

- Proficient,
- Needs Improvement, or
- Unsatisfactory.

4.2.2 REVIEW OF CLOEs AND THE BAR

Program Directors review these evaluations at the end of each term. Candidates must fulfill all requirements at an overall level of PROFICIENT to be recommended for continuation in the program or admission to student teaching.

Candidates needing improvement or who receive unsatisfactory performance are required to meet with the Program Director. Depending on the individual case (e.g., previous probationary term), the Program Director will recommend one of the following three actions:
1. Continuation in the program under the Program Director’s direct supervision,
2. Removal from the program or denial of admission to student teaching, or
3. Referral to the Performance Review Committee (See the section on Student Review).

4.3 FACULTY REQUESTS FOR PERFORMANCE REVIEW

Any Elmhurst College faculty member may request a formal review of a teacher candidate when student academic performance or professional conduct has not met Department of Education standards.

- A course professor may request a review prior to submitting the final COURSE LEARNING OUTCOMES EVALUATION or BLOCK ASSESSMENT REPORT.
- A professor of a course that does not require a CLOE or BAR, including licensure courses outside the Department of Education, may request a review for academic or professional conduct reasons. For these courses, evaluating a candidate’s professional conduct is recommended using the R-E-A-C-H form, which should only be used if all teacher education students in the course are evaluated using the same form.
- A program director, academic advisor, course professor or the Satellite Director may request a review after being informed about unsatisfactory performance or conduct in a field experience.

Candidates who violate the College’s Academic Integrity Policy (See the College E-Book) will automatically be recommended for Performance Review after all College procedures have been followed. If the violation occurred in a course using the CLOE or R-E-A-C-H form or is evidenced on a BAR, a confirmed violation of academic integrity will be reflected in the Ethics section as unsatisfactory performance. (See Section 4.1.2).

4.4 DEPARTMENT OF EDUCATION GRADING POLICY

All undergraduate courses:  
92% = A  
84% = B  
76% = C (2.0)  
68% = D  

All graduate courses:  
94% = A  
86% = B  
78% = C (2.0)  
70% = D  

Note. The Department of Education does not use +/- grading. A grade of C (2.0) or higher is required for all licensure coursework.

4.4.1 GRADING REQUIREMENTS

All courses completed to meet licensure or major requirements must be completed for a grade of C (2.0) or higher. Courses with an earned grade of C (2.0) or higher may not be repeated to improve a required grade point average for licensure
purposes. All education courses must be completed within 10 years of admission to a program. All courses completed in the Department of Education on a Pass/No Pass basis require a C (2.0) or higher. Some courses may have higher requirements to earn a Pass, which will be noted on the syllabi.

4.5 PROGRAM ePORTFOLIOS AND CHECKPOINTS

All teacher candidates begin Program ePortfolios in EYC 300/MEC 508, ELM 300, SEC 200, and SPE 300. Each ePortfolio is reviewed four times, which correspond to transition points: first semester in program, continuation in program, admission to student teaching, and exit from program.

ePortfolio reviews are Program-wide assessments used to evaluate each candidate’s growth across the Illinois Professional Teaching Standards (2013), content area standards, and Department goals. ePortfolios also are designed to provide candidates with experience in documenting and analyzing components of the Teacher Performance Assessment (edTPA). At exit from the program, the ePortfolio is used for submitting professional materials for the Capstone Project.

The first ePortfolio review is formative and completed during the first semester in program. During the same semester as the formal second and third ePortfolio Reviews are completed, teacher candidate qualifications are simultaneously verified at Checkpoints #1 and #2. Checkpoint #2 includes the program-wide local key assessment for PLANNING DIFFERENTIATED INSTRUCTION. Checkpoint #3 is completed at the end of student teaching and includes the local assessment of IMPACT ON STUDENT LEARNING and the Capstone Project.

The three formal checkpoints are summative and used to determine a candidate’s status in the teacher education program (Checkpoints #1 and #2) and to recommend licensure (Checkpoint #3). Requirements for checkpoints are standard across all teacher education programs with the exception of major GPA requirements.

Failing to pass a checkpoint results in probation in or removal from a teacher education program or not recommending licensure. An appeal process is available to candidates as outlined in the section on Student Appeals.

4.5.1 CHECKPOINT #1
The first checkpoint is completed in MEC 521, EYC 350, ELM 350, SEC 300, or SPE 350.

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3 Beginning Fall 2015, all teacher education program completers must successfully pass the statewide requirement of a Teacher Performance Assessment (edTPA) to be eligible for teaching license in Illinois.
Passing Checkpoint #1 is required to continue in a teacher education program. Candidates cannot enroll in future professional education courses until this checkpoint has been successfully completed. Candidates who do not pass the checkpoint are recommended for probation in or removal from the program.

Checkpoint #1 Deadlines: December 1st for fall checkpoints and May 1st for spring checkpoints. Students may not register for any education course at the 200-level or higher or for licensure courses until the checkpoint is completed successfully.

Requirements for Checkpoint #1 include:

a. Cumulative GPA of 2.750 or higher,
b. Major GPA, which is program specific (See the section on Continuation in Program),
c. Completion of all licensure courses with grades of C (2.0) or higher,
d. 20 field experience hours of which 10 are participatory, and
e. Passing grade in the checkpoint course of C (2.0) or higher, which includes an ePortfolio Review. (This course will be in progress at the time checkpoint is completed.)

4.5.2 CHECKPOINT #2

The second checkpoint is completed in ECE 450/MEC 565, EYC 450, MEC 542, ELM 450, SEC 450, or SPE 450. Passing Checkpoint #2 is required for admission to student teaching. Students may not enroll in student teaching until Checkpoint #2 has been successfully completed. Students who do not pass this checkpoint are placed on probation or removed from program.

Deadlines for Checkpoint #2:

May 1st for fall student teachers
December 1st for spring student teachers

Deadlines for Admission to Student Teaching:

August 15th for fall student teachers
January 15th for spring student teachers

Requirements for Checkpoint #2 include:

a. Cumulative GPA of 2.750 or higher,
b. Major GPA (see the Section on Continuation in Program),
c. Completion of licensure courses with grades of C (2.0) or higher,
d. 100 field experience hours of which 80 are participatory and 40 are in diverse settings,

e. Passing the ePortfolio Review, including the Department-wide Key Assessment: PLANNING DIFFERENTIATED INSTRUCTION,

f. Passing grade in the checkpoint course of C (2.0) or higher, which may be in progress at the time a candidate’s name is submitted for admission to student teaching,

g. Successful completion of the Illinois Department of Child and Family Services Mandated Reporter Module, and

h. Evidence of passing scores on appropriate State Content-area exam(s) for teachers. Content-area tests should be completed by May 1 for fall student teachers and December 1 for spring student teachers in the term prior to student teaching. This includes both content tests for Special Education candidates as well as the content and oral proficiency interview (ACTFL) for Foreign Language candidates.

i. If any of the requirements for Checkpoint #2 are not met by the May 1 or December 1 deadline, within a week of the deadline, the candidate must meet with the program director and/or Director of the Satellite Network and Student Teaching; at this meeting the candidate must present, for consideration, a written action plan for completion of the requirements by July 15th for fall student teaching or January 5th for spring student teaching. If the terms of the plan are not met the student teaching placement may be terminated.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval received on or after February 1, 2012, must have been passed with a grade of C (2.0) or higher to be counted towards fulfillment of the applicable requirements. In addition, at least half of the coursework needs to be at the 300/400-level for secondary-level endorsements.

4.5.3 CHECKPOINT #3
The third and final checkpoint is completed after successful student teaching (ECE/EYC 454A and B, ELM 451 or MEC 570A, or MUS 457, or SEC 455, or SEC 457A and B, or SPE 458A and B).

Passing Checkpoint #3 is required for licensure (See also Requirements for Completion of Program.)

Deadline for Completion of Checkpoint Requirements: 60 days following the deadline for final student teaching grades.

Deadline for Licensure: August 15th immediately following the academic year in which student teaching was completed.

4 Individual programs may establish additional grade level requirements.
Requirements for Checkpoint #3 include:

a. Combined GPA of 2.750 or higher,

b. Major GPA (see Section on Continuation in Program),

c. Completion of all licensure courses with grades of C (2.0) or higher, including required mathematics coursework for licensure,

d. Successful completion of at least 2.0 units (8 semester hours) of student teaching, as indicated by Cooperating Teacher Evaluation(s),

e. Passing the Department-wide Key Assessment: IMPACT ON STUDENT LEARNING,

f. Passing the Capstone Project,

g. Passing evaluations on all final student teaching requirements,

h. Proficient or excellent rating on Standard 9 on final evaluation, and

i. Recommendation for licensure from the Program Director.

All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval received on or after February 1, 2012, must have been passed with a grade of C (2.0) or higher to fulfill applicable requirements. In addition, at least half of the coursework needs to be at the 300/400-level for most secondary-level endorsements.

4.5.4 CRITERIA USED FOR ePORTFOLIO REVIEWS

During the semesters in which checkpoints are completed, ePortfolio reviews or the Capstone project are conducted using program-wide rubrics. In an ePortfolio review, the following criteria are evaluated:

a. Evidence of intensive and extensive field experiences connected to professional coursework appropriate for program levels,

b. Teaching experiences aligned with the 2013 Illinois Professional Teaching Standards,

c. Professional use of technology integration and evidence of proficient communication skills,

d. Professional growth and reflection, including development and integration of a philosophy of teaching, and

e. Department-wide key assessments (Checkpoints #2 & #3).

Individual teacher education programs may define additional requirements for presenting ePortfolios and documenting standards. ePortfolio rubrics and related
information are available on each program’s Blackboard™ page as well as in the courses and seminars during which reviews are completed. Candidates may also request information from any Teacher Education faculty advisor.

4.5.5 APPROVAL PROCESS FOR CHECKPOINTS & ePORTFOLIOS

Candidates progress through a teacher education program as they successfully complete program courses, field experiences, ePortfolio reviews, and checkpoints. At each transition point formal approval is required for the next program level. The consequences of failing to pass a checkpoint or ePortfolio review are as follow:

a. **Failure to pass ePortfolio reviews.** Candidates whose ePortfolio reviews indicate that they did *Not Pass* are referred to the Performance Review Committee. If placed on probation by the Committee, candidates cannot be formally approved for continuation in program or admission to student teaching until probationary status has been removed. Because ePortfolio reviews are embedded in program-specific courses, a candidate also could not pass the course and therefore also would be required to repeat the course while under performance review.

b. **Failure to pass Checkpoints #1 and #2.** If candidates do *Not Pass* Checkpoints #1 or #2 by the deadlines, the Program Director will administratively remove them from all professional education courses at the 200-level or higher for which they may have already registered. Candidates will be notified so that they can change their schedules prior to any administrative action to insure sufficient credits for retaining full-time student status and to avoid paying late withdrawal fees.

c. **Failure to pass the Capstone and Checkpoint #3.** Program directors oversee the final checkpoints and capstones, which are required for recommendation for licensure. If a director does not recommend licensure, the director notifies the candidate formally in a letter that outlines the missing requirements or reasons for denial of licensure. Candidates have 60 days after the date that final student teaching grades are due to pass Checkpoint #3 and the Capstone. If candidates are denied licensure, they may appeal to the Teacher Education Committee by contacting the Department of Education chairperson.

The College Teacher Education Committee reviews all Department of Education decisions regarding candidates’ continuations in program and admissions to student teaching. If candidates are denied continuation in a teacher education program, admission to student teaching, or licensure, they may appeal to the
Teacher Education Committee. Appeal and Performance Review procedures are outlined in separate sections of this GUIDE TO POLICIES AND PROCEDURES.
FIELD EXPERIENCE POLICIES & PROCEDURES

Each Teacher Education course has integrated field experiences to provide opportunities to connect theory to practice and relate practice to professional coursework. Details about field procedures and requirements are specified in the GUIDE TO FIELD EXPERIENCES and the STUDENT TEACHING HANDBOOK. These documents are updated annually and always available on the Department of Education’s webpage at http://public.elmhurst.edu/education in the Field-based Assignments link. Candidates review and discuss the Field GUIDE and STUDENT TEACHING HANDBOOK in their first program courses and are responsible for reading and maintaining updated versions of both documents.

5.1 DIVERSE EXPERIENCES

According to the Illinois State Board of Education clinical experience should bring the candidate “into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.” Retrieved from: http://isbe.net/rules/archive/default.htm (Amended at 40 Ill. Reg. 4940, effective March 2, 2016)

Our goal is that upon completion of the teacher education program, the candidate will be able to collaborate with a variety of students, families, colleagues and community members. Teacher candidates will able to learn from and contribute to a variety of communities, perspectives, ways of learning, and languages which could include diversity in race, ethnicity, gender, socio-economic status, languages (including dialects of English and world languages), abilities, cultural and faith-based ways of thinking. This is not an exhaustive list, but represents our mission to help our teacher candidates see the world within multiple paradigms. We expect candidates to largely achieve these outcomes through clinical experiences coupled with instructional support. Instructional settings include but are not limited to public, charter, rural, urban, and suburban schools. Community-based experiences include but are not limited to school board meetings, curriculum events, parent teacher conferences, home visits, extracurricular and community educational events. This, too is not an exhaustive list, but frames our commitment to teacher candidates’ learning from and through the lives of others and within the contexts that create a variety of learning experiences.

The Department of Education requires teacher candidates to complete fifty or more hours with a variety of student populations and educational settings, which include racial, ethnic, gender, socio-economic, and/or linguistic diversity different from their own. Within those demographics, teacher candidates must attend to the ways in which learning abilities (e.g. gifted/academically talented, learning and intellectual disabilities, developmental delay, etc.) are represented
within teaching and learning. In the Department of Education, all students participate in a variety of learning experiences, including clinical work in school and community settings. Teacher education courses are designed to connect clinical work to the conceptual frameworks and research on best practices.

5.2 COORDINATION OF FIELD SITES

The Satellite Field Network is the Department of Education’s field coordination program. The Satellite Network consists of partner school districts and mentor teachers, including alumni and alumnae, who host candidates for field experiences prior to student teaching. For many candidates, these mentor teachers volunteer to become their cooperating teachers during student teaching.

In SEC 200, their first program course, (EYC 300, MEC 508, ELM 300, SEC 200, SPE 300), teacher candidates receive information on contacting schools for field experiences in the Satellite Field Network. Teacher candidates also may complete field experiences in schools and with mentors outside the Satellite Field Network as long as they meet Department-wide field placement requirements (See the following Section 5.3 for specific requirements). In the SPE, EYC, ELM and MEC programs, teacher candidates are placed into a practicum site according to their licensure area and developmental focus for the semester.

During each semester in which a teacher candidate is in upper-level professional education courses, a Mentor Feedback Form is completed. The form assists the Department of Education in monitoring field experiences and provides contact information for the Satellite Field Network Director, who asks each mentor teacher hosting a teacher candidate for 10 or more field participation hours to provide online feedback (See Mentor Teacher Feedback).

5.3 TYPES OF FIELD EXPERIENCES

Field experiences are supervised teaching practice in schools completed prior to student teaching. There are two types of field experiences:

a. Observation experiences include watching instructional interactions or school activities, interviewing teachers or school staff, or attending extracurricular activities in P-12 settings.

b. Participation experiences include interacting one-on-one, in small groups, or in whole-class instruction with P-12 students during a required attendance day for students. During field participation experiences a teacher candidate may be planning, leading or assisting with instruction under the supervision of a licensed educator.
Field experiences used for any course assignment must be completed during the academic term in which the teacher candidate is enrolled in the course and field experiences are documented (See Section 5.7).

5.4 FIELD SITE REQUIREMENTS

5.4.1 PUBLIC SCHOOLS
All teacher candidates are required to gain teaching experiences in public schools at different grade levels representing diversity in student populations. In some programs, placements may be in private settings or charter schools if given written approval by the program director. (See also Section 5.6)

5.4.2 TRANSPORTATION TO FIELD SITES
Candidates must arrange for their transportation to schools. The Satellite Field Network will provide information on public transportation.

5.4.3 BACKGROUND INFORMATION FOR SCHOOLS
The Satellite Network facilitates appointments for criminal background checks and provides information on additional requirements for specific school districts, as school districts communicate them to the Department of Education.

5.4.4 DISTANCE FROM CAMPUS
All field placements are made with Illinois licensed teachers in schools within a 25-mile radius of campus. When selecting field sites for observation or participation, candidates should adhere to this requirement so the field site can serve as a potential student teaching placement.

5.4.5 SUPERVISING TEACHERS
All mentor or supervising teachers must be highly qualified. All cooperating teachers must be licensed and qualified to teach in the area of the student teaching placement, have three years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), have received a proficient or above performance rating in their most recent evaluation, and be directly engaged in teaching subject matter or learning activities in the area of student teaching [ILLINOIS REGISTER, Section 25.620d]. Some school districts require additional qualifications for mentor and cooperating teachers.

5.4.6 PROFESSIONAL CONFLICTS OF INTEREST
No field site may represent a professional conflict of interest, which would mean that a family member is employed by the school district or serves on the district’s Board of Education. Candidates may not student teach in the school districts they attended or in which they permanently reside.
5.5 PRE-STUDENT TEACHING FIELD REQUIREMENTS

A minimum of 100 clock hours in field experiences is required for teacher candidates at Elmhurst College for admission to student teaching. Some programs may set higher program requirements (e.g., 150 hours in Music Education). These hours can be attained in many ways and most candidates document more than 250 hours. All field experiences must be related to a College course, verified by College faculty, diverse and sequential, mostly participatory, and in educational settings with licensed professionals. The following specific requirements apply to all candidates:

a. Of the minimum 100 hours, 80 participation hours are required.

b. At least 50 hours must be documented in schools representing diverse student populations (see section 5.1 DIVERSE EXPERIENCES)

c. Specific grade-level requirements for the teacher education program are met (i.e., preschool, elementary, middle school, high school; See the GUIDE TO FIELD EXPERIENCES).

d. Documented on the FIELD EXPERIENCE SPREADSHEET with no field experience representing a professional conflict of interest (see Section 5.4.6).

5.5.1 FIELDWORK PRIOR TO ADMISSION TO PROGRAM

All programs limit the number of prior experience hours to a maximum of 10 hours. Field experiences completed before admission to a teacher education program may have provided valuable experiences in working in schools, but documenting fieldwork during licensure coursework at Elmhurst College provides important benchmarks for candidate readiness for student teaching.

Prior experiences will only be considered if documented through education coursework at another college or university approved for transfer credit. The former instructor must validate the field experiences in a manner that documents the type of experiences, their locations, and durations. All letters must be written on an institution’s letterhead or recording form and signed by the instructor, supervisor, or administrator.

Candidates should submit this prior fieldwork documentation, in lieu of a mentor signature, to their program director. The documentation should be attached to a FIELD EVALUATION AND VERIFICATION form and submitted during their first semester in the program (See Section 5.7 on documentation of field hours).
5.6 FIELDWORK IN PRIVATE EDUCATIONAL SETTINGS
Fieldwork is typically in public schools. However, some teacher education programs have specific guidelines regarding field experience hours completed in private settings or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools). Teacher candidates should contact their program director with questions about the use of field hours in private educational settings prior to beginning those experiences.

5.7 DOCUMENTATION OF FIELD EXPERIENCES

5.7.1 FIELD EVALUATION AND VERIFICATION FORMS
For course-based field assignments, candidates submit a FIELD EVALUATION AND VERIFICATION form (FEV). Course professors provide these forms, which are also available in the Department of Education. All courses use the same multi-copy form for field-based assignments. Candidates should maintain their copies of all FEVs and provide the Mentor Teacher copy to the educator signing the form.

The same FEV form may be used throughout a course, if approved by the professor. However, some professors require separate FEVs for different assignments.

Separate FEV forms are required for fieldwork used in different courses (i.e., one FEV may not be used for two or more courses).

Field hours completed during the same term are divided among all FEVs submitted for that term.

Each professional education course is designed to provide a minimum of 15 hours of fieldwork per 1.0 course unit. Therefore, a student completing two education courses should plan for approximately 30 hours in the field in the same term with approximately 15 hours being distributed among the FEVs for each course.

5.7.2 FIELD SPREADSHEETS
Candidates also are required to maintain a FIELD EXPERIENCE SPREADSHEET on EXCEL™ to summarize all experiences. The required spreadsheet format is introduced as an assignment in each introduction to teacher education seminar (EYC 300, MEC 508, ELM 300, SEC 200, SPE 300). At transition points in each program (Checkpoint #1, Checkpoint #2) and for the APPLICATION FOR STUDENT TEACHING PLACEMENT, candidates must submit an updated copy of the FIELD EXPERIENCE SPREADSHEET. Only fieldwork completed in an approved school setting and without any conflict of interests may be recorded on the FIELD EXPERIENCE SPREADSHEET.
5.7.3 USING FIELD HOURS FOR SEPARATE ENDORSEMENTS
Candidates are required to maintain separate FIELD EXPERIENCE SPREADSHEETS for different endorsements (e.g., ESL endorsement). Field experience hours documented on one spreadsheet may not duplicate hours documented on any other field spreadsheet.

5.7.4 STUDENT TEACHING CONTACT-HOUR DOCUMENTATION
Requirements for documenting field experiences during student teaching are provided by the program director. Field experience hours documented for student teaching begin on the first day of student teaching, which may begin prior to the start of the Elmhurst College semester. However, the required weeks for full-time student teaching run concurrently the Elmhurst College schedule.

5.8 EVALUATION OF FIELD EXPERIENCES

5.8.1 FIELD EVALUATION AND VERIFICATION FORMS (FEVs)
For each course-based field assignment, hosting teachers provide feedback on the FIELD EVALUATION AND VERIFICATION form. Although the criteria for field assignments will vary, the levels of performance used for FEVs are: Proficient, Needs Improvement, and Unsatisfactory. At the beginning of every professional education course, instructors communicate the expectations for each field assignment to the hosting teachers in a course letter that the candidate shares when scheduling the field experiences. Course instructors review FEVs submitted with assignments, sign the forms, return the white copy to the teacher candidate, and submit the yellow copy for filing in the Department of Education. If any candidate earns an Unsatisfactory on any FEV, the instructor meets with the student to discuss the feedback and contacts the hosting teacher. Then the instructor submits the yellow copy of the FEV with a brief summary of these communications to the program director.

5.8.2 MENTOR TEACHER FEEDBACK
For each semester prior to student teaching in which a candidate is enrolled in 300-/400-level professional education courses and completes 10 or more hours of participation teaching assignments with the same mentor teacher, the mentor will be electronically mailed the MENTOR FEEDBACK FORM FOR PRE-CLINICAL FIELD EXPERIENCES. Levels of performance on mentor feedback forms are: Proficient, Needs Improvement, Unsatisfactory and Not Observed. A Proficient rating means the candidate performed instructional activities in this area with minimal support from the mentor teacher, as would be expected for a preservice teacher prior to student teaching. Candidates receive copies of the completed feedback form via e-mail. The Director of the Satellite Network & Student Teaching reviews all mentor feedback forms. Feedback forms that indicate 2 or more needs improvement or at least one unsatisfactory rating are

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5 All documentation is maintained in a candidate’s Department of Education file for 5 years
followed up by the program director who may contact the hosting teacher for more information before communicating with the candidate.

5.8.3 COOPERATING TEACHER FEEDBACK AND EVALUATION
During student teaching, cooperating teachers complete two on-line assessment forms:

- **COOPERATING TEACHER EARLY TERM FEEDBACK FORM**, a formative assessment at the end of the first week of full-time instructional responsibility, and
- **FINAL STUDENT TEACHING EVALUATION**, a summative assessment at the end of the term.

Because the student teaching experiences are designed differently for each licensure program, the progress reports and timelines vary by program. Student teachers, cooperating teachers, program directors, and college supervisors receive electronic copies of all formative and summative evaluations.

**Levels of performance.** On all progress reports and final student teaching evaluations, the levels of performance are:

- **Excellent** Needs no support, consistently independent and demonstrates readiness to assume full-time teaching responsibilities.
- **Proficient** Needs minimal support and demonstrates readiness to assume full-time teaching responsibilities.
- **Needs Improvement** Needs frequent support and guidance and does not demonstrate readiness to assume full-time teaching responsibilities.
- **Unsatisfactory** Inadequate performance even with support and does not demonstrate readiness to assume full-time teaching responsibilities.

Final cooperating teachers’ summative ratings of **Excellent or Proficient** indicate a **Pass** in student teaching and a readiness to assume full-time teaching responsibilities as a licensed educator. Final summative ratings of **Needs Improvement or Unsatisfactory** indicate a **No Pass** in student teaching and a lack of readiness for licensure.

**Intervention procedures for low performance.** On the midterm evaluation, if a student teacher’s performance is **Unsatisfactory** in any area or **Needs Improvement** in two or more areas, a **three-way Intervention Conference is held immediately**. The college supervisor summarizes the meeting in writing, outlining the areas for improvement and the actions needed for demonstrating proficiency in each area. Copies of the summary are reviewed by the student teacher and cooperating teacher, then the college supervisor submits the written summary **within 48 hours of the conference** to the program director. Upon receipt of the Intervention Conference summary, the program director will determine the conditions for successful completion of student teaching. As part of this review, the director may conduct a field observation or request a meeting. Within seven days of the Intervention Conference, the program director will send the student
teacher a letter outlining the findings of the formal review with copies to the cooperating teacher, college supervisor, and department chairperson.

5.8.4 COLLEGE SUPERVISOR FEEDBACK AND EVALUATION
College supervisors complete formal formative evaluations during student teaching observations as well as summative online evaluations. The observation forms use the same performance levels as the cooperating teacher evaluations. If at any time a college supervisor indicates an Unsatisfactory on the observation form, the college supervisor must immediately contact the program director. The program director will request or personally conduct additional observations of student teachers that are demonstrating unsatisfactory performance and growth.

5.8.5 PASSING STUDENT TEACHING
A student teacher is considered to be making satisfactory progress as long as there are no Unsatisfactory areas and no more than one area indicated as Needs Improvement on any formative reviews. Therefore, a student teacher’s final evaluation should not indicate any Unsatisfactory or Needs Improvement unless this area had been previously documented as part of an intervention and brought to the attention of the program director.

If the final student teaching evaluation from the cooperating teacher(s) indicates any areas as Unsatisfactory or Needs Improvement, then the program director will immediately contact the cooperating teacher to discuss the area(s) of weakness before the candidate is or is not recommended for licensure.

The final overall rating on the cooperating teacher’s final evaluation is either a Pass or a No Pass. If a No Pass overall rating is submitted, it must have been preceded by an intervention conference involving the program director, the college supervisor, the student teacher, and the cooperating teacher(s).

A Passing final evaluation is an overall rating of Excellent or Proficient. The program director is the instructor of record for posting all grades for student teaching. The student teaching grade is determined by the program director. However, before a program director may recommend licensure for any student teacher who did not earn a Passing evaluation from the cooperating teacher(s) a licensure review must be conducted. The candidate must appear with the college supervisor and program director at a Licensure Review prior to the recommendation for licensure. [See Section 2.4.2 on the Licensure Review Committee.]
LICENSENURE POLICIES & PROCEDURES

IMPORTANT NOTICE. The State of Illinois is in the process of creating new licensure and endorsement requirements. Expected changes include new Early Childhood (birth to grade 2), Elementary (1st to 6th grades), Middle Level (5th to 8th grades), and High School (9th to 12th grade) designations. Therefore, the information in this section of POLICIES & PROCEDURES will change depending on which licensure program is chosen, how the new endorsement is defined by the Illinois State Board of Education (ISBE), and when the candidate is entitled to a license.

6.1 REQUIREMENTS FOR LICENSURE

To be recommended for an initial teaching license in the State of Illinois a candidate must successfully complete:

1. A baccalaureate degree in the appropriate major.
2. All courses required for licensure with grades of C (2.0) or higher, including any student teaching semester coursework comprising at least 2.0 units or 8 semester hours, and successful completion of the Student Teaching Capstone and Checkpoint #3.

<table>
<thead>
<tr>
<th>Program</th>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>ECE/EYC 454A and 454B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>or MEC 570A</td>
<td>(1.5 each placement)</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>ELM 451</td>
<td>3.0</td>
</tr>
<tr>
<td>Special Education</td>
<td>SPE 458A and SPE 458B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(2 placements)</td>
<td>(1.5 each placement)</td>
</tr>
<tr>
<td>Music Education</td>
<td>MUS 457</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>(2 placements)</td>
<td></td>
</tr>
<tr>
<td>Secondary Education K-12</td>
<td>SEC 457A and SEC 457B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(2 placements)</td>
<td>(1.5 each placement)</td>
</tr>
<tr>
<td>Secondary Education 9-12</td>
<td>SEC 455</td>
<td>3.0</td>
</tr>
</tbody>
</table>

1.5 student teaching represents a minimum of half of a fall or spring semester. 2.0 requires a minimum of 10 full-time weeks and 3.0 student teaching requires a full fall or spring semester.

3. Valid passing scores on all applicable licensure exams, which include the following requirements. See the Appendix C for test score expiration dates.

   a. Demonstration of academic proficiency as required for licensure by the Illinois State Board of Education. Information about the current options available to demonstrate such proficiency is available from the Department of Education Director of Admission or Educator Licensure Officer or at this link: http://www.elmhurst.edu/education/384703031.html
b. All appropriate Illinois Content exam(s) for area(s) of licensure, which were required for admission to student teaching, and

c. A passing score on the appropriate edTPA portfolio submitted to Pearson or a successful retake.

The College Licensure Officer entitles teacher candidates for licensure upon completion of all program requirements. Teacher candidates must satisfy licensure requirements within 60 days of successful completion of student teaching. Candidates who exceed this 60-day period may need to fulfill additional requirements (e.g., retake licensure exams that are no longer valid, retake coursework, or fulfill new program or licensure requirements). See section 2.7.5 for reapplication procedures.

6.2 APPLICATIONS FOR ENDORSEMENTS AND APPROVALS

Endorsements and approvals on teaching licenses entitled by Elmhurst College may only be earned by completing approved courses, minors, and majors. All students should become familiar with the endorsements that are available through the approved undergraduate majors and minors or graduate endorsement programs. Some endorsements allow combinations of graduate and undergraduate coursework. Endorsements may require specific clinical experiences and state examinations. Field experience hours documented for one endorsement may not duplicate hours documented for another endorsement. The exception to this is that the 100 hours spent in a bilingual or dual language classroom can be used for the ESL endorsement. However, hours from an ESL classroom cannot be used for the bilingual endorsement.

Endorsements and approvals are not automatic. Undergraduate teacher candidates may apply for endorsements on teaching licenses by submitting an APPLICATION FOR ENDORSEMENT and supporting materials to the Elmhurst College Licensure Officer by the announced deadline. Applications for endorsement will be provided to eligible teacher candidates in student teaching seminars. Applications also are available from the Elmhurst College Licensure Officer in the Department of Education. See the following sections on Middle School Approval and Subject Area Endorsements and Section 6.3 Policy on Entitling Licenses with Middle Level Endorsements.”

Graduate students may apply for endorsements on their teaching licenses by submitting a GRADUATE ENDORSEMENT REQUEST FORM and supporting materials to the appropriate graduate program director for approval, who will forward approved requests to the Elmhurst College Licensure Officer. Graduate students must complete the majority of their endorsement coursework at Elmhurst College with grades of C (2.0) or higher and an endorsement GPA of 2.750 or higher in order to be recommended for the endorsement by the Elmhurst College Licensure Officer.
6.2.1 SUBJECT AREA ENDORSEMENTS

Program candidates can earn State endorsements in areas other than the areas of their approved program. The word “endorsement” is an Illinois State Board of Education (ISBE) term. It means that if candidates earn a prescribed number of credits in an area or specified courses in that area, as identified by the Illinois State Board of Education, they will be eligible to teach that subject at the designated levels.

- Early Childhood candidates earn a State approved Special Education letter of approval by completing specified courses. Candidates who began the program in fall 2012 or later complete this approval automatically as part of required coursework.

- Secondary and K-12 education majors may earn additional secondary-level endorsements on their licenses.

- Endorsements for middle level and high school level areas are in the process of being changed by the ISBE.

Elmhurst College’s entitlement of licenses is closely tied to College minors. Therefore, Department of Education faculty members recommend that candidates begin to plan for earning endorsements as early in their programs as possible. Candidates who earn endorsements may make themselves better prepared for teaching positions. Advising in endorsements can be secured through an academic advisor in Teacher Education, the program director of each teacher education program, or through the Department of Education’s Licensure Officer. An APPLICATION FOR ENDORSEMENT must be filed with the Licensure Officer to request endorsements. (See the following Policy on Entitling Licenses with Middle Level Endorsements.)

6.3 FOCUSED PROGRAMS

Focused programs apply to educators in Illinois who have a Professional Educator License (PEL) and who wish to add an endorsement at a different grade level to their PEL. The Department of Education has established the following procedure to assist teachers currently holding valid Illinois teaching licenses to acquire subsequent teaching endorsements in programs offered by Elmhurst College. This procedure implements Section 25.37 of the Illinois School Code.
Approved Programs

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Pre K-2</td>
</tr>
<tr>
<td>Elementary Education 1-6</td>
</tr>
<tr>
<td>Drama/Theatre Arts 9-12</td>
</tr>
<tr>
<td>English Language Arts 9-12</td>
</tr>
<tr>
<td>Foreign Language—French K-12</td>
</tr>
<tr>
<td>Foreign Language—Spanish K-12</td>
</tr>
<tr>
<td>Mathematics 9-12</td>
</tr>
<tr>
<td>Music K-12</td>
</tr>
<tr>
<td>Physical Education K-12</td>
</tr>
<tr>
<td>Science—Biology 9-12</td>
</tr>
<tr>
<td>Science—Chemistry 9-12</td>
</tr>
<tr>
<td>Science—Physics 9-12</td>
</tr>
<tr>
<td>Social Science—History 9-12</td>
</tr>
<tr>
<td>Social Science—Political Science 9-12</td>
</tr>
<tr>
<td>Learning Behavior Specialist I (LBSI) P-age 21</td>
</tr>
<tr>
<td>Visual Arts K-12</td>
</tr>
</tbody>
</table>

Admission Requirements

Teachers submit applications for focused programs to the Department of Education. Applications may be obtained by contacting the Department of Education at 630/617-3545 or teacherleadership@elmhurst.edu. They also may be obtained at the Department located on the 3rd floor of Circle Hall. Completed applications require official transcripts (minimum cumulative GPA of 2.75 required), copy of current PEL and a resume. The resume should detail all experiences that will help determine the applicant’s background with respect to current license and the endorsement being sought through a focused program (e.g., teaching-related experiences, graduate work, etc.). Professional development activities, such as those documented with CPDUs or Professional Development Hours, should be included. In addition, it is advisable for a candidate to have taken the content-area exam before applying for the Focused Program. Results of these tests can be useful to the College in determining the coursework to be required for the Focused Program. Testing information can be found at www.il.nesinc.com.

Application materials for a focused program will be reviewed by the Educator Licensure Officer in consultation with appropriate Program Directors. For applicants seeking K-12 or 9-12 endorsements, the application materials also may be reviewed by the faculty member in the appropriate department (e.g. English, Music, etc.) authorized to complete transcript analyses. The review process will take 2-4 weeks. It is recommended that applications be submitted by July 15th for fall term and October 15th for spring term to allow sufficient time for consultation, admission, and registration. Teachers who accept a focused program and wish to begin courses must apply for admission to the College as an at-large undergraduate student.
The application review process for a focused program is designed to assess recency, relevancy, and extensiveness of an applicant’s background to determine the required components for the focused program. Upon review, an individualized focused program plan will be provided in writing to the candidate that, upon successful completion, would lead to an additional endorsement area on a Professional Educator License. The individualized focused program plan will be in effect for one academic year from the date on the plan. After one year, the College will automatically withdraw the plan and a new evaluation fee must be submitted to reinstate or update the focus plan. At any time, official changes in State of Illinois requirements for licensure may require updating of focused program plans that have not been initiated or are in process. The cost of the evaluation for the individualized focused program plan is $50 with a check or money order payable to the Elmhurst College Dept. of Education.

 equivalencies between courses completed for the current endorsement and the endorsement sought through the focused program will be determined based on existing requirements within the Elmhurst College teacher education programs, including established transfer course equivalents. In some cases, an applicant may be advised to complete a second degree that will lead to a new endorsement rather than obtaining an additional endorsement without a second degree. This option would be noted on the focused program plan, and it may be accepted or declined by the applicant. For applicants with extensive experience in an endorsement area, Elmhurst College has a process to grant course credit through submission and evaluation of a portfolio.

A supervised clinical experience of 4-8 weeks will be required in the new endorsement. This supervised experience will involve 2 semester hours of tuition as part of a transcripted clinical experience. In addition, there will be a fee to cover the stipends for supervision. This fee will be $300-$800, depending on the clinical placement and number of supervised visits.
Appendix A: LIST OF PROGRAM APPROVALS

LEGAL NOTICE REQUIRED:
Administrative Ruling by the State Superintendent of Education

List of Teacher Preparation Program Approvals at Elmhurst College

The Elmhurst College Early Childhood, Elementary, Secondary (including special K-12), and Special Education teacher licensure programs listed below have been approved by the Illinois State Board of Education.

Art, Visual (K-12)
Early Childhood (B-3)
Educating Young Children (B-2)
Elementary Teacher Education (1-6)
English Language Arts (9-12)
Foreign Language (K-12) French or Spanish
Learning Behavior Specialist I (LBSI)
Mathematics (9-12)
Music (K-12)
Physical Education (K-12)
Science (9-12) with Designations in: Biology - Chemistry - Physics
Social Science (9-12) with Designations in: History or Political Science
Theater (9-12)

At Elmhurst College the Educational Unit is the Department of Education. The Unit Head is the Department of Education Chairperson.

All teacher education programs at Elmhurst College are presently accredited by State of Illinois and go through an annual review of all programs as part of an extensive continuous re-accreditation process. For purposes of accountability, the annual licensure exam pass rates and the annual federal Title II report are available on the Department’s website at elmhurst.edu/education.
Appendix B: PROGRAM DIRECTORS & DEPARTMENT ADMINISTRATION

Early Childhood Education (B-3) ... Dr. Linda Dauksas, Department of Education
Elementary Education (1-6) Dr. Debbie Cosgrove, Department of Education
Special Education (K-12) .......Dr. Linda Dauksas, Department of Education
Secondary Education ...........Dr. Theresa Robinson, Department of Education

Content Area Directors in K-12 and 9-12 Secondary Programs:
Art, Visual (K-12) .............................................. Ms. Mary Lou Stewart, Department of Art
English Language Arts (9-12) .................................. Dr. Dianne Chambers, Department of English
Mathematics (9-12) .............................................. Dr. Evans Afenya, Department of Mathematics
Music (K-12) ....................................................... Ms. Joanne May, Department of Music
Physical Education (K-12) ........................................ Dr. Krista Diedrich, Department of Kinesiology
Broadfield Science (9-12) ....................................... Dr. Theresa Robinson, Department of Education
Broadfield Social Science (9-12) ............................... Dr. Theresa Robinson, Department of Education
Theater (9-12) ..................................................... Ms. Janice Pohl, Department of Communication Arts & Sciences
World Languages (K-12) Ms. Federica Bando, Department of World Languages and Literatures

ESL/Bilingual Endorsement Coordinator
.........................................................Dr. Beverly Troiano, Department of Education

Director of Teacher Education Admissions 
......................................................... Mr. William Slodki, Department of Education

Elmhurst College Educator Licensure Officer 
......................................................... Mr. Daniel Jares, Department of Education

Director of the Satellite Network & Student Teaching 
......................................................... Ms. Judith Kaminski, Department of Education

Chairperson, Department of Education & Chair of Teacher Education Committee 
.......................................................... Dr. Lisa Burke
Appendix C: LICENSURE EXAMS & EXPIRATION DATES

**Basic Skills** (#096 or #300)/Test of Academic Proficiency (#400)* or ACT Plus Writing or SAT. Test must be passed to enter any program.

**Content-area(s) Test.** Test(s) must be passed before student teaching.

**edTPA.** Individuals completing student teaching September 1, 2015 or after will be required to pass the edTPA instead of the APT.

<table>
<thead>
<tr>
<th>Art Education</th>
<th>Basic Skills</th>
<th>Content Test</th>
<th>edTPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Scores are valid indefinitely.</td>
<td>Test scores must not be more than 10 years old at the time license is applied for.</td>
<td>Expiration date has not been determined by the State.</td>
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<table>
<thead>
<tr>
<th>Early Childhood Education</th>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
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<table>
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<th>Social Science: Political Science</th>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Special Education (LBS1)</th>
<th>Yes</th>
<th>LBS1 (#155) and Special Education General Curriculum (#163)</th>
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<table>
<thead>
<tr>
<th>Theatre</th>
<th>Yes</th>
<th>Drama/Theatre Arts (#141)</th>
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</tr>
</thead>
</table>
Other common content-area tests required for endorsements: Health Education (#142) and Reading Teacher (#177)

*Administered in the computer-based format only. All four subtests must be passed.

Testing Website: www.il.nesinc.com. Be sure to check this website to determine which tests are available computer-based or paper/pencil based.

ACTFL OPI information: http://www.actfl.org/professional-development/certified-proficiency-testing-program/testing-proficiency