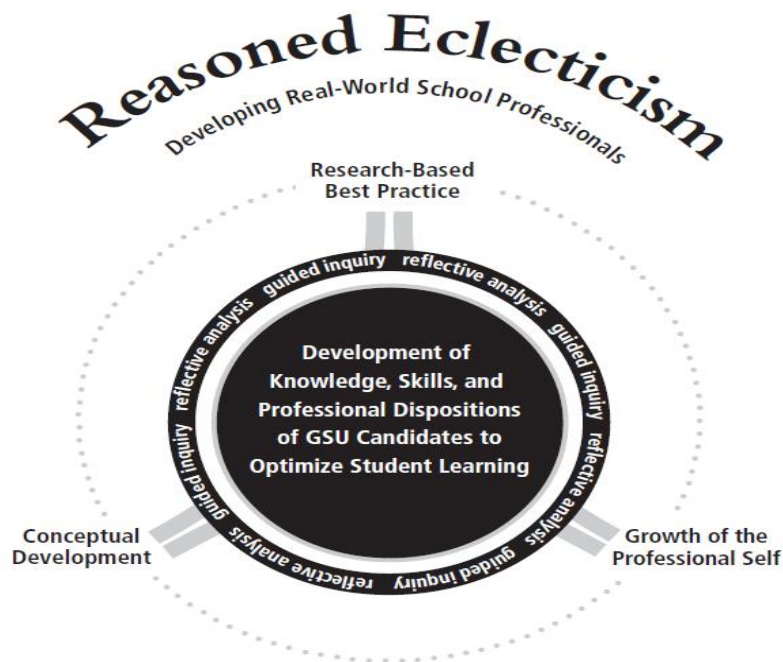




Governors State
UNIVERSITY

NCATE

The Standard of Excellence
in Teacher Preparation



HANDBOOK FOR SECONDARY EDUCATION STUDENTS

B. S. in Biology Teacher Education (BTE)

B. S. in Chemistry Teacher Education (CTE)

B. A. in English Teacher Education (ETE)

B. A. in Mathematics Teacher Education (MTE)

Post- B. S./B. A. Licenses in Biology (BEDC), Chemistry (CEDC), English (EEDC), and Mathematics Teacher Education (MEDC)

AY 2014-15

All programs leading to the licensure of teachers and other school professionals are subject to change per Illinois State Board of Education (ISBE) requirements.

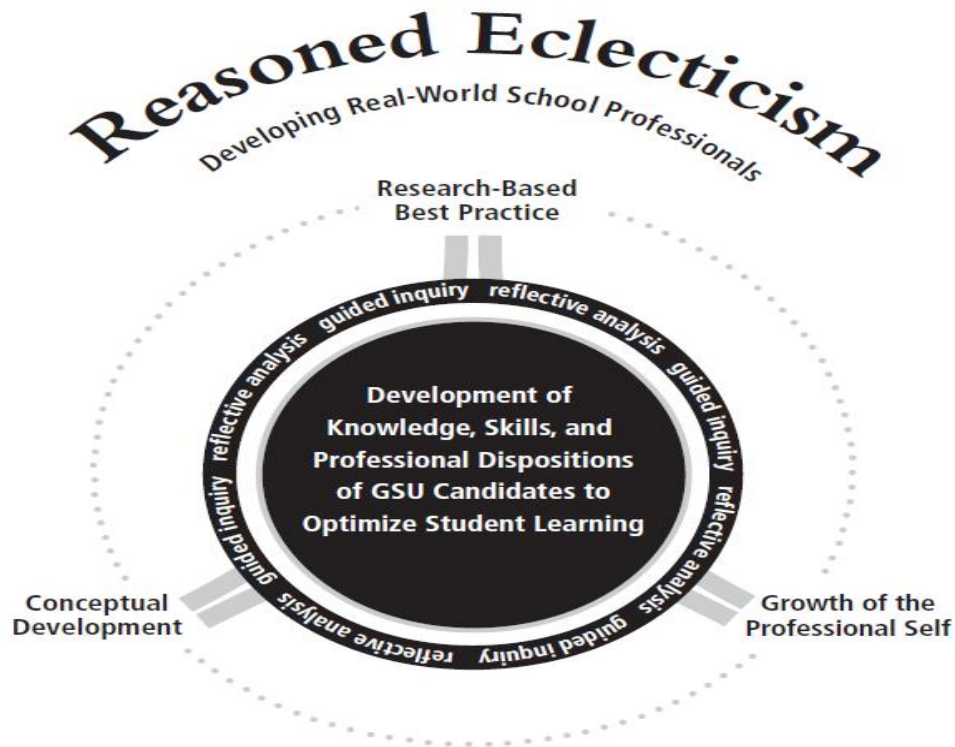
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Professional Education Unit Conceptual Framework



The Professional Education Unit is composed of the following programs (which are housed in the College of Arts and Sciences, the College of Education, and the College of Health and Human Services) and the structures supporting them:

Undergraduate Programs

Early Childhood Education
Elementary Education
Secondary Biology Education
Secondary Chemistry Education
Secondary English Education
Secondary Mathematics Education

Post-BA License Programs

Secondary Biology Education
Secondary Chemistry Education
Secondary English Education
Secondary Mathematics Education

Graduate Programs

Communication Disorders
Early Childhood Education
Education
Educational Administration
Multicategorical Special Education
Reading
School Counseling

My Secondary Education Checklist

(See Secondary Education Website for additional information: <http://govst.edu/secondary.ed/>)

Name _____ ID# _____

Advisor _____ E-mail _____ Phone _____

Program _____ Study Plan _____

ADMISSIONS ESSAY: 300 Word Essay on "Why I Want to Teach."(See Appendix for Writing Essay Rubric), Date submitted _____

CRIMINAL BACKGROUND CHECK. Date completed: _____

EXAMS:	Exam Date/	Date Passed
(1) ETS	_____ /	_____
(2) TAP (or ACT/Basic Skills)	_____ /	_____
(3) Content Exam	_____ /	_____
(4) APT Exam	_____ /	_____
(5) edTPA	_____ /	_____
(6) Program Portfolio	_____ /	_____

COURSES (WORK WITH YOUR ADVISOR CHECK YOUR TRANSCRIPTS AND STUDY PLAN)

Courses/Completion Dates/GPA

- (1) General Education _____
- (2) Content Courses _____
- (3) Professional Education _____

OBSERVATION HOURS (100 HOURS REQUIRED) HOURS AND DATE COMPLETE

- (1) EDUC 2310 _____
- (2) EDUC 4440 _____
- (3) SPED 4100 _____
- (4) METHODS Course (# _____) _____
- (5) METHODS Course (# _____) _____

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About Secondary Education Handbook

This Secondary Education Handbook is intended to provide candidates with information in addition to that provided in the Governors State University Catalog, <http://www.govst.edu/catalog/>. While some of the information duplicates information in the catalog, in most cases, the information provided here is more detailed, particularly concerning procedures and deadlines that candidates must meet. Please be advised that this handbook is incorporated by reference into the University Catalog. Therefore, the information provided in the Secondary Education Handbook has the same force and status as information presented in the University Catalog.

In addition, this handbook provides some discussion of the concepts and ideas that lie behind the Secondary Education Program and its requirements.

Applicability of the Secondary Education Handbook

This handbook provides information about undergraduate degrees in Secondary Education: B.S. in Biology with concentration in Teacher Education, B.S. in Chemistry with concentration in Teacher Education, B.A. in English with concentration in Teacher Education, and B.A. in Mathematics with concentration in Teacher Education as presented in the 2014-2015 Governors State University Catalog. This handbook also contains information regarding the Post-BA/BS Licenses in Biology Education, Chemistry Education, English Education, and in Mathematics Education. Enrollment in the Post-BA/BS licensure programs is limited to students who have earned a bachelor's degree or higher in the field. For example only students who have earned a BA or higher in English are eligible for the licensure program in English.

The information in this Secondary Education Handbook is applicable to candidates admitted to the program for Fall 2014 and following. Candidates admitted before the Fall 2014 semester should consult the appropriate handbook for their year of admission to the teacher education program.

Governors State University's Mission

- Offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals, and that is accessible to all including those traditionally underserved by higher education;
- Cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:
 - diversity of backgrounds, experiences and perspectives;
 - mutual respect and cooperation;
 - critical inquiry, constant questioning and continuing assessment, on-going research and scholarship; and
- Strengthen and enhance the educational, cultural, social and economic development of the region through partnerships with civic, business, government, educational, and other organizations.

The Professional Education Unit's Mission and Vision

The Professional Education Unit

- Seeks to offer the highest quality academic programs, balancing innovation and best practice, to meet the needs of adult lifelong learners and
- Is committed to preparing teachers and other school personnel who will take a reasoned eclectic approach (see “What is Reasoned Eclecticism?” below) in order to optimize complex teaching and learning environments to achieve student learning.

Unit Commitments and Principles

- Integration of technology into content and modes of instruction
- Understanding and appreciation of the significance of human diversity in ethnicity, socio-economic status, gender and learning styles
- Safe, supporting, and challenging learning environments
- Flexibility and accessibility of the learning environment for lifelong learners
- Experiential learning as essential bridge between theory and practice
- Nurturing social-emotional wellness as well as promoting intellectual growth
- Dedication to maintaining a current knowledge base
- Commitment to high ethical and academic standards
- Generous response to its civic and professional responsibilities
- Continual assessment of practices and performance to improve quality

The Professional Education Unit and NCATE

Governors State University's Professional Education Unit is accredited by NCATE (the National Council for Accreditation of Teacher Education). We are fully committed to upholding and implementing the standards mandated by NCATE. In addition, the Secondary Education programs adhere to standards set by the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA).

What is "Reasoned Eclecticism?"

Reasoned eclecticism is the harmonizing element in all of the Unit's activities and emerges from the university's and the Professional Education Unit's significant long-standing emphasis on the development of competent practitioners operating at high cognitive levels, who attend primarily to the optimal *application and testing* of knowledge rather than to theoretical orthodoxy.

Briefly, the Unit works to develop professionals who will implement reasoned eclecticism in their classrooms and offices. They will be intensely pragmatic and will carefully attend to

- Their own personal and professional development
- Local and national standards for their discipline
- Assessment of student performance against those accepted standards
- Thorough familiarity with historical developments/trends in their own and related fields
- Current research and development in their own and related fields
- Key features of the learning environment with an eye toward productive adjustments made in accord with learner needs

A vital characteristic of the practitioner who applies reasoned eclecticism is a high level of cognitive development. This development can be characterized as movement from simple to complex structures. The unit recognizes the critical relationship of cognitive development to professional success. Teachers at more complex conceptual levels can "read and flex" with students and are more effective because they can adjust the learning environment to meet a variety of student needs. The unit is committed to nurturing candidates in a manner that allows them to develop the complex conceptual levels needed to operate in a reasoned eclectic way.

The Unit, understanding that its graduates will be engaged in complex activities in complex settings, strives to move candidates to high levels of cognitive development and problem solving through providing environments and experiences that connect the missions/visions of the university and the unit with research, theory, and best practice.

The Professional Education Unit's Knowledge Bases

In addition to program-specific knowledge bases and important work by a variety of theorists and researchers related to human conceptual development, the knowledge bases for the Unit's programs are shaped to a large and very significant extent by on-going collaborative efforts with school-based professionals. In undergraduate teaching laboratory sites and graduate internships and practica in schools, the "wisdom of practice" from a variety of settings is added to the multiplicity of perspectives from which candidates develop their own repertoires of theory and practice.

Performance Expectations of Candidates*

The Unit's expectations of its candidates link theories of conceptual development (enabling and supporting the successful implementation of reasoned eclecticism) with the Illinois Professional Teaching Standards (for undergraduate candidates) and the National Board of Professional Teaching Standards (NBPTS), NASP (school psychology), CACREP (school counseling), ASHA (communication disorders), and ELCC (administration) for graduate candidates. These strands are strongly interrelated as candidates mature into school professionals assessing alternatives and making decisions that impact student learning.

In addition, Secondary Education candidates in English are expected to meet the standards set forth by the National Council of Teachers of English (NCTE), Secondary Education candidates in biology and chemistry are expected to meet the standards developed by the National Science Teachers Association (NSTA), and Secondary Education candidates in mathematics must meet the standards of the National Council of Teachers of Mathematics (NCTM).

**Candidates refer to students enrolled in Teacher Education programs to distinguish them from the middle and high school students that they will be observing and teaching in their pre-service experiences.*

Professional Education Unit System of Assessment

The knowledge, skills, and professional dispositions expected of the Unit's candidate are clearly articulated in specific program objectives and in expected candidate performance outcomes as stated in College of Education and College of Arts and Sciences publications and course syllabi. Candidate progress is monitored and continually evaluated by program area faculty, academic advisors, administrators, school-based cooperating teachers and other supervisors, and by the candidates themselves. Although assessment is continuous, each education program uses specific "gateways" to assure that candidates are making satisfactory progress at critical points as they move toward program completion.

Undergraduate candidate performance is assessed at the following gateways:

- Admission to the university/program and continuation in the program after introductory block of courses
- Admission to in-school laboratory experiences (elementary education) or methods classes (Secondary Education)
- Approval to student teach after completion of all coursework and lab experiences
- Approval for graduation/licensure.

Graduate candidates are assessed at the following gateways:

- Admission to the program,
- Admission to methods classes ,
- Approval to student teach after completion of all coursework and lab experiences
- Approval for graduation and/or licensure.

Preparation and Continuing Development of Educational Professionals: Governors State University's Commitments

The preparation and continuing development of teachers, administrators, and school service personnel at Governors State University is motivated by strong commitments to a set of identifiable values and commitments. These values and commitments are summarized in a document known as the 'Conceptual Framework.' In addition, this document outlines the assumptions the University makes about the content that should be included in preparation and continuing development programs as well as how students should be assessed.

One of the distinctive features of Governors State University's Professional Education Unit is its commitment to collaboration with local public schools in the preparation of educational personnel. Each of its programs has requirements under which students acquire significant experience in school settings, where students encounter the range and kinds of challenges that they are likely to encounter as practicing professionals, and can test theoretical perspectives that they study in their courses. Candidates in each Secondary Education program are required to participate in microteaching exercises during their methods courses as a part of their mandatory one hundred hours of observations. Microteaching will be explained in more detail in the course syllabus of each methods course that requires observation hours.

Governors State University has a strong commitment to assisting candidates to not only acquire relevant knowledge and skills but also to developing the professional dispositions necessary to

use knowledge and skills effectively. Without the development of appropriate professional dispositions, the faculty believes knowledge and skills are essentially inert and unproductive.

Purpose of the Undergraduate Degree in Secondary Education

The undergraduate programs in Secondary Education prepare future teachers for teaching children at the middle and high school level. Candidates successfully completing each degree program obtain a bachelor's degree (B.A. or B.S.), and upon meeting all requirements, will be eligible for a professional license issued by the Illinois State Board of Education. The program also offers licenses in Biology Education, Chemistry Education, English Education, and Mathematics Education for candidates who have previously completed an undergraduate degree and desire to obtain teacher licensure in these fields.

Objectives of the Secondary Education Program, including the Illinois Professional Teaching Standards:

1. To provide candidates in Secondary Education with a broad theoretical and research knowledge base drawn from several perspectives on child development theory, content area knowledge, and principles of effective instruction.
2. To offer several opportunities for candidates in Secondary Education to work as "teaching partners" with middle and high school students in actual educational contexts, in sites chosen for their consistency with best practices in Secondary Education.
3. To model the principles of best practice in Secondary Education for pre-service teachers by providing course work in which theory and content are integrated with actual, hands-on learning experiences in public school or community classrooms.
4. To develop reflective teachers who blend a strong knowledge base of theory and content when making teaching and learning decisions appropriate to the individual and communal needs of middle and high school students and their families.
5. To build and maintain reciprocal partnerships among schools, community agencies serving students and their families, and Governors State University.
6. To increase opportunities for candidates in Secondary Education to develop a broad base of general knowledge in the liberal arts.
7. To provide opportunities for candidates in Secondary Education to demonstrate competence using technology.
8. To instill in candidates in Secondary Education a strong commitment to equity and respect for all facets of human diversity, including race, ethnicity, intellect, age, and gender.

Illinois Professional Teaching Standards 2013

The Illinois Professional Teaching Standards (IPTS) are considered to be an inherent component of the objectives of the Secondary Education program. These standards are as follows:

- 1) Teaching Diverse Students.** The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- 2) Content Area and Pedagogical Knowledge.** The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
- 3) Planning for Differentiated Instruction.** The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- 4) Learning Environment.** The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- 5) Instructional Delivery.** The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- 6) Reading, Writing, and Oral Communication.** The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- 7) Assessment.** The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
- 8) Collaborative Relationships.** The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- 9) Professionalism, Leadership, and Advocacy.** The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

For more information about the Illinois Professional Teaching Standards, see Appendix G of this Secondary Education Handbook.

Sources Used in Developing Program Objectives

In designing the programs leading to the undergraduate degrees in Secondary Education, the faculty has relied on information from a variety of sources to determine how best to organize the preparation of Secondary Education personnel:

The Illinois State Board of Education has established standards for teachers in general and Secondary Education teachers in particular. The content standards are available at: <http://www.isbe.state.il.us/profprep/standards.htm>. The professional teaching standards are available at: <http://www.isbe.net/profprep/PDFs/ipts.pdf>.

Several professional associations have established standards focusing directly on the teaching of secondary students. The list below provides a sample of the associations whose standards the faculty considered while developing this program.

- National Board for Professional Teaching Standards <http://www.nbpts.org>
- National Council of Teachers of English (NCTE) <http://www.ncte.org>
- National Science Teachers Association (NSTA) <http://www.nsta.org>
- National Council of Teachers of Mathematics (NCTM) <http://www.nctm.org>
- The International Society for Technology Education, <http://www.iste.org>

In addition, the faculty drew extensively on its experience in working with schools in the GSU region, the advice and observations provided by students, and consultation with school personnel.

Admission Process and Requirements

Admission to the teacher education programs at Governors State University is a two-tiered process. The first tier consists of admission into the University. The second tier consists of admission into one of the Secondary Education programs.

First tier in the admissions process: Admission to the University

The first step in becoming a candidate in the Secondary Education program is application for admission to the University. The materials necessary for application are identified in one of the admission packets provided to prospective candidates; these materials and documents are to be filed with the University Admissions office. This application and related materials should be mailed to: Office of Admissions, Governors State University, 1 University Parkway, University Park, Illinois 60484. The processes and procedures governing admission to the University are available at: <http://www.govst.edu/admissions>

A prospective candidate may choose to be admitted to the Secondary Education program by indicating this program as the chosen major and indicating the area of concentration on the University Admission form. One of the following codes should be used:

- Biology Teacher Education: BIOL/BTE
- Chemistry Teacher Education: CHEM/CTE
- English Teacher Education: ENGL/ETE
- Mathematics Teacher Education: MATH/MTE

Candidates are admitted in each of the University's semesters: Fall Semester, Spring Semester, and the Summer Session.

Second tier in the admissions process: Admission to the Secondary Education Program

The second step, which usually occurs at the end of the student's first semester of enrollment, requires that the candidate:

- Meet with academic advisor to develop a Student Study Plan
- Be in good academic standing at Governors State University;
- Present transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted;
- Present transcripts showing a cumulative G.P.A. of 2.75 or higher in all Governors State University general education classes;
- Send as an attachment a word-processed essay of no more than 300 words explaining why the candidate would like to become a teacher. Students are to e-mail the file to the Secondary Education web page: <http://www.govst.edu/secondary.ed> with their name and major in the subject line. The Secondary Education Student Progress Committee (SESPC) will assess these essays for content, writing proficiency and overall student dispositions);
- Attend Secondary Education Orientation;
- Take the ETS Proficiency Profile;
- Present evidence of having passed the Test of Academic Proficiency (Basic Skills Test) of the Illinois Licensure Testing System;
- Receive a grade of 'B' or higher in EDUC 2310 (Foundations of Education) or its equivalent; and
- Meet state requirements for criminal background check.

Criminal Background Check

All candidates for Illinois teacher licensure at Governors State University are required to submit to a program approved criminal background check prior to their initial field experience placement (classroom observations) in schools. For more information on this requirement, please see website www.certifiedbackground.com Consult your academic advisor for information concerning the related GSU policies and procedures.

Additional Biology and Chemistry Teacher Education Admission Requirements

Candidates in biology teacher education must also meet these requirements:

- Complete 8 hours of general biology with a grade of ‘C’ or better;
- Complete 8 hours of general chemistry with a grade of ‘C’ or better.

Candidates in chemistry teacher education must also meet these requirements:

- Complete 8 hours of chemistry with a grade of ‘C’ or better;
- Complete 8 hours of physics with a grade of ‘C’ or better.

LiveText™

Using LiveText™'s intuitive web-based interface to create, submit, and complete assignments for courses helps students stay organized and receive the feedback needed to improve learning. Such documents and assignments then become the evidence needed for programs to assess and analyze effectiveness. The PEU has adopted LiveText™ as a tool to support its instruction and system of assessment. The Secondary Education programs recommend that students purchase LiveText™ early in their academic career, during the first semester. Melinda Elliott (melliott@govst.edu) provides LiveText™ support for GSU Secondary Education students.

Attendance and Late Work Policies

The Secondary Education program has adopted uniform attendance and late work policies for each of its methods courses: EDUC 4330/EDUC 6330, EDUC 4340/EDUC 6340, EDUC 4360/EDUC 6360, EDUC 4370/EDUC 6370, EDUC 4465/EDUC 6465, ENGL 4570/ENGL 6570, ENGL 4575/ENGL 6575, and ENGL 4580/ENGL 6580, ENGL 4080/6080, BIOL 4080/6080, CHEM 4080/6080, MATH 4080/6080, and EDUC 4999 Student Teaching.

Attendance Policy

- It is not the responsibility of the course instructor to make absent students aware of changes that may occur in the syllabus. It is the responsibility of the student to contact the instructor or peers to obtain this information. Class time will not be used for this purpose.
- A significant amount of material will be covered each meeting. Non-emergency absences are strongly discouraged.
- Twice late equals one absence. A student who arrives more than fifteen minutes after the class is scheduled to begin is late. One absence with documentation may be excused, however three absences will still result in one letter grade drop. It is not possible for a student to do well in these courses with a large number of absences no matter how valid the excuses.
- Four absences results in failure of the course.
- Attendance will be taken at the beginning of each period. The student should inform the course instructor at the end of class if they miss roll call or the sign-in sheet.
- In-class assignments missed for absences or being tardy may not be made up.

Late Work

- Assignments submitted after the due dates are considered late.
- There will be a substantial point reduction for late assignments. Some assignments may not be accepted late.
- Assignments submitted after graded work has been returned may not receive credit.

ETS Proficiency Profile and Mandatory Standardized Tests

At various times during their academic careers at Governors State University, candidates will be required to provide results of standardized tests. These assessments are described below.

1. ETS Proficiency Profile

This test assesses core skill areas: reading, writing, mathematics natural science, social science, and critical thinking. By measuring general education outcomes, the ETS helps identify areas for program improvements. The ETS should be taken during the student's first or second semester at Governors State University. The ETS is offered immediately following the Secondary Education Orientation. Orientation dates are posted on the Secondary Education webpage.

http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Arts_and_Sciences/Secondary_Education_Programs_in_Biology,_Chemistry,_English_and_Mathematics/

2. Test of Academic Proficiency (BasicSkills Test) of the Illinois Licensure Testing System (required for admission into a secondary education program)

All teacher and school service personnel candidates must pass the Basic Skills or the Test of Academic Proficiency (TAP) to enter any teacher education program in Illinois. All initial and advanced licensure programs require the exam.

Teacher candidates with ACT composite scores of 22 or higher or with SAT scores of 1030 or higher may apply to the Illinois State Board of Education to use their ACT or SAT scores in lieu of the TAP test. The full ACT test must be taken including the writing component. The ACT or SAT must be passed within five years of applying to enter a program.

The Test of Academic Proficiency (Basic Skills Test) assesses reading comprehension, language arts (grammar and writing), and mathematical skills and is completed by candidates either prior to their entry into an educator preparation program or before they are granted a license. It assures Illinois citizens that all of their public school educators exceed a uniform minimum skill standard.

Candidates who have previously passed the Basic Skills Test must submit a copy of the official score report that they received to their academic advisor. For procedures to request duplicate score reports, see <http://www.il.nesinc.com/>.

For candidates who have not previously passed this test, information about the test and registration processes are available at: <http://www.il.nesinc.com/>.

Illinois Licensure Testing System (ILTS) replaced the Basic Skills with the Test of Academic Proficiency or TAP. **Beginning on February 1, 2012, the BasicSkills Test on computer will be replaced with the ILTS Test of Academic Proficiency (400).**

The Test of Academic Proficiency (TAP) consists of the following subtests:

- ILTS TAP: Reading Comprehension (401)
- ILTS TAP: Language Arts (402)
- ILTS TAP: Mathematics (403)
- ILTS TAP: Writing (404)

Passing the test: If an examinee has previously passed one or more Basic Skills (300) subtests, the passing score(s) will count toward the passing of the Test of Academic Proficiency. However, test scores from the previous ILTS Basic Skills Test model (096) (administered prior to September 11, 2010) cannot be applied to fulfill passing requirements for individual subtests.

Pursuant to current Administrative Rules (25.720), if someone passed the Test of Academic Proficiency (Basic Skills Test) within 10 years of the date of application for licensure that score remains valid, and the individual does not need to re-take the test of basic skills. Also, if a person passed the test of basic skills as a condition of admittance to an Illinois preparation program, that individual would not be required to retake the test regardless of when the test was taken. That includes the Basic Skills (096) test.

About the Test of Academic Proficiency

A passing score on the TAP is a state requirement for all Illinois licensure programs. The Test Preparation site was created to help teacher education students study for and pass the TAP. The Prep system is an interactive, web-based curriculum that contains content, examples, and questions for all three sub-areas of the test (Reading Comprehension, Language Arts, and Mathematics). The Prep site includes a Learning Survey, which is designed to assist students in identifying what areas are their strengths as well as the areas in which they still need to work.

Note: The Illinois State Board of Education also has a computer-administered practice test called the Diagnostic Practice Test to help students determine if they are ready to take the TAP. It can be found at <http://www.il.nesinc.com/>

Preparing for the TAP - Additional Resources

There are several resources available:

- Utilize the GSU – Academic Resource Center – Math Workshops are available.
- Take a TAP Practice Test. http://www.il.nesinc.com//IL_practest_opener.asp
- Purchase the TAP Expanded Study Guide.
http://www.il.nesinc.com//IL_expandedstudy_opener.asp
- Purchase the online TAP Practice Tests with instant feedback.
http://www.il.nesinc.com//IL_viewPT_opener.asp

Other practice tests:

- <http://www.wiu.edu/users/mfjro1/wiu/BootCamp/PFDfront/index.html>
- <http://owl.english.purdue.edu/owl/>
- <http://www.studygs.net/>
- <http://www.townsendpress.net/home.php>
- <http://www.mathpower.com/>

Other helpful resources:

- http://www.il.nesinc.com//IL15_prepare.asp
- http://www.ehow.com/list_7462764_strategies-illinois-basic-skills-test.html
- <http://ebanzai.blogspot.com/2006/04/illinois-basic-skills-test-results-in.html>
- <https://www.khanacademy.org/>
- <http://www.mathforum.org/>

3. Content Area Examination (required for admission into student teaching)

Candidates are required to pass their respective ILTS Content Area Examination prior to student teaching. Content-area tests are substantial examinations of subject-matter knowledge at a level of understanding required of educators. They entail the use of conceptual knowledge and thought, not the mere memorization and recounting of facts. More information regarding this examination is available at <http://www.il.nesinc.com/>

4. Assessment of Professional Teaching (required for graduation and license)

Candidates are required to pass the ILTS Assessment of Professional Teaching (APT) prior to graduation. The knowledge of pedagogical and teaching foundations evaluated by the Assessment of Professional Teaching test is substantive, and the test items are demanding, thought provoking, and reflective of educational practice. Secondary students are to register for APT 103, for grades 6 -12. More information regarding this assessment is available at <http://www.il.nesinc.com/>

5. edTPA: Teacher Performance Assessment for Education

edTPA is a performance-based assessment of teaching quality and effectiveness. During the Student Teaching experience candidates are required to submit portfolios. Additional information will be covered in methods courses and during student teaching seminars.

Admission to Student Teaching

All candidates admitted to student teaching in Secondary Education are required to:

- Pass their respective ILTS Content Area Examination. More information regarding this test is available at: <http://www.il.nesinc.com/>

- Receive a positive recommendation from the Secondary Education Student Progress Committee.
- Successfully complete 100 clock hours of pre-student teaching clinical experiences.

Candidates in Biology Teacher Education and Chemistry Teacher Education are required to complete EDUC 4330, EDUC 4340, BIOL 4080/CHEM 4080 with a G.P.A. of 3.0 and minimum grade of 'B' in these courses. In addition, candidates in Biology Teacher Education must have a composite 3.0 G.P.A. in all of their biology and chemistry courses with a grade of 'C' or better in each course, and candidates in Chemistry Teacher Education must have a composite 3.0 G.P.A. in all of their chemistry and physics courses with a grade of 'C' or better in each course.

Candidates in English Teacher Education are required to complete EDUC 4465, ENGL 4570, ENGL 4575, ENGL 4080, and ENGL 4580 with a G.P.A. of 3.0 and minimum grade of 'B' in each of these courses. In addition, candidates in English Teacher Education must have a composite 3.0 G.P.A. in all of their English courses with a grade of 'C' or better in each course.

Candidates in Mathematics Teacher Education are required to complete EDUC 4360, EDUC 4370, and MATH 4080 with a G.P.A. of 3.0 and minimum grade of 'B' in these courses. In addition, candidates in Mathematics Teacher Education must have a composite 3.0 G.P.A. in their mathematics courses with a grade of 'C' or better in each course.

Further information regarding student teaching and its requirements may be obtained by consulting the Academic Advisor for your program, the Governors State University Student Teaching Handbook or by contacting the Director of Field Experiences.

Graduation and Recommendation for Licensure

In order to graduate from the Secondary Education Program and receive an Illinois state license, candidates are required to:

- Complete all coursework as described in the Student Study Plan;
- Pass a course in non-western humanities;
- Pass the Illinois and United States constitution examinations;
- Pass the ILTS Examinations, including the Test of Academic Proficiency (or accepted substitution), Content Area examinations, and Assessment of Professional Teaching. More information regarding these examinations is available at: <http://www.il.nesinc.com/>;
- Complete a Student Teaching Portfolio;
- Write a personal philosophy of education;
- Complete an exit interview with the advisor;
- Receive a grade of 'B' or better in Student Teaching;
- Complete the edTPA as required; and
- Receive the recommendation of the advisor and the Secondary Education Student Progress Committee.

Faculty Review of Candidates

At all points in the candidate's progress through the program, except admission to the University, the program area faculty determines the status of candidates. In the Secondary Education Program, candidate progress is monitored through the Secondary Education Student Progress Committee (Appendix H). In making these determinations, the faculty reviews information about candidate performance and promise in four areas: knowledge, skills, professional dispositions, and impact on student learning. The Secondary Education Student Progress Committee (SESPC) considers the candidate's performance and relevant information holistically. That is, the faculty's determination to include or exclude candidates is not based solely on any single item or threshold score, except failure to document passing the ILTS Test of Academic Proficiency (BasicSkills Test). This approach is consistent with best practices in assessing candidate progress as summarized in the following statement: Decisions about continuation in and completion of programs are based on **multiple assessments** made at admission into programs, at appropriate transition points, and at program completion; <http://caepnet.org/caep-accreditation-standards/standards/>

Candidates should be fully aware that faculty reviews include more than the academic performance of the candidate. For instance, the faculty evaluates all candidates as they carry out tasks under supervision in schools, first in the methods courses and then in student teaching.

The Secondary Education faculty believes that knowledge and skills are inert without the professional dispositions to use them in the service of the learning of all students. Therefore, candidates are also expected to acquire the professional commitments and dispositions that will function to transform skill acquisition into critical thinking in professional practice. (See Appendix D - Professional Education Unit Student Progress Assessment Rubric). Throughout its activities, and particularly in the education of its candidates, the Secondary Education faculty explicitly strives to model and foster such professional dispositions, which reflect these values:

- Commitment to collaboration with colleagues and parents;
- Commitment to ethical behavior;
- Commitment to life-long learning, including professional development;
- Commitment to the ideal that all children can learn; and
- Habits of mind that reveal reasoned eclecticism.

Faculty Action and Candidate Status

After review of the candidate's performance in the designated courses to be taken in the first semester of enrollment and the other required information is submitted by the candidate, the Secondary Education Student Progress Committee (SESPC) will determine whether the candidate will be admitted to the program with no conditions, permitted to continue conditionally in the program, or denied admission to the program (See Appendix H Secondary Education Student Progress Committee). Any candidate placed on probation for academic or any other reason by the University will automatically either be placed under conditional continuation or removed from the program as determined by the Secondary Education Student Progress Committee.

Conditional Continuation

Secondary Education Student Progress Committee may permit a candidate to continue conditionally in the program. In such cases, Secondary Education Student Progress Committee review of the applicant's record will identify conditions that will likely enhance the candidate's ability to be successful in the program (See Appendix I Student Progress Referral). Once the candidate believes that he/she has met the conditions, then he/she must inform the SESPC. Upon review, the SESPC will inform the candidate when they may return to good standing status. A candidate will not be admitted to student teaching without achieving good standing status. For the cases of candidates referred to SESPC after the submission of student teaching application, the Director of Field Placement will be notified and the application will not be processed until the candidate has regained good standing status.

Dismissal from the Program

When a candidate is dismissed from the program, the Division places a hold on the candidate's registration. Candidates dismissed from the program cannot register for further courses at GSU until they have been admitted to a different program. A candidate dismissed from the program can grieve this decision (see Appendix J Program Dismissal Grievance Process). A candidate dismissed from the program may not apply for re-admission to the program for two academic years.

Program Course Requirements

Introduction

This section contains information regarding course requirements for undergraduate candidates pursuing bachelor's degrees in Biology Teacher Education, Chemistry Teacher Education, English Teacher Education, and Mathematics Teacher Education.

Middle Grades Endorsement

Candidates who are completing a program leading to the elementary or secondary license, or who currently hold an initial or standard elementary or secondary license, may earn an endorsement which qualifies them to teach in the middle grades. Candidates who choose to pursue this endorsement must take one three hour course in the psychology of early adolescent development and one three hour course in curriculum, instruction, and methods related to the middle grades. These two required professional courses are offered at both the undergraduate and graduate levels. EDUC 4442 Early Adolescent Educational Psychology and EDUC 4443 Curriculum and Methods for Middle Schools are available for undergraduate candidates. EDUC 6422 Educational Psychology Applied to Middle School and EDUC 6423 Curriculum and Instruction in the Middle School are the corresponding courses designed for graduate candidates. Candidates currently enrolled in a secondary program and who wish to complete requirements for middle level endorsement (middle level methods, adolescent development, other subject specific courses for an endorsement, and any required tests, if applicable) must do so on or before January 31, 2018. The endorsement must be issued on or before January 31, 2018.

After the January 2018 date, it is likely that additional endorsement content area courses will also be required. Complete information, including transcript evaluation, is available from the

elementary and secondary teacher preparation programs. These requirements are subject to changes in state regulations that may occur from time to time.

Student Study Plan

The Student Study Plan must be completed with the candidate's academic advisor during the first semester of enrollment in a Secondary Education program. The candidate must save a copy of the approved Study Plan in order to periodically reference deadlines and coursework needed to complete the program. Course requirements for each Secondary Education program are listed on the following pages.

Biology Teacher Education

As outlined in the Governors State University 2014-2015 Catalog, the course requirements for the Bachelor of Science in Biology with a Concentration in Teacher Education are as follows:

I. General Education Requirements for Teacher Licensure, Initial Secondary License, Biology (48 Hours)

The following courses must be taken at the lower-division level:

- General Biology with Lab 8
- General Chemistry with Lab 8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three hour course in non-Western or third world cultures:

- Written Communication 6
- Oral Communication 3
- American History 3
- U.S. Government 3
- Humanities 6
- Fine Arts 3
- Introduction to Psychology 3
- Health 2
- MATH 2137 Applied Calculus 3

II. Required Courses (90 Hours)

The following courses can be taken at either the lower-division or upper-division level:

- Botany with Laboratory 3
- Zoology with Laboratory 3
- Organic Chemistry with Laboratory 8
- BIOL 3360 Comparative Anatomy 3

- BIOL 3361 Comparative Anatomy Laboratory 1
- BIOL 4430 Microbiology 3
- BIOL 4431 Microbiology Laboratory 1
- EDUC 2310 Foundations of Education 3
- PHYS 3141 Intermediate Physics I 3
- PHYS 3142 Intermediate Physics I Laboratory 1
- PHYS 3143 Intermediate Physics II 3
- PHYS 3144 Intermediate Physics II Laboratory 1
- SPED 4100 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level:

- PHYS 3211 Earth and Space Science 3
- BIOL 3322 Ecology 3
- BIOL 3323 Ecology Laboratory 1
- BIOL 3340 Genetics 3
- BIOL 3370 Cell Biology 3
- BIOL 3371 Cell Biology Laboratory 1
- BIOL 4450 Animal Physiology 3
- BIOL 4451 Animal Physiology Laboratory 1
- BIOL 4460 Plant Physiology Lecture 3
- BIOL 4461 Plant Physiology Laboratory 1
- BIOL 4490 Undergraduate Research I 1
- BIOL 4492 Undergraduate Research II 1
- BIOL 4080 Special Topics in Biology Education 3
- STAT 4219 Statistical Methods 3
- EDCP 3101 Introduction to Educational Technology 3
- EDUC 4440 Educational Psychology in Action 3
- EDUC 4330 Principles of Science Education 3
- EDUC 4340 Teaching Secondary School Science 3
- EDUC 4999 Student Teaching: Secondary Biology 12

III. Total - 138 Hours

IV. Optional Courses Required for Middle School Endorsement:

- EDUC 4442 Early Adolescent Educational Psychology 3
- EDUC 4443 Curriculum and Methods for Middle Schools 3

Chemistry Teacher Education

As outlined in the Governors State University 2014-2015 Catalog, the course requirements for the Bachelor of Science in Chemistry with a Concentration in Teacher Education are as follows:

I. General Education Requirement for Teacher Licensure, Initial Secondary License, Chemistry (60 Hours)

The following courses must be taken at the lower-division level:

- General Chemistry with Laboratory 8
- Calculus 8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three hour course in non-Western or third world cultures:

- Physics with Laboratory 8
- Biology with Laboratory 7
- Written Communication 6
- Oral Communication 3
- American History 3
- Humanities 6
- Fine Arts 3
- U.S. Government 3
- Introduction to Psychology 3
- Health 2

II. Required Courses (68 Hours)

The following courses can be taken at either the lower-division or upper-division level:

- Organic Chemistry with Laboratory 8
- CHEM 3233 Analytical Chemistry 3
- CHEM 3234 Analytical Chemistry Laboratory 1
- EDUC 2310 Foundations of Education 3
- SPED 4100 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level:

- PHYS 3211 Earth and Space Science 3

- CHEM 3135 Chemical Safety 1
- CHEM 3641 Physical Chemistry I: Lecture 3
- CHEM 3642 Physical Chemistry I: Laboratory 1
- CHEM 3643 Physical Chemistry II: Lecture 3
- CHEM 3644 Physical Chemistry II: Laboratory 1
- CHEM 5145 Environmental Chemistry: Lecture 3
- CHEM 5146 Environmental Chemistry: Laboratory 1
- CHEM 5331 Biochemistry: Lecture 3
- CHEM 5332 Biochemistry: Laboratory 1
- CHEM 4080 Special Topics in Chemistry Education 3
- EDUC 4440 Educational Psychology in Action 3
- EDUC 4330 Principles of Science Education 3
- EDUC 4340 Teaching Secondary School Science 3
- EDUC 4999 Student Teaching: Secondary Chemistry 12
- STAT 4219 Statistical Methods 3
- EDCP 3101 Introduction to Educational Technology 3

III. Chemistry Selective (1 Hour)

- CHEM 4990 Chemistry Research 1

IV. Total – 129 Hours

V. Optional Courses Required for Middle School Endorsement:

- EDUC 4442 Early Adolescent Educational Psychology 3
- EDUC 4443 Curriculum and Methods for Middle Schools 3

English Teacher Education

As outlined in the Governors State University 2014-2015 Catalog, the course requirements for the Bachelor of Arts in English with a Concentration in Teacher Education are as follows:

I. General Education Requirements for Teacher Licensure, Initial Secondary License, English (42 Hours)

The following courses can be taken at either the lower-division or upper-division level and must include at least one three hour course in non-western humanities or third world cultures:

- Written Communication 6
- Oral Communication 3
- Mathematics 3

- Biological and Physical Sciences (including one laboratory course) 7
- U. S. History 3
- Arts and Humanities 6
- U. S. Government 3
- Introduction to Psychology 3
- Fine Arts 3
- Non-Western Humanities/ Third World Cultures 3
- Health 2

II. English Core (48 Hours)

The following courses can be taken at either the lower-division or upper-division level:

- English Literature I 3
- English Literature II 3
- World Mythology 3
- American Literature I 3
- American Literature II 3

The following courses must be taken at the upper-division level:

- ENGL 3330 Studies in Literature 3
- ENGL 4100 Advanced Composition 3
- ENGL 4200 Literary Criticism 3
- ENGL 4205 Modern English Grammar 3
- ENGL 4505 Major English Authors 3
- ENGL 4510 Major American Authors 3
- ENGL 4515 Major Black Authors 3
- ENGL 4520 Contemporary Literature 3
- ENGL 4550 Shakespeare's Plays 3
- ENGL 4600 Rhetorical Theory and Practice 3
- ENGL 4080 Special Topics in English Education 3

III. Professional Education (27 Hours)

The following courses can be taken at either the lower-division or upper-division level:

- EDUC 2310 Foundations of Education 3
- SPED 4100 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level:

- EDCP 3101 Introduction to Educational Technology 3
- EDUC 4440 Educational Psychology in Action 3
- EDUC 4465 Methods of Teaching English 3
- EDUC 4999 Student Teaching: Secondary English 12

IV. English Education (9 Hours)

- ENGL 4570 Writing Theory/in the Secondary Classroom 3
- ENGL 4575 Reading Theory and Practice in Secondary Schools 3
- ENGL 4580Read and Rap: Literature for Young Adults 3

IV. Total – 126 Hours

V. Optional Courses Required for Middle School Endorsement:

- EDUC 4442 Early Adolescent Educational Psychology 3
- EDUC 4443 Curriculum and Methods for Middle Schools 3

.Optional Selective:

- EDUC 4420Developmental Reading 3

Mathematics Teacher Education

As outlined in the Governors State University 2014-2015 Catalog, the course requirements for the Bachelor of Arts in Mathematics with a Concentration in Teacher Education are as follows:

I. General Education Requirements for Teacher Licensure, Initial Secondary License, Mathematics (41 Hours)

The following courses can be taken at either the lower-division or upper-division level and must include at least one one-hour course in non-western humanities or third world cultures:

- Written Communication 6
- Oral Communication 3
- American History 3
- U.S. Government 3
- Humanities 6
- Fine Arts 3
- Introduction to Psychology 3
- Health 2

- MATH 3290 Calculus I 4
- General Biology with Lab 4
- University Physics with Lab 4

II. Required Courses (77 Hours)

The following courses can be taken at either the lower-division or upper-division level: (36 Hours)

- MATH 3137 Discrete Math 3
- MATH 3229 Calculus II 4
- MATH 3259 Calculus III 4
- MATH 3449 Linear Algebra 3
- MATH 3271 Differential Equations 3
- MATH 4337 Euclidean and Non-Euclidean Geometry 3
- MATH 4551 Modern Algebra 3
- PHYS 3143 Intermediate Physics II 3
- PHYS 3144 Intermediate Physics II Laboratory 1
- STAT 4219 Statistical Methods 3
- EDUC 2310 Foundations of Education 3
- SPED 4100 Survey of Students with Exceptionalities 3

The following courses must be taken at the upper-division level: (45Hours)

- MATH 4637 Mathematics Laboratory 3
- MATH 4241 Analysis I: Real Variables 3
- MATH 4243 Analysis II: Complex variables 3
- MATH 4133 Number Theory 3
- MATH 4171 History of Mathematics 3
- MATH 4457 Probability 3
- MATH 4080 Special Topics in Mathematics Education 3
- EDCP 3101 Introduction to Educational Technology 3
- EDUC 4360 Principles of Secondary Mathematics Education 3
- EDUC 4370 Teaching Secondary School Mathematics 3
- EDUC 4440 Educational Psychology in Action 3
- EDUC 4999 Student Teaching: Secondary Mathematics 12

III. Electives (2 Hours)

IV. Total - 123 Hours

V. Optional Courses Required for Middle School Endorsement:

- EDUC 4442 Early Adolescent Educational Psychology 3
- EDUC 4443 Curriculum and Methods for Middle Schools 3

Post-Bachelors License Programs in Secondary Education

Introduction

This section contains information regarding course requirements for candidates who possess an undergraduate degree in the content area of interest and wish to obtain licensure in biology education, chemistry education, English education, or mathematics education.

License in Biology Education

This is a post-baccalaureate license to prepare graduates of Biology programs for teacher licensure in Biology at the secondary education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Professional Education License in Biology. To be recommended for licensure by Governors State University, students must earn a grade “B” or better in EDUC 4999: Student Teaching: Secondary Biology.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (Basic Skills), Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

Students must meet other requirements for licensure through approved programs listed in the Teacher Education and Licensure section of the university catalog.

To be recommended by Governors State University, students must apply for the license within one year of completing the program.

Middle School: Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take one (3) hours in Early Adolescent Educational Psychology (EDUC 6442) and one (3) hours in Curriculum Methods for Middle School (EDUC 6443). Candidates currently enrolled in a secondary program and who wish to complete requirements for middle level endorsement (middle level methods, adolescent development, other subject specific courses for an endorsement, and any required tests, if applicable) must do so on or before January 31, 2018. The endorsement must be issued on or before January 31, 2018.

Admission to Biology Education

In addition to meeting all university admissions requirements for license students, applicants must meet the following requirements to be admitted to the Biology Education license:

1. have a bachelor's degree or higher in Biology from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the License

In order to continue in the license after the first term of enrollment, students must meet the following requirements:

1. complete EDUC 2310 (Foundations of Education, or equivalent) with a grade of "B" or better; and,
2. submit evidence of having passed the Test of Academic Proficiency (Basic Skills Test) of the Illinois Licensure Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section entitled "Teacher Education and Licensure" in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this handbook.

Conditional Continuation Secondary Education Student Progress Committee (SESPC) may permit a candidate to continue conditionally in the program. In such cases, Secondary Education Student Progress Committee (SESPC) review of the applicant's record will identify conditions that will likely enhance the candidate's ability to be successful in the program (See Appendix I Student Progress Referral). Once the candidate believes that he/she has met the conditions, then he/she must inform the SESPC. Upon review, the SESPC will inform the candidate when they may return to good standing status. A candidate will not be admitted to student teaching without achieving good standing status. For the cases of candidates referred to SESPC after the submission of student teaching application, the Director of Field Placement will be notified and the application will not be processed until the candidate has regained good standing status.

Admission to Student Teaching

Before enrolling in EDUC 4999: Student Teaching, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education.

Prior to submission to COE Director of Field Experiences, the student teaching application must be submitted to the student's academic advisor by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the candidate intends to student teach (student teaching is not offered in the summer sessions). This application for student teaching will certify that the candidate applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC 6330 and EDUC 6340 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. must have minimum 3.0 G.P.A. in content area courses, with a "C" or better in each course;
6. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licenses;
7. submit evidence of having passed the Biology content area exam of the Illinois Licensure Testing System; and
8. receive a positive recommendation from the Secondary Education Student Progress Committee.

Once the student teaching application has been reviewed and approved by the academic advisor and the SESPC, it will be submitted to the Director of Field Placement.

Degree Requirements:

Students must meet all university requirements for a license, and in addition, students must complete the general education requirement for the Professional Educator License listed in the Teacher Education section of the GSU catalog.

In addition, students must:

1. have a cumulative G.P.A. of 3.0 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses
4. have a G.P.A. of 3.0 or higher in biology and chemistry courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP 3101, EDUC 4440, and SPED 4100, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC 2310, EDUC 6330, and EDUC 6340;
7. earn a grade of "B" or better in EDUC 4999;

8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of the University catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 33 Hours)

The following courses can be taken at either the lower-division or upper-division level:

EDUC 2310 Foundations of Education	3
SPED 4100 Survey of Students with Exceptionalities	3

The following courses must be taken at the upper-division level:

EDUC 4440 Educational Psychology in Action	3
BIOL 6080 Special Topics in Biology Education	3
EDCP 6101 Introduction to Educational Technology	3
EDUC 6330 Principles of Science Education	3
EDUC 6340 Teaching Secondary School Science	3
EDUC 4999 Student Teaching: Secondary Biology	12

II. Additional Requirements

Students may need to complete additional general education or Biology courses if their bachelor’s degree requirements did not meet the state standards for the endorsement in Biology Education.

III. Minimum Total of 33 Hours

License in Chemistry Education

This is a post-baccalaureate license to prepare graduates of Chemistry programs for teacher licensure in Chemistry at the Secondary Education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Professional Educator License in Chemistry. To be recommended for licensure by Governors State University, students must earn a grade of “B” or better in EDUC 4999: Student Teaching: Secondary Chemistry. To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (Basic Skills), Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

Students must meet other requirements for licensure through approved programs listed in the Teacher Education and Licensure section of the University Catalog.

To be recommended by Governors State University, students must apply for the license within one year of completing the program.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take one (3) hours in Early Adolescent Educational Psychology (EDUC 6442) and one (3) hours in Curriculum Methods for Middle School (EDUC 6443).

Admission to Chemistry Education

In addition to meeting all university admissions requirements for the license, applicants must meet the following requirements to be admitted to the Chemistry Education license:

1. have a bachelor's degree or higher in Chemistry from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the License Program

In order to continue in the license program after the first term of enrollment, students must meet the following requirements:

1. complete EDUC 2310 (Foundations of Education, or equivalent) with a grade of "B" or better; and.
2. submit evidence of having passed the Test of Academic Proficiency (Basic Skills Test) of the Illinois Licensure Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

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achieving good standing status. For the cases of candidates referred to SESPC after the submission of student teaching application, the Director of Field Placement will be notified and the application will not be processed until the candidate has regained good standing status.

Admission to Student Teaching

Before enrolling in EDUC 4999: Student Teaching in Secondary Chemistry, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. Prior to submission to the COE Director of Field Experiences the student teaching application must be submitted to the candidate's academic advisor by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the summer sessions). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC 6330 and EDUC 6340 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. must have minimum 3.0 G.P.A. in content area courses;
6. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licenses;
7. submit evidence of having passed the Chemistry content area exam of the Illinois Licensure Testing System; and
8. received a positive recommendation from the Secondary Education Student Progress Committee.

Once the student teaching application has been reviewed and approved by the academic advisor and the SESPC, it will be submitted to the Director of Field Placement.

Degree Requirements

Students must meet all university requirements for a license, and in addition, students must complete the general education requirement for the Professional Educator License listed in the Teacher Education section of the University Catalog.

In addition, students must:

1. have a cumulative G.P.A. of 3.0 or higher;

2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in chemistry and physics courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP 6101, EDUC 4440, and SPED 4100, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC 2310, EDUC 6330, and EDUC 6340;
7. earn a grade of “B” or better in EDUC 4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of the University Catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 33Hours)

The following courses can be taken at either the lower-division or upper-division level:

EDUC 2310 Foundations of Education	3
SPED 4100 Survey of Students with Exceptionalities	3

The following courses must be taken at the upper-division level:

EDUC 4440 Educational Psychology in Action	3
CHEM 6080 Special Topics in Chemistry Education.....	3
EDCP 6101 Introduction to Educational Technology	3
EDUC 6330 Principles of Science Education	3
EDUC 6340 Teaching Secondary School Science	3
EDUC 4999 Student Teaching: Secondary Chemistry	12

II. Additional Requirements

Students may need to complete additional general education or Chemistry courses if their bachelor’s degree requirements did not meet the state standards for the endorsement in Chemistry Education.

III. Minimum Total of 33Hours

License in English Education

This is a post-baccalaureate license to prepare graduates of English programs for teacher licensure in English Language Arts at the Secondary Education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the Professional Educator License in English Language Arts. To be recommended for licensure by Governors State University, students must earn a grade of “B” or better in EDUC 4999: Student Teaching: Secondary English.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (Basic Skills), Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

Students must meet other requirements for licensure through approved programs listed in the Teacher Education and Licensure section of the University Catalog.

To be recommended by Governors State University, students must apply for the license within one year of completing the program.

Students choosing to pursue the middle school endorsement must take one (3) hours in Early Adolescent Educational Psychology (EDUC 6442) and one (3) hours in Curriculum Methods for Middle School (EDUC 6443).

Admission to English Education

In addition to meeting all university admissions requirements for the license, applicants must meet the following requirements to be admitted to the English Education license:

1. have a bachelor’s degree or higher in English from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the License Program

In order to continue in the license program after the first term of enrollment, students must meet the following requirements:

1. complete EDUC 2310 (Foundations of Education, or equivalent) with a grade of “B” or better; and,
2. submit evidence of having passed the Test of Academic Proficiency (Basic Skills Test) of the Illinois Licensure Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section entitled “Teacher Education and Licensure” in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this handbook.

Conditional Continuation

Secondary Education Student Progress Committee (SESPC) may permit a candidate to continue conditionally in the program. In such cases, Secondary Education Student Progress Committee (SESPC) review of the applicant's record will identify conditions that will likely enhance the candidate's ability to be successful in the program (See Appendix I Student Progress Referral). Once the candidate believes that he/she has met the conditions, then he/she must inform the SESPC. Upon review, the SESPC will inform the candidate when they may return to good standing status. A candidate will not be admitted to student teaching without achieving good standing status. For the cases of candidates referred to SESPC after the submission of student teaching application, the Director of Field Placement will be notified and the application will not be processed until the candidate has regained good standing status.

Admission to Student Teaching

Before enrolling in EDUC 4999: Student Teaching, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. Prior to submission to COE Director of Field Experiences, the student teaching application must be submitted to the student's academic advisor by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the candidate intends to student teach (student teaching is not offered in the summer sessions). This application for student teaching will certify that the candidate applying has or will have met the following requirements:

1. completed general education requirements with a G.P.A. of 2.75 or higher;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course and EDUC 6465 and ENGL 6570, ENGL 6575, ENGL 6580, and ENGL 6080 with a grade of “B” or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of “C” or better;
5. must have at least 3.0 G.P.A. in content courses;
6. met all state requirements applicable to areas of student teaching assignments as outlined in the “Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications”;
7. submit evidence of having passed the English Content Area Examination of the Illinois Licensure Testing System; and

8. receive a positive recommendation from the Secondary Education Student Progress Committee.

Once the student teaching application has been reviewed and approved by the academic advisor and the SESPC, it will be submitted to the Director of Field Placement.

Degree Requirements

Students must meet all university requirements for a license, and in addition, students must complete the general education requirement for teacher licensure listed in the teacher education section of the GSU Catalog.

In addition, students must:

1. have a cumulative G.P.A. of 3.0 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC 4440, EDCP 6101 and SPED 4100 with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC 2310, EDUC 6465, ENGL 6570 and ENGL 6575, ENGL 6580;
7. earn a grade of “B” or better in EDUC 4999: Student Teaching;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western humanities or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the “Teacher Licensure” section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 39 Hours)

The following courses can be taken at either the lower-division or upper-division level:

EDUC 2310 Foundations of Education	3
SPED 4100 Survey of Students with Exceptionalities	3

The following courses must be taken at the upper-division level:

EDUC 4440 Educational Psychology in Action	3
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EDCP 6101 Introduction to Educational Technology	3
ENGL 6080 Special Topics in English Education	3
ENGL 6570 Writing Theory/Practice in Secondary Schools	3
ENGL 6575 Reading Theory/Practice in Secondary Classroom	3
ENGL 6580 Read and Rap: Literature for Young Adult Readers	3
EDUC 6465 Methods of Teaching English	3
EDUC 4999 Student Teaching	12

II. Additional Requirements

Students may need to complete additional general education and/or English courses if their bachelor's degree requirements did not meet the state standards for the GSU endorsement in English Education.

III. Minimum Total of 39 Hours

License in Mathematics Education

This is a post-baccalaureate license to prepare graduates of Mathematics programs for teacher licensure in Mathematics at the Secondary Education level.

Teacher Licensure

This sequence of courses is approved by the Illinois State Board of Education and leads to the License in Mathematics. To be recommended for licensure by Governors State University, students must earn a grade "B" or better in EDUC 4999: Student Teaching: Secondary Mathematics.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (Basic Skills), Content Knowledge, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

Students must meet other requirements for licensure through approved programs listed in the Teacher Education and Licensure section of the GSU catalog.

To be recommended by Governors State University, students must apply for the license within one year of completing the program.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take one (3) hours in Early Adolescent Educational Psychology (EDUC 6442) and one (3) hours in Curriculum Methods for Middle School (EDUC 6443).

Admission to Mathematics Education

In addition to meeting all university admissions requirements for license students, applicants must meet the following requirements to be admitted to the Mathematics Education license program:

1. have a bachelor's degree or higher in Mathematics from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.75 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the License Program

In order to continue in the license program after the first term of enrollment, students must meet the following requirements:

1. complete EDUC 2310 (Foundations of Education, or equivalent) with a grade of "B" or better; and,
2. submit evidence of having passed the Test of Academic Proficiency (Basic Skills Test) of the Illinois Licensure Testing System.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section entitled "Teacher Education and Licensure" in the University Catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Secondary Education faculty is available in this handbook.

Conditional Continuation

Secondary Education Student Progress Committee (SESPC) may permit a candidate to continue conditionally in the program. In such cases, Secondary Education Student Progress Committee (SESPC) review of the applicant's record will identify conditions that will likely enhance the candidate's ability to be successful in the program (See Appendix I Student Progress Referral). Once the candidate believes that he/she has met the conditions, then he/she must inform the SESPC. Upon review, the SESPC will inform the candidate when they may return to good standing status. A candidate will not be admitted to student teaching without achieving good standing status. For the cases of candidates referred to SESPC after the submission of student teaching application, the Director of Field Placement will be notified and the application will not be processed until the candidate has regained good standing status.

Admission to Student Teaching

Before enrolling in EDUC 4999: Student Teaching, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. Prior to submission to COE Director of Field Experiences, the student teaching application must be submitted to the student's academic advisor by December 1 for the Fall semester and January 31 for the Spring semester preceding the academic year in which the candidate intends to student

teach (student teaching is not offered in the summer sessions). This application for student teaching will certify that the candidate applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course, and EDUC 6360 and EDUC 6370 with a grade of “B” or better;
3. completed methods courses no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of “C” or better;
5. must have at least 3.0 G.P.A in content courses;
6. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Licenses;
7. submitted evidence of having passed the Mathematics content area exam of the Illinois Licensure Testing System; and
8. received a positive recommendation from the Secondary Education Student Progress Committee.

Once the student teaching application has been reviewed and approved by the academic advisor and the SESPC, it will be submitted to the Director of Field Placement.

Degree Requirements

Students must meet all university requirements for a license, and in addition, students must complete the general education requirement for Professional Educator License listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 3.0 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in mathematics courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP 3101, EDUC 4440, and SPED 4100, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC 2310, EDUC 6360, and EDUC 6370;
7. earn a grade of “B” or better in EDUC 4999;

8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Licensure section of the University catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 33 Hours)

The following courses can be taken at either the lower-division or upper-division level:

EDUC 2310 Foundations of Education	3
SPED 4100 Survey of Students with Exceptionalities	3

The following courses must be taken at the upper-division level:

EDCP 3101 Introduction to Educational Technology	3
MATH 6080 Special Topics in Mathematics Education	3
EDUC 6360 Principles of Mathematics Education	3
EDUC 6370 Teaching Secondary School Mathematics	3
EDUC 4440 Educational Psychology in Action	3
EDUC 4999 Student Teaching: Secondary Mathematics	12

II. Additional Requirements

Students may need to complete additional general education or Mathematics courses if their bachelor’s degree requirements did not meet the state standards for the endorsement in Mathematics Education.

III. Minimum Total of 33 Hours

General Education Requirements

Applicability of coursework to fulfill these requirements is determined by the Program Coordinator in consultation with the Division Chair. The Division Chair's decision is final. Students may be asked to present syllabi for courses that do not clearly fall within one of the listed categories.

In general, the principle governing acceptability of coursework to fulfill these requirements is that the course content fits the definition of the area as stated in the General Education Core Curriculum for the Illinois Articulation Initiative (<http://www.itransfer.org/IAI/GenEd/>)

The program has identified coursework from several community colleges in the GSU region that are accepted for the various requirements under general education. For more information regarding course equivalencies at local community colleges, please consult your program advisor.

Transfer of Coursework

Requests to transfer coursework intended to meet upper division coursework requirements are reviewed and approved or denied by the Program Coordinator in consultation with the Chair of the appropriate Division (Science or Humanities and Social Sciences).

Transfer of coursework to fulfill general education requirements, except for the required hours of upper division coursework in the specialization, is determined by comparing the course presented for transfer and the relevant definitions developed for the Illinois Articulation Initiative.

Transfer of coursework to meet professional education requirements is usually limited to coursework that is equivalent to these courses: EDUC 2310 Foundations of Education (3) and SPED 4100 Survey of Children with Exceptionalities (3).

According to Illinois State Board of Education rules and regulations, no more than nine hours of professional education coursework can be transferred from a community college or other two-year postsecondary institution.

Transfer Credits Earned After Admission

Credits earned in courses taken at another institution after admission to a degree program will only be accepted if permission to apply such credit toward degree requirements was obtained from the student's academic advisor and Dean of College of Arts and Sciences before taking course work at the other institution. Only courses with grades of "C" ("B" for graduate students) or better will applied toward degree requirements (*GSU Catalog*).

Independent Study

Independent Study credit may be used to meet elective credit only and shall not be used as a substitute for courses specified in the student study plan (*GSU Catalog*).

Description of Field Experiences in the Biology, Chemistry, English and Mathematics Teacher Education Programs

Pre-Student Teaching Field Experiences

- 100 classroom contact hours mandated by state
- Assigned in courses
 - EDUC 2310
 - EDUC 4440
 - SPED 4100
 - Methods courses: EDUC 4330 and EDUC 4340 (Biology and Chemistry)
 - Methods courses: ENGL 4575 and EDUC 4465 (English)
 - Methods courses: EDUC 4360 and EDUC 4370 (Mathematics)

All Methods courses with field experiences offer:

- Microteaching in different districts
- Economically and ethnically diverse student populations
- Reasoned eclectic approach to teaching

Student Teaching Field Experiences

- 15 weeks required
- Phase in phase out philosophy
- Close mentoring by university supervisors of
 - Candidates and
 - Cooperating Teachers
- Student teaching rubric
 - Used by all undergraduate programs and license programs
 - Detailed
 - Aligned with Illinois Professional Teaching Standards
 - Reasoned eclectic approach

Application for Student Teaching

Student teaching is offered only in the Fall and Spring semesters. Application forms and information about applying for student teaching including deadlines and required meetings are available on the LiveText Secondary Education webpage. Candidates can find the student teaching application by going to www.livetext.com and typing in the visitor pass 71F07462. Completed applications must be submitted to the academic advisor. Fall applications are due by December 1 of the previous Fall semester and Spring applications are due by January 31 of the previous Spring semester. For example, if a candidate plans to student teach FA16, their application must be submitted FA15.

Communication between University Representatives and Students

Student Address and Other Contact Information

Because the University and the Secondary Education Programs (which are housed in the College of Arts and Sciences) must communicate information to students regarding their status in the University and the College of Arts and Sciences, students are obligated to provide the Registrar's Office with up to date information including mailing address and phone numbers.

Should the College of Arts and Sciences send letters (certified or otherwise), to an address as filed with the Registrar but that is not current student address, thus the letter is not delivered to the student as reasonably expected, the College of Arts and Sciences will not extend deadlines for student appeals or other actions.

Division Communication with Students via e-mail

The Secondary Education faculty has adopted a policy under which the faculty communicates routinely with students enrolled in its programs via e-mail regarding all matters except those that may be protected under the University's policy regarding student records. See the GSU catalog: <http://www.govst.edu/Academics/Catalog/>

Students are expected to check for e-mail from the Secondary Education program at the address provided by the University on a regular basis. The program faculty and staff will use this means to communicate information about schedule changes, reminders regarding various deadlines, and matters related to a student's study plan and progress in his or her program.

The Secondary Education program uses the addresses for e-mail accounts that the University provides for its students.

Students are encouraged to communicate by e-mail with academic advisors (each semester). Students are also encouraged to communicate with faculty, their respective Division Chair, Dr. Andrae Marak amarak@govst.edu, Chair, Division of Humanities and Social Sciences; or Dr. Yun-Yau (Steve) Shih, Chair Division of Science, sshih@govst.edu; and Dr. Reinhold Hill, Dean of the College of Arts and Sciences, rhill5@govst.edu. GSU English programs are housed in the Division of Humanities and Social Sciences and the Chemistry, Biology, and Mathematics programs are housed in the Division of Science. Both Divisions are located in the College of Arts and Sciences.

Teacher Licensure

University Requirements and Policies

The Governors State University Secondary Education programs in Biology Teacher Education, Chemistry Teacher Education, English Teacher Education, and Mathematics Teacher Education are approved by the Illinois State Board of Education for recommendation of the Professional Educator License by entitlement. To be recommended for licensure by Governors State University, students must meet the requirements for their respective programs as described above and earn a grade of "B" or better in EDUC 4999, Student Teaching.

To be recommended by Governors State University, students must apply for the license within one year of completing the program.

Procedures for applying for an Illinois Professional Educator License are described below.

Students intending to seek licensure in a jurisdiction other than the State of Illinois are responsible for assuring that they pursue any additional coursework that may be required by that jurisdiction. Governors State University will complete forms and other documents that may be required by jurisdictions other than Illinois but assumes no responsibility for assuring that a graduate will meet the requirements established by such jurisdictions.

Applying for Illinois Licensure

Beginning with the WI 2004 term, Illinois State Board of Education licensure for teachers and other school professionals completing preparation programs at GSU became a web-based procedure. Steps for obtaining licensure follow:

- 1) At the conclusion of each semester, advisors will provide to the Office of the Dean in the College of Education a list of program completers who are being recommended for ISBE licensure. This list will include information about the license and any associated endorsements for which the candidate is eligible.
- 2) The COE Dean's Office will use a new web-based system developed by ISBE to submit all license entitlements to Springfield. The entitlements will be entered into the ISBE database via a web-based interface as soon as grades and degrees are posted for each semester.
- 3) Detailed information regarding the procedures for paying for your application via credit card will be sent to you via your GSU e-mail account once you have been entitled by the COE Dean's Office following approval from your advisor and the posting of both grades and degrees.
- 4) In order to obtain licensure in Secondary Education, a statement verifying "100 hours of clinical experiences" must be posted on your GSU transcript. Please be sure that you have completed the tracking form that is available in the Division of Education and submitted it to the office of the Director of Field Experiences.
- 5) Do not apply for licensure until you have received notice from the State of Illinois that you have passed all of the teacher licensure examinations required by state law.
- 6) Once entitlements have been entered into the ISBE database, license applicants will be instructed to apply for their licenses. *IMPORTANT NOTE: DO NOT apply online for your license until the GSU College of Education Dean's Office has entered your entitlement into the ISBE database. The Dean's Office will notify you via your GSU email account as soon as your entitlement has been entered into the ISBE database.*
- 7) Your license will then be mailed to the address you provide on the OTIS system, so it is imperative that you double-check the address included in your application. Licenses will generally be printed and mailed approximately two days after your application is filed and credit card processing is completed.
- 9) Once your license has been received, you will need to register it at the Regional Office of Education for the area in which you will, or hope to, be teaching. If you wish to register the license for Chicago, you may do so online. To register your license in other areas of the state, you will need to go to the applicable regional office.

Here is a listing of the Regional Offices of Education for the immediate GSU area:

SUBURBAN COOK COUNTY

Dr. Vanessa Kinder
Regional Superintendent
253 West Joe Orr Road
Chicago Heights, IL 60411
(708) 754-6600
FAX (708) 754-8687
www.s-cook.org

IROQUOIS/KANKAKEE

Gregg Murphy
Regional Superintendent
Kankakee County Office Building
189 East Court Street, Suite 600
Kankakee, IL 60901
(815) 937-2950
FAX (815) 937-2921
www.i-kan.org

WILL

Sharon Walsh
Regional Superintendent
702 W. Maple St.
New Lenox, IL 60451
(815) 740 – 8360
FAX (815) 740-4788
www.willroe.org

DUPAGE

Darlene J. Ruscitti
Regional Superintendent
421 County Farm Road
Wheaton, IL 60187
(630) 407-5800
FAX (630) 407-5801
www.dupage.k12il.us/

CITY OF CHICAGO

Illinois State Board of Education Licensure Services
100 North First Street
Springfield, IL 62777
(217) 557-6763
FAX (217) 524-1289
www.isbe.net/certification

Complete contact information for Illinois's Regional Offices of Education is available on the ISBE web site at <http://www.isbe.net/regionaloffices/pdf/roedirectory.pdf>

1. You will need to send official transcripts to the Illinois State Board of Education in Springfield. You can order your transcript through the GSU Registrar's Office before the end of your final semester. Be sure to check the area on the transcript order form that instructs the Registrar's Office to issue the transcript "after grades are posted." The address to which you will send your transcripts will be indicated in OTIS during your application process.
2. If you have a position offered to you and you need verification of your status at GSU, the Office of the Dean of the College of Education can provide a letter that will be accepted by some school districts (as determined by district policies and procedures ONLY). Please request a letter ONLY if you have a position pending.
3. Please contact your advisor if you have questions regarding the entitlement/licensure procedures at GSU.

Additional Important Information Concerning Teaching Licensure:

Criminal Convictions: Some criminal convictions including the following types may disqualify you for teacher licensure in Illinois:

- first degree murder,
- attempted first degree murder,
- Class X felony,
- sex crimes, and
- narcotics crimes.

By continuing as a student in GSU's Secondary Education program you are affirming that you have no record of any such conviction. You are responsible for notifying the Dean of the College of Education in writing should you be convicted of any of these crimes while enrolled at GSU. The university will not be responsible for any failure to file a report of a conviction.

Foreign Born Students: If you are foreign born, you must provide evidence that you are legally present and eligible for employment at the time that you apply for your teaching license. Persons licensed by this means have 6 years following license issuance to become citizens.

Appendix A : Descriptions of Required Professional Education Courses

EDUC 2310 Foundations of Education (3)

Offered in both lecture and televised formats. Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes 10 clock-hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

SPED 4100 Survey of Students with Exceptionalities (3)

Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming children with exceptionalities and considers legal requirements, policies, and directions in special education. Requires 15 clock-hours of fieldwork.

EDUC 4440 Educational Psychology in Action (3)

Emphasizes the educational implications and applications of contemporary educational psychology and research. Explores major perspectives on learning as well as the role of social and cultural processes in learning; how to motivate and manage today's students; and the role of assessment in providing evidence of student learning. Fifteen hours of field observation required. *Prerequisite: EDUC 2310 or equivalent.*

EDCP 3101 Introduction to Educational Technology (3)

Examines the effect and use of technology in today's educational system, particularly as it applies to the introduction, use, and evaluation of technology as an instructional and managerial aid. Discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level. *Prerequisites: Sixty hours of college credit.*

BIOL 4080, CHEM 4080, ENGL 4080, MATH 4080 Special Topics (3)

A special topics course analyzing selected issues in (Biology, Chemistry, English, Mathematics and Biology, Chemistry, English, Mathematics education in depth. Focus on developing and modifying existing curricula to meet the standards for content reading, socio-emotional learning, and English learners. *Prerequisite: one methods course from your content area or permission from the instructor.*

EDUC 4330 Principles of Science Education (3)

Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes 35 hours of clinical experience in secondary schools. *Prerequisite: Completion of 24 semester hours in science and EDUC 2310.*

EDUC 4340 Teaching Secondary School Science (3)

Students learn to create positive science classroom climate, which promotes pluralistic approach to teaching and eliminates gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Thirty-five hours of clinical experience required. *Prerequisites: EDUC 4330, EDUC 4440, and SPED 4100 or permission.*

EDUC 4360 Principles of Secondary Mathematics Education (3)

Investigates the content and various models of the mathematics curriculum for middle school grades (6-8) and high school (9-12) in the U.S. as well as in other cultures. Traces the evolution of contemporary programs and the philosophies that have driven them. Includes study of the NCTM Standards, the Illinois Learning Standards, and the use of various forms of technology as tools for exploring mathematics. *Prerequisites: Twenty-four hours in mathematics, EDUC 2310, EDUC 4440, and SPED 4100.*

EDUC 4370 Teaching Secondary School Mathematics (3)

Introduces prospective teachers to the methodology of teaching middle and secondary school mathematics including the use of instructional materials and media (curricular, manipulatives, and technology). Discusses performance-based assessment and the constructivist viewpoint of learning. Explores ways to integrate mathematics into various disciplines (science, social studies, economics...) and apply mathematics to real-world situations. Requires 35 hours of clinical experience. Emphasizes the Principles to Actions: Ensuring Mathematics Success for All, published 2014. *Prerequisite: EDUC 4360 or permission.*

ENGL 4570 Writing Theory and Practice in Secondary Classroom (3)

Provides a forum for sharing ideas and proven strategies for teaching writing at the middle and high school level and models an inquiry-oriented classroom to learn, practice, and reflect upon instructional strategies at the secondary level. *Prerequisites: ENGL 4205 and ENGL 4600, can be concurrent with ENGL 4575, complete all Gateway I requirements.*

ENGL 4575 Reading Theory and Practice in Secondary Schools (3)

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teachers processes for developing critical literacy, engaging students, and connecting to texts. Reveals how highly engaged young adult readers produce meaning, and teaches meaning-making strategies to use with reluctant readers. Includes 25 hours of micro-teaching field experiences for undergraduates seeking licensure in English Secondary Education. *Prerequisites: EDUC 2310 with a "B" or better, EDUC 4440, SPED 4100, ENGL 4205, EDCP 3101, ENGL 4600, can be concurrent with ENGL 4570, 24 credit hours in English.*

ENGL 4580 Read and Rap: Literature for Young Adult Readers (3)

Introduces the variety of literatures available for young adult readers (middle school and high school students). Examines establishing criteria for the selection of literature for young adults, including criteria related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues. Emphasizes the components necessary for the creation of thematic literature units to be used in secondary language arts classrooms. *Prerequisites: ENGL3101, ENGL3112, ENGL3122, EDUC 2310 or equivalents, and ENGL 4570 and ENGL 4575 or concurrent enrollment.*

EDUC 4465 Methods of Teaching English (3)

Focuses on the various components of the secondary school English curriculum in which students should develop competencies to meet the full range of responsibilities of the teacher of English. Includes study in the English language, literature, composition, listening, and reading emphases. This course is appropriate for those students who plan to teach English in the secondary school or teach English language arts in the middle school. Requires 40 hours of field experience for students seeking licensure. *Prerequisites: Twenty-five hours of English, EDUC 2310, EDUC 4440, EDCP 3101, SPED 4100, ENGL 4570, ENGL 4575, complete all Gateway 1 requirements, and have program advisor's authorization.*

EDUC 4999 Student Teaching (12)

Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. A student is supervised by a Governors State University faculty member and a school-based cooperating teacher. *Prerequisite: Admission to student teaching; contact Coordinator of Field Experiences.*

Appendix B: Descriptions of Required Professional Education Courses for License (Graduate) Students

EDUC 2310 Foundations of Education (3)

Offered in both lecture and televised formats. Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes 10 clock-hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

SPED 4100 Survey of Students with Exceptionalities (3)

Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming children with exceptionalities and considers legal requirements, policies, and directions in special education. Requires 15 clock-hours of fieldwork.

EDUC 4440 Educational Psychology in Action (3)

Emphasizes the educational implications and applications of contemporary educational psychology and research. Explores major perspectives on learning as well as the role of social and cultural processes in learning; how to motivate and manage today's students; and the role of assessment in providing evidence of student learning. Fifteen hours of field observation required. *Prerequisite: EDUC 2310 or equivalent.*

EDCP 6101 Introduction to Educational Technology (3)

Examines the effect and use of technology in today's educational system, particularly as it applies to the introduction, use, and evaluation of technology as an instructional and managerial aid. Discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level. *Prerequisites: Sixty hours of college credit.*

BIOL 6080, CHEM 6080, ENGL 6080, MATH 6080 Special Topics (3)

A special topics course analyzing selected issues in (Biology, Chemistry, English, Mathematics and Biology, Chemistry, English, Mathematics education in depth. Applies and evaluates several aspects of the topic using a variety of methodologies, theories, and/or perspectives.

EDUC 6330 Principles of Science Education (3)

Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes 35 hours of clinical experience in secondary schools. *Prerequisite: Completion of 24 semester hours in science.*

EDUC 6340 Teaching Secondary School Science (3)

Students learn to create positive science classroom climate, which promotes pluralistic approach to teaching and eliminates gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Thirty-five hours of clinical experience required. *Prerequisites: EDUC 4330, EDUC 4440, and SPED 4100 or permission.*

EDUC 6360 Principles of Secondary Mathematics Education (3)

Investigates the content and various models of the mathematics curriculum for middle school grades (6-8) and high school (9-12) in the U.S. as well as in other cultures. Traces the evolution of contemporary programs and the philosophies that have driven them. Includes study of the NCTM Standards, the Illinois Learning Standards, and the use of various forms of technology as tools for exploring mathematics. *Prerequisites: Twenty-four hours in mathematics, EDUC 2310, EDUC 4440, and SPED 4100.*

EDUC 6370 Teaching Secondary School Mathematics (3)

Introduces prospective teachers to the methodology of teaching middle and secondary school mathematics including the use of instructional materials and media (curricular, manipulatives, and technology). Discusses performance-based assessment and the constructivist viewpoint of learning. Explores ways to integrate mathematics into various disciplines (science, social studies, economics...) and apply mathematics to real-world situations. Requires 35 hours of clinical experience. Emphasizes the Principles and Standards for School Mathematics, published in 2000. *Prerequisite: EDUC 6360 or permission.*

ENGL 6570 Writing Theory and Practice in Secondary Classroom (3)

Provides a forum for sharing ideas and proven strategies for teaching writing at the middle and high school level and models an inquiry-oriented classroom to learn, practice, and reflect upon instructional strategies at the secondary level. *Prerequisites: ENGL 4205 and ENGL 4600 (or 7200), can be concurrent with ENGL 6575, complete all Gateway I requirements.*

ENGL 6575 Reading Theory and Practice in Secondary Schools (3)

Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teachers processes for developing critical literacy, engaging students, and connecting to texts. Reveals how highly engaged young adult readers produce meaning, and teaches meaning-making strategies to use with reluctant readers. Includes 25 hours of micro-teaching field experiences for undergraduates seeking licensure in English Secondary Education. *Prerequisites: EDUC 2310 with a "B" or better, EDUC 4440, SPED 4100, ENGL 4205, EDCP 6101, ENGL 4600 (or 7200), can be concurrent with ENGL 6570, 24 credit hours in English.*

ENGL 6580 Read and Rap: Literature for Young Adult Readers (3)

Introduces the variety of literatures available for young adult readers (middle school and high school students). Examines establishing criteria for the selection of literature for young adults, including criteria related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues. Emphasizes the components necessary for the creation of thematic literature units to be used in secondary language arts classrooms. *Prerequisites: ENGL3101, ENGL3112, ENGL3122, EDUC 2310 or equivalents, and ENGL 6570 and ENGL 6575 or concurrent enrollment.*

EDUC 6465 Methods of Teaching English (3)

Focuses on the various components of the secondary school English curriculum in which students should develop competencies to meet the full range of responsibilities of the teacher of English. Includes study in the English language, literature, composition, listening, and reading emphases. This course is appropriate for those students who plan to teach English in the secondary school or teach English language arts in the middle school. Requires 40 hours of field experience for students seeking licensure. *Prerequisites: Twenty-five hours of English, EDUC 2310, EDUC 4440, EDCP 6101, SPED 4100, ENGL 6570, ENGL 6575, complete all Gateway 1 requirements, and have program advisor's authorization.*

EDUC 4999 Student Teaching (12)

Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. A student is supervised by a Governors State University faculty member and a school-based cooperating teacher. *Prerequisite: Admission to student teaching; contact Coordinator of Field Experiences.*

APPENDIX C: Admissions Essay Writing Rubric

1. Introduction

- a. Addresses the topic in a sophisticated manner
- b. Takes a position (stated or implied)

2. Body

- a. Topic is expanded and supported
- b. Paragraphs are well developed and contain multiple sentences that support the controlling idea
- c. Each paragraph flows smoothly into the one that follows with well-chosen transitions
- d. Essay is free of digressive statements

3. Conventions

- a. Sentences vary in length and are concise and meaningful
- b. Contains no awkwardly constructed sentences, fragments, or run-ons
- c. Paper has been proofread and is without spelling and typing errors
- d. Appropriate capitalization and punctuation has been used

4. Conclusion

Closing comments effectively conclude the paper by referring back to main idea.

5. Focus/Integration

- a. Question is addressed in a sophisticated manner
- b. Content is appropriate to the nature of the teacher education program
- c. Appropriate disposition

APPENDIX D: Professional Education Unit (PEU) Student Progress Assessment Rubric

Purpose: This assessment form is used to evaluate the knowledge, skills, and dispositions of each candidate throughout their program. Individual programs may elect to identify specific courses during which the instructor will complete the form on each candidate in the class. Some programs may elect to complete on each candidate in every program course.

Dispositions/Professional Conduct

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
Professional behavior	Consistently demonstrates preparation for professional role; acts, dresses and speaks in a professional manner; demonstrates responsibility for assignments and performance.	Usually demonstrates preparation for professional role; usually acts, dresses and speaks in a professional manner; usually demonstrates responsibility for assignments and performance.	Rarely demonstrates preparation for professional role; rarely acts, dresses, and speaks in a professional manner; rarely demonstrates responsibility for assignments and performance.
Appreciation of human diversity	Consistently demonstrates and fosters awareness of diversity and sensitivity to individual differences; displays knowledge of student differences and incorporates this knowledge into performance.	Usually demonstrates awareness of diversity and sensitivity to individual differences; usually displays knowledge of student differences and incorporates this knowledge into performance.	Rarely demonstrates awareness of diversity and sensitivity to individual differences; rarely displays knowledge of student differences and incorporates this knowledge into performance.
Commitment to Collaboration	Consistently demonstrates understanding of, engages in, and fosters collaboration with others.	Usually demonstrates understanding of and engages in collaboration with others.	Rarely demonstrates understanding of and engages in collaboration with others.
Commitment to ethical behavior	Is honest; demonstrates	Is honest; usually exhibits	Is dishonest and/or rarely

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
	and fosters respect for peers, university professors, university staff and school personnel.	respect for peers, university professors, university staff and school personnel.	demonstrates respect for peers, university professors, university staff and school personnel.
Commitment to life-long learning, include professional development	Consistently demonstrates awareness of the importance of reflection, continual learning and improvement; consistently takes advantage of learning opportunities; engages in self-reflection.	Usually demonstrates awareness of the importance of reflection, continual learning and improvement; usually takes advantage of learning opportunities; usually engages in self-reflection.	Rarely demonstrates awareness of the importance of reflection, continual learning and improvement; rarely takes advantage of learning opportunities; rarely engages in self-reflection.
Habits of mind that reveal reasoned eclecticism	Consistently provides evidence of searching for and implementing appropriate diverse approaches; consistently provides evidence of decision-making based on students/clients needs, subject matter, specific circumstances, and professional research.	Usually provides evidence of searching for and implementing appropriate diverse approaches; usually provides evidence of decision-making based on students/clients needs, subject matter, specific circumstances, and professional research.	Rarely provides evidence of searching for and implementing appropriate diverse approaches; rarely provides evidence of decision-making based on students/clients needs, subject matter, specific circumstances, and professional research.
Exhibits an underlying belief that all students can learn	Consistently demonstrates an ability to assess student skills and knowledge; consistently assists all students in learning.	Usually demonstrates an ability to assess student skills and knowledge; usually assists all students in learning.	Rarely demonstrates an ability to assess student skills and knowledge; rarely assists all students in learning.
Shows evidence of fairness and treats all	Consistently demonstrates the ability to apply rules	Usually demonstrates the ability to apply rules fairly	Rarely demonstrates the ability to apply rules fairly

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
students appropriately	fairly and provides appropriate opportunities for all students.	and consistently; usually provides appropriate opportunities for all students.	and consistently; rarely provides appropriate opportunities for all students.
Attendance	Consistently meets instructor's expectations for attendance.	Usually meets instructor's expectations for attendance.	Rarely meets instructor's expectations for attendance.
Other(s): Please specify in the comment area.			

Knowledge

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
Content Knowledge	Consistently provides evidence in assignments, class work, and/or assessments of an established level of content knowledge.	Usually provides evidence in assignments, class work, and/or assessments of an emerging level of content knowledge.	Rarely provides evidence in assignments, class work, and/or assessments of a satisfactory level of content knowledge.
Knowledge of Student Development	Consistently demonstrates an established level of knowledge of students' cognitive, emotional, social, physical and academic development; consistently provides evidence in assessing development.	Usually demonstrates an emerging level of knowledge of students' cognitive, emotional, social, physical and academic development; usually provides evidence in assessing development.	Rarely demonstrates a satisfactory level of knowledge of students' cognitive, emotional, social, physical and academic development; rarely provides evidence in assessing development.

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
Professional Knowledge	Consistently provides an established level of evidence of research-based methods to meet student needs; provides evidence of appropriate application of methods.	Usually provides an emerging level of evidence of research-based methods to meet student needs; usually provides evidence of appropriate application of methods.	Rarely provides a satisfactory level of evidence of research-based methods to meet student needs; rarely provides evidence of appropriate application of methods.

Skills

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
Written Communication	Writing contains clearly expressed and well organized ideas; contains no errors in mainstream American English; and demonstrates excellent sentence structure, word choice, and voice appropriate for specific writing tasks.	Writing usually contains clearly expressed and well organized ideas; contains some minor errors in mainstream American English; and usually demonstrates satisfactory sentence structure, word choice, and voice appropriate for specific writing tasks.	Writing rarely contains clearly expressed and well organized ideas; contains many and/or serious errors in mainstream American English; and rarely demonstrates satisfactory sentence structure, word choice or voice appropriate for specific writing tasks.
Oral Communication	Consistently demonstrates the ability to use formal or informal oral language contextually.	Usually demonstrates the ability to use formal or informal oral language contextually.	Rarely demonstrates the ability to use formal or informal oral language contextually.
Time management	Always submits assignments in a timely fashion.	Usually submits assignments in a timely fashion; permission has been obtained to submit late work.	Rarely submits assignments in a timely fashion; no permission has been obtained to submit late work.
Interpersonal	Consistently provides evidence of treating peers, university professors, university staff, school personnel and	Usually provides evidence of treating peers, university professors, university staff, school personnel and	Rarely provides evidence of treating peers, university professors, university staff, school personnel and students

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	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
	students justly and equitably; consistently demonstrates the ability to work appropriately with others; consistently demonstrates a willingness to help others.	students justly and equitably; usually demonstrates the ability to work appropriately with others; usually demonstrates a willingness to help others.	justly and equitably; rarely demonstrates working well with others; rarely demonstrates the ability to work appropriately with others.

Level

	Level 1 (5 pts)	Level 2 (3 pts)	Level 3 (1 pt)
Indicate performance level 1, 2, or 3.	Demonstrates evidence of meeting target or acceptable performance.	Some concern.	Serious concern.

Standards - NCATE

NCATE.1

Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

NCATE.1.A

> Content Knowledge: Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic examinations in states that require examinations for licensure. (c.Spr 2003) [Acceptable]

NCATE.1.A.NT

> Content Knowledge: Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the academic examinations in states that require examinations for licensure. (c.Spr 2003) [Acceptable]

NCATE.1.B

> Pedagogical Content Knowledge: Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology. [Acceptable]

NCATE.1.C

> Professional and Pedagogical Knowledge and Skills: Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. (c.Spr 2003) [Acceptable]

NCATE.1.C.NT

> Professional Knowledge and Skills: Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services. (c.Spr 2003) [Acceptable]

NCATE.1.D

> Dispositions: Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards. [Acceptable]

NCATE.1.D.NT

> Dispositions: Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards. [Acceptable]

NCATE.1.E

> Student Learning: Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience. [Acceptable]

NCATE.1.E.NT

> Student Learning: Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work. (c.Spr 2003) [Acceptable]

NCATE.2

Candidate Knowledge -- Assessment System and Unit Evaluation: The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

NCATE.3

Unit Capacity -- Field Experiences and Clinical Practice: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

NCATE.4

Unit Capacity -- Diversity: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

APPENDIX E: Academic Honesty

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University. The following procedures are appropriate ways to use the ideas and work of others when fulfilling academic requirements:

1. When someone else's work or scholarship is used to fulfill academic requirements, the source should be given credit. It should not be stated or implied that this work is a person's own work.
 - a. When using material from a publication, (e.g., book, journal, article, film, etc.), that material should be enclosed in quotation marks, or otherwise set off, and the source of the material acknowledged.
 - b. When paraphrasing published material, (e.g., using it almost word-for-word), the source should also be acknowledged unless the information is common knowledge in the field.
 - c. Unpublished data or ideas of another person should be utilized only with the consent of that person.
 - d. Material should be prepared jointly with one or more other individuals only with the permission of the instructor. The contributions of all individuals to this material should be clearly acknowledged when it is submitted.
 - e. Having someone else prepare material that is to be submitted should only be done with the instructor's permission to do so.
2. The same piece of work should not be submitted for credit in more than one course without the permission of all instructors involved.
3. Hypothetical data should be submitted only with the permission of the instructor to do so and should be clearly labeled as such.
4. One should refuse to make work available to another person who intends to submit part or all of that work as if he/she had written it.
5. Students may neither give, request, nor utilize assistance during an examination without the instructor's permission.

These ethical guidelines are in no way intended to discourage people from studying together or from engaging in group projects.

The university policy on academic honesty appears in the GSU catalog appendix, which can be found on the website at: <http://www.govst.edu/Academics/Catalog/>

Plagiarism

- A) Any assignment not properly cited and/or documented will be judged plagiarized.
- B) Penalties for plagiarism range from failure on the particular assignment to failure in the course. Students guilty of plagiarism may be recommended for expulsion from the University. The cases of plagiarizing students enrolled in Teacher Education programs will be forwarded to the Secondary Education Student Progress Committee (SESPC) for further action.

APPENDIX F: Required Assessments for Science Teacher Education Candidates

The National Science Teachers Association (NSTA) is a specialized professional association affiliated with the National Council for Accreditation of Teacher Education (NCATE). The Professional Education Unit of Governors State University is accredited by NCATE, and thus the science education program is required to have NSTA approval. As of 2004, NSTA has implemented eight required assessments of science education candidates. These assessments are described below. Text in bold is quoted from the NSTA “Guidebook for Program Planners and Review Writers” (April 2006).

1) CONTENT KNOWLEDGE: Data from licensure tests of content knowledge in science education. The science education programs at Governors State University will assess content knowledge through the required Illinois Licensure Testing Service (ILTS) content area examination.

2) CONTENT KNOWLEDGE: An assessment that demonstrates candidate knowledge of the conceptual science to be taught and related fields. The science education programs at Governors State University will assess knowledge of the conceptual science to be taught through grade point average in science classes. A minimum 3.0 G.P.A. is required.

3) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: An assessment that demonstrates candidates can plan effective classroom-based instruction, and design assessments, consistent with goals of the National Science Education Standards. This category includes requirements for activities addressing the unifying concepts of science, nature of science, inquiry issues, personal and technological applications, and science in the community. As you progress through your methods courses (EDUC 4330 and EDUC 4340) and student teaching (EDUC 4999), you will be required to produce instructional materials that address many of these activities. As you student teach, you will also be required to develop at least one teaching unit. By the time you complete the program, you will have addressed each of the items listed in this assessment. When you submit your student teaching portfolio, instructional materials addressing each of these required items will be included as one section. An assessment rubric will be included in the syllabus for student teaching (EDUC 4999).

4) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. The National Science Teachers Association has developed a rubric that science education programs may use to evaluate student teachers. A subset of items from this rubric will be used to address this category. The rubric will be included in the syllabus for student teaching (EDUC 4999). The rubric will be used by your cooperating teacher and university supervisor during your student teaching semester.

5) EFFECTS ON STUDENT LEARNING: An assessment that demonstrates candidate effects on student learning of science, including major concepts, principles, theories, laws; the unifying concepts of science; the nature of science; the practice of inquiry (including student engagement in inquiry); analysis of issues related to science and technology and the impact of science on themselves and the community. As you student teach, you will be required to document student learning in at least one unit that you teach through administering a pre- and post-test. You will be required to statistically analyze the data from your pre- and post-tests to determine if there is a statistically significant difference in your means as a result of your teaching. Instructions for completing this assignment in Excel™ will be provided to allow you to do this. In addition, you will write and submit an essay describing your conclusions as to the effectiveness of your unit using both quantitative data (*e.g.* test scores) and qualitative data (*e.g.* student questions and comments).

6) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: An assessment that demonstrates candidates are prepared in legal issues, safety, and ethical treatment of living things. Safety in the laboratory and the ethical treatment of animals are covered in EDUC 4340. A seminar on legal issues in education is part of the seminar component of EDUC 4999. The candidate is required to collect these assignments and place them in the student teaching portfolio. A rubric to assess these important issues has been developed and is included in the EDUC 4999 syllabus.

7) CONTENT KNOWLEDGE: An assessment that demonstrates knowledge of research and investigation in science. The science education programs at Governors State University will assess knowledge of research and investigations in science through candidates' grades in their required science research course or courses.

8) CONTENT KNOWLEDGE: An assessment that demonstrates knowledge of the contextual content of science. Among the components of this assessment are an understanding of socially relevant issues, social context, unifying concepts, and history and philosophy of science. Unifying concepts of science are addressed in EDUC 4330, history and philosophy of science are addressed in EDUC 4340, and the remaining issues are addressed in EDUC 4330, EDUC 4340, and EDUC 4999. Assignments addressing these areas will be collected. A rubric addressing these issues has been developed and is included in the EDUC 4999 syllabus.

APPENDIX G: Illinois Professional Teaching Standards, Indicators and Benchmarks

Section 24.130: The Illinois Professional Teaching Standards Beginning July 1, 2013

No later than July 1, 2013, all approved teacher preparation programs shall submit the course of study for that program with evidence that the program's or course's content is congruent with the standards identified in this Section. An application for approval of a new preparation program or course of study submitted on or after November 1, 2010, shall provide evidence of congruence with the standards identified in this Section. No later than September 1, 2013, the assessment of professional teaching (APT) required for the issuance of an initial teaching license under 23 Ill. Adm. Code 25.720 (Licensure) shall be based on the standards set forth in this Section.

a) Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

1) Knowledge Indicators – The competent teacher:

- A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
- B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- E) understands the impact of linguistic and cultural diversity on learning and communication; 23
- F) understands his or her personal perspectives and biases and their effects on one's teaching; and
- G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

2) Performance Indicators – The competent teacher:

- A) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

- B) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- C) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
- D) facilitates a learning community in which individual differences are respected; and
- E) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

b) Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

1) Knowledge Indicators – The competent teacher:

- A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;
- D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;
- E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
- G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and
- H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

2) Performance Indicators – The competent teacher:

- A) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
- B) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
- C) engages students in the processes of critical thinking and inquiry and addresses

standards of evidence of the disciplines;

D) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines;

E) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;

F) facilitates learning experiences that make connections to other content areas and to life experiences;

G) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

H) adjusts practice to meet the needs of each student in the content areas; and

I) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

c) Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

1) Knowledge Indicators – The competent teacher:

A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1. Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;

E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and

G) understands how research and data guide instructional planning, delivery, and adaptation.

2) Performance Indicators – The competent teacher:

- A) establishes high expectations for each student's learning and behavior;
- B) creates short-term and long-term plans to achieve the expectations for student learning;
- C) uses data to plan for differentiated instruction to allow for variations in individual learning needs;
- D) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;
- E) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;
- F) develops plans based on student responses and provides for different pathways based on student needs;
- G) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;
- H) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);
- I) works with others to adapt and modify instruction to meet individual student needs; and
- J) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

d) Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal- setting.

1) Knowledge Indicators – The competent teacher:

- A) understands principles of and strategies for effective classroom and behavior management;
- B) understands how individuals influence groups and how groups function in society;
- C) understands how to help students work cooperatively and productively in groups;
- D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;
- F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
- G) knows strategies to implement behavior management and behavior intervention

planning to ensure a safe and productive learning environment; and

H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

2) Performance Indicators – The competent teacher:

A) creates a safe and healthy environment that maximizes student learning;

B) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

C) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;

D) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

E) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;

F) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

G) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;

H) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and

I) analyzes student behavior data to develop and support positive behavior.

e) Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

1) Knowledge Indicators – The competent teacher:

A) understands the cognitive processes associated with various kinds of learning;

B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;

C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;

- E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- F) knows strategies to maximize student attentiveness and engagement;
- G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
- H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

2) Performance Indicators – The competent teacher:

- A) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
- B) monitors and adjusts strategies in response to feedback from the student;
- C) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
- D) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking;
- E) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- F) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
- G) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- H) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
- I) uses effective co-planning and co-teaching techniques to deliver instruction to all students;
- J) maximizes instructional time (e.g., minimizes transitional time); and
- K) implements appropriate evidence-based instructional strategies.

f) Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

1) Knowledge Indicators – The competent teacher:

- A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;

- B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
- C) understands communication theory, language development, and the role of language in learning;
- D) understands writing processes and their importance to content learning;
- E) knows and models standard conventions of written and oral communications;
- F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
- H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
- I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

2) Performance Indicators – The competent teacher:

- A) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
- B) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
- C) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;
- D) teaches fluency strategies to facilitate comprehension of content;
- E) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;
- F) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;
- G) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);
- H) integrates reading, writing, and oral communication to engage students in content learning;
- I) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and
- J) stimulates discussion in the content areas for varied instructional and conversational purposes.

g) Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

1) Knowledge Indicators – The competent teacher:

- A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;
- C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
- D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;
- F) knows research-based assessment strategies appropriate for each student;
- G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
- I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

2) Performance Indicators – The competent teacher:

- A) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
- B) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
- C) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
- D) maintains useful and accurate records of student work and performance;
- E) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);

- F)effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- G)collaborates with families and other professionals involved in the assessment of each student;
- H)uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
- I) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

h) Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

1) Knowledge Indicators – The competent teacher:

- A)understands schools as organizations within the larger community context;
- B)understands the collaborative process and the skills necessary to initiate and carry out that process;
- C)collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- D)understands the benefits, barriers, and techniques involved in parent and family collaborations;
- E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- F)understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- G)understands the various models of co-teaching and the procedures for implementing them across the curriculum;
- H)understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and
- I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

2) Performance Indicators – The competent teacher:

- A)works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;

- B) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
- C) initiates collaboration with others to create opportunities that enhance student learning;
- D) uses digital tools and resources to promote collaborative interactions;
- E) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
- F) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
- G) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
- H) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
- I) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- J) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and
- K) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

i) Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

1) Knowledge Indicators – The competent teacher:

- A) evaluates best practices and research-based materials against benchmarks within the disciplines;
- B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
- C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);
- D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;
- E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
- F) understands the roles of an advocate, the process of advocacy, and its place in

- combating or promoting certain school district practices affecting students;
 - G) understands local and global societal issues and responsibilities in an evolving digital culture; and
 - H) understands the importance of modeling appropriate dispositions in the classroom.
- 2) Performance Indicators – The competent teacher:
- A) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
 - B) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
 - C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
 - D) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
 - E) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
 - F) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
 - G) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
 - H) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
 - I) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
 - J) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
 - K) models digital etiquette and responsible social actions in the use of digital technology; and
 - L) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

(Source: Added at 34 Ill. Reg. 11505, effective July 26, 2010)

APPENDIX H: Secondary Education Student Progress Committee (SESPC)

1. The primary purpose of the Secondary Education Student Progress Committee is to monitor the academic progress of students enrolled in Secondary Education degree programs administered by the College of Arts and Sciences.
2. The Secondary Education Student Progress Committee shall annually elect a Chair from its membership. The Chairpersons of the Division of Humanities and Social Sciences and the Division of Science shall be ex officio members of the Committee.
3. The Secondary Education Student Progress Committee shall consist of the members of the Committee on Secondary Education for each of Secondary Education degree programs in the College of Arts and Sciences.
4. The Secondary Education Student Progress Committee shall have the following responsibilities:
 - a. It shall propose and oversee implementation of procedures and policies regarding the review of student progress. These procedures and policies must be reviewed and approved by the Secondary Education Program faculty, the Division Chairs, and the Dean and, when approved, published in student handbooks and the University Catalog as appropriate.
 - b. Assure that each program has appropriate procedures for evaluating students' knowledge, skills and professional dispositions on a continuing basis for both formative and summative purposes, and provides students with ongoing feedback.
 - i. The Committee will create procedures for each program which will allow its members to identify students whose performance is not meeting program standards, to counsel such students, to establish required remedial programs for such students, and if necessary, to recommend that such a student be removed from a program.
 - ii. These procedures shall include a process for dropping a student from a program. This process shall begin with a recommendation from the program area faculty followed by review and approval by the Division Chairs, the Dean, and the Committee of Secondary Education. The Dean's decision shall be final and subject only to provisions of University policy providing student's rights to grieve, or State laws permitting students to appeal such decisions to the State Teacher Licensure Board.
 - c. Ensure that each program has established acceptable rubrics or criteria for determining levels of student accomplishment and indicating those that are acceptable or not acceptable for students completing their programs.
 - d. Review the results of the Student Outcomes Assessment Plans (SOAPs) used by the various programs and prepare reports regarding the validity and reliability of assessments to the Program faculty, Division Chairs, and Dean, as may be necessary.

- 5.** The Secondary Education Student Progress Committee cannot assume authority granted to the College Grievance Committee under University policy, nor will this Committee assume responsibility for implementing any University disciplinary policies.

APPENDIX I: Secondary Education Program Student Progress Referral

Student Name: _____ ID# _____

Address: _____

Program of Enrollment: _____ Date of Report _____

Faculty Name: _____

Semester: _____ Course: _____

Check	Reason for Concern	Comment (Required for each checked)
_____ _____ _____ _____ _____ _____	Disposition/Professional Conduct: <ul style="list-style-type: none"> • Professional behavior • Appreciation of human diversity • Commitment to collaboration with colleagues and parents • Commitment to ethical behavior • Commitment to life-long learning, including professional development • Habits of mind that reveal reasoned eclecticism 	
_____ _____	Knowledge: <ul style="list-style-type: none"> • Academic comprehension • Academic performance 	
_____ _____ _____ _____ _____ _____	Skills: <ul style="list-style-type: none"> • Written communication • Oral communication • Time management • Organization management • Interpersonal communication • Laboratory skills 	
_____ _____	Other(s) Please specify: <ul style="list-style-type: none"> • Formative checklist for clinical observations • _____ 	

Please attach any additional documentation.

Faculty Signature: _____ Date: _____

SESPC ACTION: _____

APPENDIX J: Procedures for Grieving Being Placed on Conditional Continuation or Dismissal from the Program

If the Secondary Education Student Progress Committee places the student on conditional continuation or acts to remove a student from a program, the student may appeal the decision within 20 working days of notification of the faculty's action by notifying the Division Chair in writing. If the student's appeal involves an unresolved grievance regarding a grade in a course or other matter grievable under the University's student grievance procedures, the student may not file a grievance until all University procedures have been completed. For the University's Student Grievance Procedures, see the Student Handbook at the Student Affairs and Services website.

http://www.govst.edu/Campus_Life/Division_of_Student_Affairs_and_Support_Services/

The student's notification of appeal must be accompanied by a statement in which the student provides reasons why he/she believes the faculty's action is characterized by one or more of the following:

- The action is arbitrary or capricious;
- The faculty grossly misinterpreted available information about the student and his/her performance;
- The faculty did not provide the student with adequate guidance regarding deficiencies in his/her performance and did not inform the student in a timely manner that his/her performance placed him/her in danger of being placed on conditional continuance or removed from the program.

Within fifteen working days after receipt of the student's notification of appeal, a panel of two persons will hear the student's appeal. The panel will consist of the Dean of the College of Education or the Chair of the Division of Education and a faculty member from a program other than the one in which the student is enrolled. The faculty member will be identified by the Division Chair.

The hearing will be limited to 30 minutes unless the panel members believe that extending the hearing for no more than another 30 minutes is required by the nature of the case. The hearing will consist of a presentation by the student of reasons and evidence introduced to show that the faculty action resulted from one of the one reasons listed above.

The hearing is not intended to be a formal legal proceeding but to provide a forum to elicit relevant facts and to insure that student has been accorded due process. The hearing is not subject to rules and procedures associated with formal hearings such as evidentiary rules or discovery. The student may be accompanied by one other person who may advise the student and speak on the student's behalf.

Within ten days, the panel will announce its decision, which will be final and binding on both the student and the faculty. Its decision may not be appealed or grieved.

APPENDIX K: Academic Grievance Policy

In addition to the policies detailed in the Student Handbook, students enrolled in the teacher education programs should contact the Dean's Office in the College of Education to obtain a copy of the Academic Grievance Policy governing students enrolled in state-approved teacher education programs, which include: Early Childhood, Elementary Education, English Teacher Education, Biology Teacher Education, Chemistry Teacher Education, Mathematics Teacher Education, Communication Disorders, School Counseling, Special Education, and Educational Administration. Students are responsible for knowledge of, and adherence to, all university and college requirements and regulations.

*APPENDIX L: Secondary Education Teacher Licensure Program
Withdrawal Form*
(for program withdrawal)

Student Name _____ ID # _____

Withdrawing from which program:

BTE / BEDC _____ CTE / CEDC _____ ETE / EEDC _____ MTE/ MEDC _____

Reason(s) for wishing to withdraw? Check all that apply:

- (1) Need to work and make money _____
- (2) Could not afford tuition and fees _____
- (3) Not receiving financial aid _____
- (4) Family responsibilities making it difficult to continue _____
- (5) Need to graduate sooner _____
- (6) Did not fully understand the requirements of this program _____
- (7) Grade problems _____
- (8) Test problems _____
- (9) Course offerings and times _____

Other issues /

comments _____

Student's signature (if available): _____

Faculty advisor: _____ Date _____

APPENDIX M: Teacher Quality Partnership Grant

GSU Awarded \$7.1 Million DOE Grant

by Nick Battaglia

University Park, IL, April 5, 2010 – Governors State University, with the assistance of a \$7.1 million federal education grant, will expand and refine teaching programs designed to raise student achievement and improve instruction in nine high-need Chicago Southland school districts.

U.S. Secretary of Education Arne Duncan last week announced the award of new five-year Teacher Quality Partnership (TQP) grants to GSU and 11 other teacher education programs across the country. Duncan said the grants will strengthen teacher preparation in “diverse and challenging classrooms” through residency programs modeled after intense, hands-on training that’s the norm in the medical profession. The grants are financed by the federal stimulus funds through the American Recovery and Reinvestment Act.

With the TQP grant, GSU alternative licensure students will work with mentor teachers in south suburban classrooms for a one-year residency period. They will be paid \$30,000 during the residency period, with that salary coming via the federal grant. Teacher candidates will work in high-need, low-income school districts and, after licensure, will agree to teach for one year in the partner district. The grant provides funding for about 170 residency placements over the next five years.

Partnering school districts are Calumet Park 132, Posen-Robbins 143.5, Dolton-Riverdale 148, Harvey 152, West Harvey-Dixmoor 147, Lincoln 156 in Calumet City, Ford Heights 169, Thornton High School 205, and Bloom High School 206. The nine districts represent 21,000 students in 37 schools. All have heavy concentrations of minority and low-income students.

Governors State is already nationally renowned for the success of its alternative licensure program for persons pursuing teaching credentials after working for years in other fields. For the last 10 years, GSU has partnered with high-need, local school districts in alternative licensure programs. Under the new residency model, teacher candidates will work side-by-side in the classroom with experienced mentor teachers.

“The award of this grant is a wonderful confirmation of the high quality teacher preparation at GSU,” said Dr. Karen Peterson, interim director of the alternative licensure program in GSU’s College of Education. “This funding, building on the success of our current programs, provides the opportunity to use additional research-based strategies to meet the needs of children in area high-need schools.”

Dr. Pam Guimond, associate professor of biology education in GSU’s College of Arts and Sciences, said the residency program will produce excellent beginning teachers with the skills

necessary to meet the needs of 21st century students. Peterson and Guimond are co-directors of the grant.

“We are very excited about the opportunities this grant makes possible for GSU and its partner school districts to make extensive changes in the way we train professional educators. These changes, aligned with current research, include experiences necessary for producing individuals capable of teaching diverse populations of students,” Guimond said.

GSU’s alternative licensure program currently leads to licensure in elementary education. GSU plans to expand licensure offerings to include bilingual education/English as a second language, and middle school/secondary math and science, pending Illinois State Board of Education approval. (Approved March 2012).

Dr. Deborah Bordelon, Dean of the College of Education [Current: GSU Provost, VP Academic Affairs], said the grant will enhance GSU’s influence as a catalyst for change. “We are honored to receive the highly competitive TQP funding. This collaborative program with its focus on innovative teacher preparation, the teacher residency model, and student achievement, will have an academic, social, and economic impact on our school districts and surrounding communities,” Bordelon said.

During the five year grant period, GSU will collect and use student achievement data to determine the impact of participating teachers on student learning and for continuous program improvement.

For information about the application process, please contact Dr. Pamela Guimond, (708) 534-4546, pguimond@govst.edu