

2009-2011

**University of Illinois at Urbana-Champaign
Sequence of Professional Education Certification Courses
Secondary Teacher Education Programs
English, Mathematics, Science, Social Studies**

**Semester One Fall Semester
Fall 2009**

Credit Earned:

- *CI 401 Intro Teaching in a Diverse Society* 3 hours
- *EOL 440 Professional Issues for Teachers* 1 hour
- *CI 335 Content Area applications of Educational Technology* 1 hour
(*First 8 weeks: English and Science; Second 8 weeks: Math and Social Studies*)

Note: Athletes, marching band or cheerleaders in Science or Math, with verified conflicting afternoon practice schedules, should sign up for the morning sections of CI335; however, please conform to the first eight-week or second eight-week schedule based on content major.

	Monday	Tuesday	Wednesday	Friday
8-9 am	CI 401 or EFE in		CI 401 or EFE in MS	CI 335 E and T
9-10	MS or HS, may		or HS, may not be	CI 335 E2 and T2
10-11	not be content area		content area	EOL 440
4-5 pm		CI 335 S and M		

40 contact hours. All field experience placements assigned by the Office of Clinical Experiences. The placements are within a 60-mile radius of campus; transportation is student's responsibility.

**Semester Two Spring Semester
Spring 2010**

Credit Earned:

- *CI 402 Teaching Diverse Middle Grade Students* 3 hours
- *EPSY 430 Early Adolescent Development* 2 hours
- *CI 473 Literacy in Content Areas* 1 hour

	Monday	Tuesday	Thursday	
8-9am		Whole Group Meetings and Field Placements	CI 402 Content Instruction	
9-10am			EPSY 430 lecture	
10-11am				
11-12pm			EPSY 430 discussion sections	
12-1pm				
4-5 pm		CI 473 S	CI 473 T	EPSY 430 discussion section
5-6pm	CI 473 E	CI 473 M	CI 473 T2	
6-7 pm	CI 473 E2			

48 contact hours. All field experience placements assigned by the Office of Clinical Experiences. The placements are within a 60-mile radius of campus; transportation is student's responsibility.

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Semester Three Fall Semester
Fall 2010

Credit Earned:

- *CI 403 Teaching Diverse Senior High School Students* 3 hours
- *EPSY 485 Assessment Student Performance* 2 hours
- *SPED 205 Intro to Serv Students with Spec Needs* 1 hour
- *SPED 405 Teaching Students with Special Needs in the Classroom* 2 hours

	Tuesday	Thursday
8-9am	CI 403 Content Instruction or Field Experience	CI 403 Content Instruction or Field Experience
9-10am		
10-11pm		
11-12pm		
12-1pm	EPSY 485 lecture and/or lab	SPED 205 first 8 weeks SPED 405 last 8 weeks
1-2pm		
2-3pm		

30 contact hours of field experiences All field experience placements assigned by the Office of Clinical Experiences. The placements are within a 60-mile radius of campus; transportation is student's responsibility.

Semester Four Spring Semester (Entire Day)
Spring 2011

Credit Earned:

- *CI 404 Teaching and Assessing Secondary School Students* 4 hours
- *EDPR 442 Educational Practice in Secondary Education- Student Teaching* 8 hours

ENROLLMENT IN ANY UIUC CLASS OR ANY OTHER ONSITE CLASS FROM 8AM-5PM OTHER THAN THOSE LISTED FOR THE SECONDARY TEACHER EDUCATION PROGRAM IS PROHIBITED.

A combination of all day student teaching in assigned schools and scheduled University coursework will occur throughout the entire semester. The first and last week of the semester will be spent entirely on campus in university classes. University classes will also be scheduled on selected evenings throughout the semester. Most student teaching occurs 7 weeks at the middle school and 7 weeks at the high school.

Student teaching sites may include:

- Local Schools: Champaign/Urbana and central Illinois (**within a 60-mile commuting radius**)
- Hinsdale Area – Includes Hinsdale, Downers Grove, and Naperville
- Arlington Heights – District 214 (high school placement only)
- Palatine-Schaumburg – District 211
- Elgin – District 46
- Chicago Public Schools

University student teachers follow the calendar of assigned school district, not the UIUC calendar.

NOTE FOR MASTER'S CERTIFICATION STUDENTS: In addition to the courses listed above, master's certification students must take the EPS requirements and three 500 level courses as listed in the College of Education Graduate Handbook for master's students. EPSY 430 and EPSY 485 satisfy the requirement for the Master's degree. They also may need to take undergraduate courses as identified by Chet Zych, the Certification Officer. If students are waiting for an audit, they may call the Council on Teacher Education and set up an audit appointment with Chet (333-7195).

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Overview of Secondary Education Program

- Students must complete a fingerprint criminal background check and an online bloodborne pathogens training by **September 11, 2009**. The BBP training will need to be completed annually.
- Students have an early field placement and/or community experience placement each semester.
- Placements are in a 60-mile radius from campus with at least one of the three early field placements in Champaign/Urbana. Special needs are taken into consideration when making placements; however, we are unable to accommodate work schedules.
- Students' professional teaching careers begin with the first early field placement. Professional conduct, timeliness, completion of responsibilities, and personal appearance are important. The student teacher's appearance should not distract from the learning process in the classroom.
- Students are usually placed in pairs in a classroom and in some cases up to four students may be placed with the same teacher for early field experiences.
- Each semester, time is blocked out for early field placements. Students may arrange other times with the assigned teacher as long as the student minimally attends three to four hours each week in the assigned classroom. The schedule is to be the same each week. Missed days must be made up.
- Students must make decisions about student teaching and apply for student teaching early during the first semester in the program. Every attempt is made to provide students with one of their choices. None of the placements are guaranteed, including local placements.
- Students must electronically submit a copy of their resume and their unofficial transcript when submitting their application for student teaching.
- The program is unable to reimburse for travel expenses or insurance.
- It is the student's responsibility to provide housing for the student teaching semester.
- During student teaching, regardless of placement, students pay University tuition/fees due to having classes on campus the first week and the last week of the semester.
- Each semester the student teacher's progress is evaluated by the field mentor and/or the methods instructor. Each semester the student must submit a timecard of placement hours and perform satisfactorily in all areas of the program to be recommended for continuation in the program.
- Each semester students complete a program evaluation and an evaluation of the field mentor through their student portal on the Council on Teacher Education website.
- List-servs are created for communication with all secondary education students by content area. These list-servs are for professional use, i.e. class information, assignments, reminders, etc. Instructors, advisors and the program director are on the list-servs.
- Correspond professionally by email, by phone, and in person with program personnel, school personnel, students, and each other. When upset, it is usually best to think through what you want to say or write before you actually say it or send it. Teachers' conduct and character are always under the microscope.
- Your voice is important and there are various opportunities to let it be heard – make sure to utilize these opportunities to share your perspective and experience. Providing comments on evaluations, including ICES, is essential for the program to improve.

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