

Teacher Education Program Application Packet, Elementary/Secondary Education
All App Materials Due: Mon, Feb 20, by 4pm, submit to CLA 347, edstudy@iwu.edu
****Be sure to attend the TEP Essay session on Wed Feb 8 from 12-1 in SFH 001!!***

APPLICATION PACKET CONTENTS:

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- Essay (*Submit Electronically to edstudy@iwu.edu*) p. 5
- Student Teaching Agreement (*Submit Hard Copy – CLA 347*) p. 7
- Résumé Template-Separate Doc (*Submit Electronically to edstudy@iwu.edu*) [Click Here](#) for résumé link

INSTRUCTIONS:

Who should apply?

- **Sophomore** elementary/secondary candidates who are enrolled in, or will have completed Education 255 by the end of the spring 2017 semester and plan to enroll in upper level professional education courses during 2017-18;
- **Junior** elementary/secondary candidates who will have completed Education 255 by the end of the spring 2017 semester, plan to enroll in upper level professional education courses during 2017-18, and plan to student teach as a 9th semester graduate in the Fall of 2018.

Note: You will learn the status of your application, including your application essay, late May 2017.

Print, complete and submit **Hard Copies of these 2 documents** to the tray outside CLA 347:

<p>1. <u>TEP APPLICATION FORM</u></p> <ul style="list-style-type: none"> • Complete and print TEP Application. • Obtain signatures 	<p>2. <u>STUDENT TEACHING AGREEMENT</u></p> <ul style="list-style-type: none"> • Read each item, print form, initial, sign and date.
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Submit these 2 documents **Electronically** as attachments to edstudy@iwu.edu:

<p>1. <u>TEP ESSAY</u></p> <ul style="list-style-type: none"> • Read the prompt and instructions thoroughly. 	<p>2. <u>RÉSUMÉ</u></p> <ul style="list-style-type: none"> • Résumé must follow prescribed template, available at: https://www.iwu.edu/edstudies/handbooks/tep_resume_template_s17.doc
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Additional Information

<p><u>TEST REQUIREMENTS</u></p> <ul style="list-style-type: none"> • Create an ELIS account • Send ACT/SAT or TAP score report to ISBE • Score Report must be showing in ELIS account 	<p><u>ADMISSION INTERVIEW</u></p> <ul style="list-style-type: none"> • Participate in a 30 minute interview: February 27 through March 3. • Sign-up instructions will be emailed to you.
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TEP ADMISSION INTERVIEW ASSESSMENT

(Spring 2017 Interviews will be held the week of February 27, 2017)

As one measure of your preparedness for admission into the Teacher Education Program at Illinois Wesleyan University, you will engage in an Admission Interview. Two members from the Educational Studies faculty will conduct your interview after reading your program application essay. The interview team will pose questions to you regarding the Teacher Education Program mission and dispositions, some of which may draw from your admission essay.

This interview will prepare you for the types of interviews you will encounter when you enter the field of education, help you learn to clearly articulate your beliefs about education, and give Educational Studies faculty an opportunity to learn more about you and determine your preparedness to enter the professional education program.

Plan on a 30 minute interview between **February 27 and March 3**. You will be notified in advance of how to sign up for the interview.

As you prepare for your interview, please adhere to the following guidelines:

Arrival: Plan to arrive at least ten minutes prior to your interview time. Being early ensures that the interview begins on time.

Duration of the interview: Most interviews will last approximately 30 minutes.

Dress: Dress professionally. This is an opportunity to demonstrate that you take your role as an educator seriously and understand professional expectations for dress and demeanor.

Materials: Please bring three copies of your field placement resume (submitted February 20, 2017) and note taking materials. The interviewers will already have a copy of your admission essay, but you may want to bring your own copy for reference. Resume instructions will be emailed in early February.

Preparation: Be prepared to discuss prior experiences as they pertain to major course concepts and readings from EDUC 225 or 255.¹ Review your application essay prior to the interview.

During the interview: Be sure to make eye contact and remain actively engaged. The interview is a two way conversation and we encourage you to pose your own questions.

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¹ You may draw from EDUC 257 as well.

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TEP ADMISSION INTERVIEW ASSESSMENT

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You interview will be assessed according to the following:

- Timeliness
- Dress
- Demeanor
- Communication skill
- Understanding of and commitment to social justice
- Understanding of TEP Dispositions: Reflection, Resourcefulness, and Responsiveness

You will be provided feedback at the end of the interview.

Possible Outcomes:

- You will be told your progress is on target for where you are at this phase in the TEP, pending review of all other admission requirements.
- You will be given suggestions for your further professional development focused on continued success in the TEP.
- Any concerns about your preparedness to meet increasing TEP expectations will be shared, and you may be asked to develop a professional development plan for later review.

You will receive a letter regarding your status in the Teacher Education Program by the end of the term or the end of May (spring applicants).

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TEP APPLICATION (Submit Hard Copy - CLA 347)

Review the Teacher Education Program Admission Requirements in the TEP Handbook and below. Then complete this form, print this page (not the entire packet), sign, and obtain the signature of your major department advisor or chair.

Name: _____ **Cell (local) phone:** _____

Ed Studies Advisor: _____ **Major Advisor (Secondary Ed):** _____

Teacher Education Program Admission Requirements

You are required to read and understand the TEP Handbook:
<http://www.iwu.edu/edstudies/handbooks/>
 and the *Code of Ethics for Illinois Educators* prior to application to the Teacher Education Program:
http://www.iwu.edu/edstudies/courses/teacher_certification/code-ethics.html

Students on academic probation will not be admitted and may not enroll in upper level professional education courses.

- Completion of EDUC 225/255 with a minimum professional education GPA. of 2.85, which may include EDUC 257.
- Minimum cumulative GPA of 2.75.
- No grade of C- or lower in any professional education course.*
- Sound physical, psychological and emotional health.
- Background check indicating no felonies.
- Completion of four courses in the major with minimum major GPA of 2.75. (secondary candidates)
- Passing score on all subareas of the TAP or minimum ACT/SAT score
- Satisfactory field performance.
- Satisfactory TEP essay.
- Successful TEP interview
- Demonstrated adherence to the *Code of Ethics for Illinois Educators*.
- Demonstrated dispositions of teacher-scholars for social justice: reflection, resourcefulness, and responsiveness.

Have you [created an ELIS account](#) and submitted test scores to ISBE?

YES NO

**C- grades in major or minor courses required for licensure must be addressed prior to licensure, or in some cases, student teaching.*

Application Date: _____
 Expected Graduation (sem/yr): _____

Licensure Program for which you are applying:

<input type="checkbox"/> Biology	<input type="checkbox"/> Math	<input type="checkbox"/> French
<input type="checkbox"/> Chemistry	<input type="checkbox"/> History	<input type="checkbox"/> English
<input type="checkbox"/> Physics	<input type="checkbox"/> Spanish	<input type="checkbox"/> ELED

Testing Requirement

Indicate the date you passed the test that verifies you meet this application requirement (choose only one).

TAP	All 4 subareas passed	Pass Date
	YES <input type="checkbox"/> NO <input type="checkbox"/>	

ACT plus Writing	Test Date
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Prior to 9/2015	22 + 19 on writing
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9/10/16 and later	22 + 16 on writing
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SAT plus Writing	Test Date
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Prior to 3/5/16	1030 + 450
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3/5/16 and later	1110 + 26
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I have read and understand the TEP Handbook and the *Code of Ethics for Illinois Educators* and am committed to adhering to the code.

YES NO

Have you ever been convicted of a felony or crime (ISBE requires this information)?
If yes, please explain on the reverse side of this form.

YES NO

Please sign below, attesting that the above statements have been honestly answered:

Signature: _____ **Date:** _____

Advisor Printed Name: _____ **Date:** _____

Advisor Signature: _____

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TEP APPLICATION ESSAY (Submit Electronically – edstudy@iwu.edu)

Prompt: Through your coursework in EDUC 225 and 255² you have learned of the many challenges faced by teacher scholars for social justice (e.g., the influence of race, culture, ethnicity, language, gender, sexuality, ability, socio-economic class). *Identify and discuss your understandings of three specific challenges of teaching for social justice. Support your discussion by drawing on and citing at least two course readings from EDUC 225 and/or 255.³ Then discuss the ways in which you have demonstrated reflection, resourcefulness, and responsiveness thus far in your professional course and field work that are indicative of your readiness to commit to teaching for social justice. Provide specific examples of both the challenges and the three TEP dispositions; you may choose to integrate your discussion of challenges and dispositions.*

As you write your essay, adhere to the following guidelines:

- Be sure you clearly respond to the prompt above. The essay should be no more than two pages of single-spaced text (11 or 12 font) with one-inch margins all around.
- The essay is not a retelling of the TEP Mission; rather, it is a recasting of the TEP framework through the lens of your own reflection and experience in your own words. Draw on examples from your course and field work that illuminate the challenges of teaching for social justice and that speak to the expected dispositions of TEP candidates. Be specific when introducing the challenges you will address in your essay.
- Faculty will view the essay as one indication of your seriousness of purpose regarding a career in education. To submit an essay that is poorly written or that contains grammatical errors implies that you are not ready to take the next professional step into upper level TEP course and field work. Therefore, we recommend highly that you revise and proofread your essay multiple times. Ask someone to read your essay aloud verbatim as you listen carefully to what you have written. Ask yourself if what you have written is what you intended to say. Consult with a Writing Center tutor prior to submitting your essay. Your essay should be free of errors and well organized.
- The essay represents your ability to write professionally. While you should write this essay in the first person, be certain to use a formal tone. Provide illustrative examples and support from course readings, and communicate your ideas clearly and concisely. When drawing from course readings, be certain to cite the readings correctly.
- While many undergraduates enter the field of education because of influential teachers in their past, please refrain from sharing your own stories of these inspiring teachers. We acknowledge the influential role many of your former teachers have played, but we want to learn about *you* as a future educator. We do not want to know why you are considering a career in education; *we want to know whether you understand the task before you as an educator.*
- We assume you enjoy working with children and youth if you want to be a teacher; therefore, it is not necessary to elaborate on this fact. Instead, *focus on your own emerging understanding of what it means to be a teacher scholar for social justice and what strengths or dispositions you have demonstrated and will bring to meet those challenges.*

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² And in some cases, EDUC 257.

³ You also may draw upon EDUC 257.

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- Speak to what you have learned and demonstrated, not what you intend to do in the future. Your acceptance into the TEP depends on your performance and understandings up to this point – for example, you are not expected to know how to develop and teach curriculum. The audience for this essay is the professional education faculty. After reading your essay we should be able to confidently admit you into the program, assured that you will be a strong addition to classrooms within the community during your fieldwork and student teaching experiences.
- ✓ Save your essay in WORD, labeling the document: “LastName_FirstName_s17_TEPessay”
- ✓ The essay should be no more than two pages of single-spaced text (11 or 12 font) with one-inch margins all around.
- ✓ Consult a writing center tutor prior to submitting your essay.
- ✓ Submit your essay as an email attachment to edstudy@iwu.edu
- ✓ *Do not submit a paper copy.*

Assessment

Your application essay will be assessed according to

- the depth, comprehensiveness, and accuracy of your understandings of the challenges faced by teacher-scholars for social justice, and the extent to which your essay indicates a commitment to social justice;
- whether or not you have accurately cited references from EDUC 225 and 255⁴
- the quality of your examples of the ways in which you have demonstrated reflection, resourcefulness, and responsiveness thus far in your professional education course and field work; and
- The quality of writing: clarity of expression, organization, and degree of errors in word choice, phrasing or syntax, spelling, and semantics.

Problematic essays will be addressed during the admission interview. If necessary, you will be required to rewrite the essay until you achieve a satisfactory review.

The essay is one of several measures of your eligibility for acceptance into the Teacher Education Program. Candidates must meet all other entrance requirements detailed in the *Teacher Education Handbook*.

⁴ You also may draw from EDUC 257.

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STUDENT TEACHING AGREEMENT FORM *(Submit Hard Copy – CLA 347)*

The following statements indicate university policy as well as responsibilities TEP candidates must meet to be eligible for student teaching. Failure to complete any one of these responsibilities *prior to the first day of student teaching* will render you ineligible and the student teaching placement will be retracted.

Please initial the blank next to each item to show your understanding of the statement:

	1. It is my responsibility to study and adhere to the requirements of the Teacher Education Program as detailed in the <i>Teacher Education Handbook, Student Teaching Handbook, and the Illinois Educator Code of Ethics.</i>
	2. Completion of this form does not guarantee student teaching placement, as my placement is dependent upon meeting the requirements outlined in the <i>Teacher Education Handbook.</i>
	3. My status in the Teacher Education Program will be reviewed each semester. I will be dropped from the TEP if my cumulative/major GPA falls below 2.75, my professional education GPA falls below 2.85, if I fail to demonstrate expected professional behavior and dispositions in the classroom or the field, or other circumstances occur which may disqualify me from licensure.
	4. I must achieve a GPA of 3.0 (cumulative, major, and professional education) by the end of the semester prior to student teaching to be eligible to student teach.
	5. I must consult with my academic advisor(s) each semester to confirm all requirements have been completed prior to student teaching.
	6. I must successfully complete a minimum of 100 field hours prior to student teaching and submit official field logs documenting these hours.
	7. I must receive a passing score on the ISBE content area exam prior to student teaching.
	8. I must meet the criminal background check requirements and health requirements of the school district of my student teaching placement. I am responsible for any and all costs associated with these requirements. If I am placed in more than one school district, I am responsible for the requirements set by each district.
	9. I must provide a copy of my criminal background check results to the Educational Studies office.
	10. I am responsible for transportation and transportation costs to and from my student teaching and pre-student teaching placements, and I understand that I may be placed up to 50 miles away from Illinois Wesleyan University.
	11. I cannot be assigned to a cooperating teacher who is a relative or close friend, nor can I be placed in a school that I attended.
	12. Neither I, nor friends or family members, may arrange or in any way interfere in my student teaching or other field placements.
	13. I am responsible for informing Jennifer Crider, Director of Field Placement, or Andrew Dahan, Head of Music Education, of any issues or concerns that might affect my field placement.
	14. My student teaching placement will not be pursued until my application materials have been received. Late submissions may result in no placement, and a delay in program completion.
	15. To become licensed to teach in the State of Illinois, I must complete the requirements described in the IWU catalog and the <i>Teacher Education Handbook.</i>
	16. I give my permission to the Educational Studies office to share academic progress reports and resume with any and all prospective placement schools.
	17. I understand that I may be asked to participate in a placement interview with school personnel; this interview may determine if the placement is approved or denied.

**The copy you submit with your application will be retained in the Educational Studies Office. Please make a copy for your own reference.*

Print Name: _____ Signature: _____

Major: _____ Date: _____