

Illinois Educator Preparation Profile (IEPP)

This document will provide instruction for how IHE representatives will update the “About” tab for the Illinois Preparation Profile.

Directions for Submitting Program Specific Information for the “About” Tab

1. Log-in to Annual Program Report (APR) from [IWAS](#)

a. If an IHE representative needs access to IWAS Annual Program Report, follow the directions on page 4 of the APR User Guide. IMPORTANT: When additional individuals gain access to the system they have access to all APR data and institution information within APR.

b. If a program representative does not have/need access to IWAS, the program representative may send the information to the APR contact that does have access. The APR contact can enter the information on behalf of the program.

2. From the dashboard, select **Programs**

3. Scroll to the program you wish to submit information for and locate the information icon **(i) and click on it**. The **(i)** provides a series of text boxes for you to type information.

4. Complete each field (see page 2). Please keep information succinct, yet detailed. Once each section is complete-click save and close.

a. **What Makes Us Special:** see guidance below

b. **Our Student Teaching and Clinical Experiences:** see guidance below

c. **How we Prepare for the Classroom:** see guidance below

d. **URL:** Add a URL to direct readers to your institution or College of Education website for additional information. This URL can be the same for every program or different.

e. **Contact:** Add a contact name for the specific program. (if you need to add a contact, go back to the dashboard of the APR and add a contact to the contact page)

5. Repeat steps 2-4 for every program listed in the Program list for your institution.

Tips: Writing information “About” your programs.

What Makes Us Special

Purpose: This section provides an opportunity for a program to submit up to 3 key highlights of the program.

Length: 50-word limit per highlight

Tips:

- Highlight a point of pride for the program
- Highlight something that makes the program unique
- Highlight the program approach to key topics (social justice, etc.)

Our Student Teaching and Clinical Experiences

Purpose: This section provides an opportunity for a program to highlight the clinical experience component of a program.

Length: 150-word limit

Tips:

- Include clear, concise detail that would be useful for prospective students and hiring managers.
- Include length of time in the classroom, models used, student teacher roles and responsibilities, reflection practice, etc.
- Include existing district partnerships and the types of schools into which candidates are placed for clinicals and/or student teaching. How do these candidates get real-world collaboration and exposure?

How We Prepare for the Classroom

Purpose: This section provides an opportunity to highlight how program coursework is grounded in the realities of the classroom.

Length: 150-word limit

Tips:

- How does coursework deal with topics like implicit bias, cultural training, social justice, socioeconomic and socioemotional considerations with students, and instructional technology?
- How is the program addressing the teacher supply shortage or hard-to-fill positions?
- What is the average time to complete the program?
- What can prospective student expect from the program? What can hiring managers expect from teacher candidates?

Examples of “About” Section

University of ISBE

- What makes us special
 - We prepare our teacher candidates for high-needs urban school districts. The program explicitly focuses on issues of identity including race, class, language, gender, sexuality, and culture that aspiring teachers will encounter in their work.
 - The University of ISBE was the largest preparer of teachers in the Midwest and the fifth largest producer of teachers in the nation from 2013-2019; and in Illinois alone, about one in four first-year teachers and more than one in six of all teachers are alumni.
 - ISBE’s Department of Education tied for #3 among education schools.
- Our student teaching and clinical experiences

Student teacher placements are handled by the placement coordinator who manages requests from school districts within the state. The state is divided into five geographical districts: North Chicagoland, Southern Chicagoland, Central Chicagoland, Western, and Eastern Downstate. School administrations are allowed to host teacher candidates for clinical work and student teaching and can request the content areas that they are in most need of.

Students begin teaching during fall quarter, and they transition from part time to full time at the end of spring quarter.

- How we prepare for the classroom
Candidates take a Foundations of Education sequence that includes: rigorous academic coursework, methods classes, guided fieldwork, and a unique sole strand that provides a forum for self-reflection on and dialogue about critical issues of race, class, and culture. All candidates also intern in a home classroom during their foundations year.

The residency includes: intensive clinical training in two different school settings as well as a professional teaching seminar and subject-area coursework. Residents will begin their year as teachers in a two-week summer school program while taking additional pedagogical and content-area coursework. Residents are then assisted in securing jobs in Illinois Public Schools during the final quarter of the program, as they work alongside selected master teachers, called Clinical Instructors, in two half-year placements in Illinois neighborhood, magnet, or charter schools for four days a week observing, teaching, and assessing student learning using the instructional best practices learned in content-area and methods coursework.

In addition to the various programs and centers offered, we offer study abroad opportunities for teacher candidates as well as professional development and scholarships. We currently offer study abroad programs in England, Spain and Taiwan.

ISBE College

- What makes us special
 - The ISBE College of Education ranks in the top 3 percent in the U.S. for quality and value, according to College Factual, is the oldest college in the University, and enrolls more than 3,000 students across its doctoral, master's, and undergraduate education programs.
 - Our instructors are former urban classroom teachers who understand the setting in which our teacher candidates will work. They lead interactive, inquiry-driven learning that is a model for effective classroom instruction—one that invests students in learning, pushes them to excel, and taps into their prior experience and knowledge.
 - Alongside the College of Education, the Center for Promoting Justice strives to challenge the status quo that perpetuates inequity and poor educational practice.
- Our student teaching and clinical experiences
We offer several student teaching options to cater to the various needs and preferences of our students: K12 & Secondary Traditional, Secondary Professional Development Schools, Deaf & Hard of Hearing, Learning & Behavior, Low Vision & Blindness, Early Childhood, Elementary, Elementary Bilingual/Bicultural, and Middle Grades.

Coursework and clinical experiences are tightly linked in our program. Student teachers engage in a cycle of learning in which they study subject matter and pedagogy. During this cycle, student teachers try out instruction, reflect on their practice individually as well as with instructors and peers, revise and refine their instructional strategies, and try again. Each step of this cycle is supported with observations and feedback from experienced clinical instructors.

Student teaching is the capstone of the teacher education process and occurs after clinical experiences when [Gateway 1](#), [Gateway 2](#), and all major course requirements have been met. During student

teaching, teacher candidates steadily increase classroom responsibilities and demonstrate competency in planning, assessment, instruction, and other professional tasks

- How we prepare for the classroom

Students are required to obtain a minimum of 100 clinical hours before student teaching and at least 50 of these hours must be completed in diverse settings, which means a clinical experience must meet at least two of the following categories: at least 5% of the student population are students with disabilities; at least 10% of the student population are English Language Learners (ELL); at least 20% of the student population are students of color; or at least 20% of the student population are students from low income families.

Alumni working in Chicago Public Schools receive continued teacher education that includes: mentoring, in-classroom coaching, alumni workshops, inquiry groups, teacher-leadership training, professional networking, funding for professional development, monthly first-year induction workshops, and specialized coaching.

Students take several courses that are specifically geared towards preparing them for the students in the IL Public Schools. With social justice being a key philosophy of the program, there are several culture-related courses offered: Language and Culture, Social Foundations and Cultural Diversity in American Education, Culture of Emphasis, and Teaching in Urban Schools.

ISBE School of Educator Preparation

- What makes us special

- The graduate program is guided by our mission to “provide high quality pre-service education and to radically improve urban schooling for Illinois’ racially, culturally, and linguistically diverse children.”
- We deliberately recruit small cohorts of students so that all teacher candidates receive personalized guidance from faculty and staff. The cohort structure we use enables candidates to complete coursework and fieldwork together, share experiences from their work, and support each other's continued learning after graduation.
- More than 96% of teacher education graduates received a "proficient" or "excellent" teacher evaluation in 2019. There are over 60,000 ISBE School of Educator Preparation education alumni living and working in all 50 states and 68 countries worldwide.

- Our student teaching and clinical experiences

Novices participate in an Observation and Participation experience during which they draw on this experience to reflect on teaching and learning practices, curriculum development, and the social and political dimensions of teaching. They also complete two student teaching assignments during their novice year in conjunction with courses that facilitate our graduate students’ understanding of social, cultural, and psychological theories of learning and the content area methods that best reflect such theoretical approaches.

Students will be assigned to student teach in designated school sites with racially, culturally, and linguistically diverse student populations. Throughout the student teaching period, students as novice teachers will plan, implement, and assess daily lessons and units as well as actively engage in reflecting on issues specific to school–community relations

All of our community-based partners help us ensure that our students understand the social and cultural context surrounding the schools in which they will teach and learn. We are currently partnered with the following organizations: AmeriCorps, Asian Americans Advancing Justice, Blacks in Green, Blocks Together Chicago, Breakthrough Collaborative, Center on Halsted, Chicago Anti-Eviction Campaign, Chicago Public Schools, City Year, EdPrepLab, National Center for Teacher Residencies, Neighborhood School Program, and Umoja Student Development Corporation.

- How we prepare for the classroom

We refer to our first-year students as novices and their charge is to complete coursework and begin student teaching in the program's partnership schools to meet Illinois' teacher credentialing requirements. These partner districts often lack certified teachers and primarily serve low-income culturally and linguistically diverse students of color. During the first year, novices engage in inquiry-based courses, collaborative projects, and dialogues regarding what it means to be a social justice educator in urban Chicago.

Second-year students, to whom we refer as residents, assume paid teaching positions in partner school districts and complete an inquiry-based research project in which they examine and reflect on their own classroom practices to complete their M.Ed. requirements. They receive continued support from their Faculty Advisors during a weekly Resident Seminar and begin the inquiry process with the support of their peers and Advisors.

Students must receive a grade of a C or better in student teaching, which takes place during candidates' final semester at the ISBE School of Educator Preparation. This allows students to take all the skills and curriculum they learned in previous years and put it to use in a real classroom setting.