

**Policies and Procedures Handbook
December 2008**

Table of Contents

1. Conceptual Framework.....	1
2. Education Department Conceptual Framework.....	1-4
• Identifying Characteristics of a Lake Forest College Teachers	3
• Lake Forest College Statement of Respect and Responsibility.....	4
3. Elementary and Secondary Teacher Certification Programs	5-10
• Stages of the Teacher Education Program	7-10
4. Program Assessment Table.....	11-12
5. Standards	13-18
• LFC Courses Addressing Illinois Content Area Standards in Education	13-16
• Standards, LFC Identifying Characteristics and Program Checkpoints	17
6. Curriculum of the Education Department	18-36
• Education Major Course Sequence and Program Assessment Checkpoints.....	18
• Education Course Descriptions	19-22
• Post Graduate Student Teaching Option.....	23
• Education Major/ Teacher Certification Planning Sheets	24-36
7. Developmental Checkpoints and Assessments	37-40
• Calendar for Approval for Student Teaching	37
• Education Department Advising and Assessment System	38
• Education Department Advising Calendar and Assessment Summary.....	39-40
8. Procedures	41-46
• Student Teaching Placement Procedures	41-42
• Termination of Student Teaching & Internship Procedures.....	42
• Transfer Procedures	43-44
• Appeal Procedures	45-46

1. Conceptual Framework

Lake Forest College has been preparing teachers for the public schools since its founding in 1857. The history and mission of the college support quality teacher preparation. As is the case in the small liberal arts college tradition, teacher preparation is valued intrinsically as teaching is the primary mission of faculty at this type of institution. Collaboration and close contact among members of the faculty across departments and divisions at Lake Forest College provides a fully integrated program of study for teacher candidates. Program development, policy initiatives, and final candidate approval and assessment occur through a committee with representation from departments across campus. Faculty throughout the college are intimately involved in the development of our teacher candidates through this committee.

The teacher preparation program is a double major program, meaning that all teacher candidates in both elementary and secondary programs complete a major in a department outside of Education in addition to their Education major. Each candidate is assigned an academic advisor and mentor in addition to the advisor in education. This structure leads to a sharing of responsibility for the mentorship and assessment of each candidate from first semester freshman year to graduation and recommendation for certification. In addition, a number of courses are either co-taught or cross-listed in the Education Department and other departments on campus so that even our faculty structure and course structure are interwoven with other departments on campus. In this manner, students experience a program of study with values and commitments shared by the entire campus community. It takes the commitment of an entire campus to teach teachers—one individual at a time.

The Education Department is driven by **three key commitments** that provide the foundation for teacher preparation to be successful. The program builds on these three principles and articulates them into program and candidate assessments.

Commitment to Personal Growth: Mentoring Individual Potential

As stated in the mission statement of the College, "education ennobles the individual...we know our students by name." Just as a good teacher knows and responds to the whole child, caring for his/her intellectual, emotional and social well-being, the Education Department believes a good teacher educator cares for the whole teacher candidate. The faculty view candidates through a developmentalist lens, asserting the healthy personal development of the teacher as the essential groundwork for the development of professional commitments and skills of teaching. The commitment to personal growth and mentorship by our institution is evident in our approach to supervision and the reflective self-assessment designed in our coursework. As we mentor individual potential established Illinois Content Area Standards are also being met while the individual goals, desires, and purposes for teaching of candidates, those reasons that bring passion to the teaching and learning process, are being carefully nurtured as well.

Commitment to Practical Reflection: Analytic Inquiry of Performance

As articulated in our College mission statement, we are committed to the outcome of the our students' ability to "read critically, reason analytically, communicate persuasively, and above all, to think for themselves" in order to "solve problems." This analytic ability to solve problems

is at the heart of what the department believes is necessary to learn and grow as a teacher. Candidates are taught to view teaching problems as resolvable through analytic reflection on one's practices and careful observation and assessment of students' responses to instruction. Throughout the course of study within the Education Department and through the other major program of study at the college, students are taught to frame problems and to use various tools of analysis. In addition to multiple research project assignments throughout their courses of study, in each of the content-area majors at the College, students are required to take at least one course that focuses on research design and implementation in that discipline. In the education major, students conduct research projects within each course. Case studies, simulations, and problem-solving activities are all staples of the instructional approach of faculty across campus.

This commitment is also evident in the design of our fieldwork experiences within the education major. In each course within the education major, there is a fieldwork or field study component. The department believes that the journey from novice to competent teacher can only occur through the constant review of theory in terms of practice. Another way that this commitment to analysis is evident is in our supervision practices. The department provides teacher candidates with fieldwork supervisors who are also responsible for their preparation in methods of instruction. Supervisors who are also methods course instructors bring much needed coherence to how theories and approaches to instruction can be effectively practiced. The department follows developmentalist principles and capitalizes on the powerful connection between personal and professional growth. We take seriously the personal connection and interpretations students make to theories of learning and instructional design. We consider the ways in which candidates teach to be their personal expression of theory and hold them to high expectations in terms of their reflections about their practice.

Commitment to Professionalism: Melding Competencies with Responsibility

In keeping with the mission of Lake Forest College, we believe that good teachers are also "responsible citizens." Candidates come to understand that there are moral consequences to pedagogical decisions. The choices one makes about what to teach and how to teach are value-laden and have important consequences. Good teaching practices for us then are more than what is typically referred to in more technical models of effective teaching; rather, following an ethical model, we understand that technical expertise is meaningless and eventually ineffectual without a sensibility and commitment to larger social aims of teaching and learning. The focus on the "breadth and depth of traditional disciplines" through a full major of study in an academic field encourages a view of knowledge that is not simply factual, fragmented, or merely instrumental. The focus on self-development and self-understanding gives teacher candidates the ethical fortitude necessary to teach in ways that result in positive, productive changes in students' lives in schools. The intensive, long-term field experiences that are key to the program give teacher candidates an opportunity to articulate and act upon their moral commitments through their pedagogical choices. In this way, they engage in the highest order of teacher reflection—critical reflection—by considering carefully and fully the consequences of their teaching acts over time

IDENTIFYING CHARACTERISTICS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

I. PRE-PROFESSIONAL DISPOSITIONS that include the personal qualities needed for success in teaching. In this regard, the teacher candidate will

- *adhere to the Lake Forest College Statement of Respect and Responsibility*
- be *reliable* (e.g., punctual, consistent attendance, responsible)
- demonstrate *seriousness of purpose* and *perseveres* in order to accomplish goals
- demonstrate a *positive, pleasant attitude* toward children, peers, mentor teachers, and college faculty
- demonstrate *tact, honesty, good judgment, courtesy, respect*, and diplomacy
- be *open to constructive criticism and act upon suggestions*
- *balance self-confidence and assertiveness* with deference to others
- demonstrate *flexibility* both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, implementation, etc.)
- demonstrate high levels of *motivation and commitment to growth* by going beyond minimal expectations
- *communicates* clearly and accurately both orally and in writing

II. RESOURCEFULNESS that enables teachers to know how to learn and to teach how to learn.

In this regard, the teacher candidate will

- take *initiative*, use his or her *imagination*, and seek out information using a *variety of human and material resources* to inform his or her teaching.
- demonstrate *strong content area knowledge*
- demonstrate a *commitment to life-long learning* by being an *avid reader* and an *informed citizen*
- be able to *draw from theoretical and philosophical frameworks explored in coursework* and apply them meaningfully to classroom settings.
- *recognize his or her own strengths, interests, and skills* and consider how these might be compelling ways to *engage children in learning*

III. RESPONSIVENESS to children that considers their best interests first and foremost.

In this regard, the teacher candidate will

- develop *rapport* with students
- take the time and effort needed to *understand how a child learns*, discover his or her interests, and determine how to shape teaching acts accordingly
- *enact responsiveness to diverse learners* through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect *respect and care for children and concern for their emotional and physical well being*
- *respect and consider cultural contexts* in order to determine how to be responsive to children

IV. TEACHER EFFICACY that includes believing in their ability to positively impact children's lives.

In this regard, the teacher candidate will

- develop *the intellectual capabilities and teaching skills* that support children's learning
- *persevere and exercise all options* to reach individual students no matter how challenging the circumstances
- be well *organized* and fastidious in the manner in which he or she prepares for and executes instruction
- demonstrate *vitality and energy/teacher presence* in his or her teaching
- be *proactive in developing relationships* with children that support their academic, emotional, and social well being
- plan learning experiences that *engage children meaningfully and actively* (hands-on/minds-on)
- develop a *repertoire of instructional strategies* based on both coursework and observations of other teachers
- reflect an understanding of the importance of *meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction*
- *develop positive, proactive relationships* with students, parents
- *communicates with clarity and accuracy*

V. REFLECTIVE SELF-ASSESSMENT that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

In this regard the teacher candidate will

- *monitor his or her own progress* and identify strengths and weaknesses
- *evaluate strategies for success* , find alternatives for inappropriate strategies, and modify future practice
- show *evidence of self-directed learning*
- *demonstrate sustained and consistent growth* and commitment toward reaching goals
- *reflect* about and *articulate* what he or she knows and does not know
- be able to *talk about his or her thinking processes* during conferences and seminar

show evidence of *metacognition through writing* (e.g., journals, response to prompts, etc.)

STATEMENT OF RESPECT AND RESPONSIBILITY

We, at Lake Forest College, seek to sustain a creative, diverse, supportive academic community—one that provides a safe living and learning environment for growth and development and a home for many. We take responsibility for respecting the rights of others at all times, contributing positively to the community, and communicating effectively. To achieve these goals and to maintain a tradition of excellence, we commit ourselves to the following ideals:

Each member of the Lake Forest College Community shows Respect and Responsibility for

- individuality and diversity
- her or his own role in this community and the role of others
- the right to personal privacy
- the aspirations of all
- his or her own well-being, and the welfare of others
- public and private property
- guests and visitors

Each member of the Lake Forest College Community is responsible for

- honoring her or his commitments
- acting with personal integrity
- striving to develop intellectually
- upholding the highest standards of academic honesty
- maintaining confidentiality when appropriate
- ensuring that guests and visitors abide by community standards
- conducting open and civil debate

By thinking about and following the spirit of this statement, we create a stronger, more unified academic community of learning at Lake Forest College.

This statement was written by the students, faculty, staff, and alumni; and it is endorsed by the College Life Committee and College Council.

3. Elementary and Secondary Teacher Certification Programs

All students in the teacher education program fulfill four sets of requirements to graduate with a recommendation for certification:

1. General education courses for graduation from Lake Forest College that include courses in the humanities, natural and social sciences, courses in cultural diversity, and courses in communication skills, with a particular emphasis on writing skills.
2. A full major course of study in the Department of Education
3. A full major course of study in the content area of certification (secondary) or any content major in the college (elementary)
4. Additional courses as necessary to meet Content Area Standards in broad fields.

The philosophy that supports the design of the Teacher Education Program clearly reflects the department's commitment to the rigorous and high standards of Lake Forest College and of the Illinois State Board of Education. The program provides multiple and diverse opportunities for teacher candidates to do the following:

- develop and demonstrate the *Identifying Characteristics of a Lake Forest College Educated Teacher College Teacher* as this reflects the *Lake Forest College Conceptual Framework*.
- meet the knowledge and performance standards articulated by the *ISBE Content-Area Standards for Educators*.
- exemplify their adherence to the *Lake Forest College Statement of Respect and Responsibility and The College Honor Code*.

These documents provide the basic philosophical template for the design of the Teacher Education Program. Together they offer a compelling vision for preparing teachers that will enable them to help all students learn. The comprehensive nature of these documents and their strong intersection help ensure the development of a coherent teacher education program that carefully considers the nature of experiences that are necessary to prepare prospective teachers for K-12 teaching. The increasing diversity of both the Illinois student population and of prospective teachers, too, must be reflected in the nature of teacher preparation. The Teacher Education program has been designed in ways that successfully integrate a commitment to the development of pedagogical skills in the content areas, ethical standards, technological proficiency, communicative efficacy, and responsiveness to diverse student populations.

Philosophy of the Program

The philosophy of the program is based on the belief that teacher education programs are responsible for placing caring, competent teachers in every classroom. This mandate requires that teacher candidates not only possess the knowledge base to teach, as has been stated above, but also have been prepared to make ethical decisions in the best interests of the students in their classrooms. The dispositions required for teachers to actualize such a vision for the teaching profession are cultivated and assessed throughout the Teacher Education Program. The changing characters of schools, increased importance of technology, and dynamic aspect of the curriculum require teachers to be flexible and skilled about ways to integrate their knowledge about content, student learning, teaching, and context so that they can develop strategies that meet the needs of changing circumstances. This philosophy is reflected in the program's emphasis upon practical

reflection and analytic inquiry of performance, two dispositions of practice which are emphasized in the *Conceptual Framework*. Furthermore, the importance of continuous, regular assessment to ascertain the progress of teacher candidates and provide for appropriate support and remediation where necessary is an integral part of the program's philosophy.

Although there are many goals and objectives of the program related to these dispositions, the following overarching goals provide an umbrella for the numerous dispositions required of program completers. Teacher candidates should demonstrate the following as a result of General Education Courses and courses and internships in the Professional Sequence:

- a strong knowledge base in the content areas.
- an understanding of the theoretical underpinnings of best practice in each content area and the ability to move theory into practice appropriately.
- the capacity to make ethical decisions in the classroom that are in the best intellectual, emotional, and social interests of students and that promote their physical well-being.
- adherence to the standards of conduct as these are articulated in the *Lake Forest College Statement of Respect and Responsibility*

All courses within the Education Department share five common features. First, all theory and methods courses have substantive fieldwork components that are directed by full-time or long-term faculty in the Department so that a commitment to analytic inquiry and close mentorship are sustained. Second, there is a special commitment to the development of instructional skills in the area of reading. In the junior year, all students take a full course on instructional design for content area reading and related literacy instruction. All teacher education candidates need to prove that they are capable of developing basic literacy skills in their students before they progress to developing literacy skills that pertain to their particular fields of study exclusively. Thirdly, all of our courses involve members of the teaching community, including our local teaching alumni base, either as guest speakers (usually in our 200 and 300 level courses) or as methods consultants (in ED 416/ 417/ 419/420). Education Department faculty members share a commitment to practical reflection and responsible teaching with members of the teaching community who are involved in our courses. Practicing public school teachers provide another way to make meaningful connections between theory and practice and to provide individual support and mentorship for our students. Fourth, all of our courses are small, ranging from 20 in our 200 level courses and not rising above 7 in our intensive middle school internship course or 14 in our senior methods courses. This small seminar, small cohort design enables self-reflection and dedication to critique of practice as students feel safe and secure in a classroom community in which they are known and valued. Fifth, all Education courses are interdisciplinary, meaning that prospective English teachers are in the same methods and fieldwork courses as prospective math teachers and social studies teachers and foreign language teachers. This allows for students to make fundamental connections to learning and pedagogical theory as well as develop an interdisciplinary perspective on curriculum and instructional design.

The statement of *Identifying Characteristics of a Lake Forest College Educated Teacher* is an articulation of the objectives of the program. These characteristics are: professional qualities or dispositions, resourcefulness, responsiveness, a belief in teacher efficacy, and a dedication to reflective self-assessment. These identifying characteristics show the ways in which the mission statement of the College and the key commitments of the faculty are sustained by our graduates in their teaching lives. For example, the development of personal dispositions for teaching is reflected in our faculty's commitment to personal growth and mentorship of individual potential.

The development of resourcefulness and reflective self-assessment—two of the Identifying Characteristics—can be traced to the faculty commitment to practical reflection or the focus on analytic inquiry into performance. And the Identifying Characteristics of responsiveness and teacher efficacy are tied to the faculty commitment to responsible and ethical frameworks for performance and knowledge construction.

These *Identifying Characteristics* help us to operationalize or “make visible” our mission, philosophy and commitments by creating a portrait of teaching practices that were more readily transferable into a system of performance assessments. These characteristics are articulated and reflected in our individual course and program assessment structure, fieldwork assessments used by supervisors and cooperating teachers, and program entrance and exit requirements.

Stages of the Teacher Education Program at Lake Forest College

Becoming an Education Major:

One interested in declaring education as a major should contact the Chair of the Education Department. A tentative four-year course of study to meet program requirements will be constructed and students will be informed about necessary state certification exams and other program requirements.

Students must agree to allow Lake Forest College to conduct a criminal history check for school security purposes. Students must successfully pass such a check to maintain the education major.

Becoming a Teacher Candidate: Entering a Teacher Education Program

Students with at least second semester sophomore status who have successfully completed or are in the process of successfully completing with a B- or better coursework in ED 210 and an overall 2.75 GPA can apply for entrance to a teacher education program. Students need to do the following to apply to the program:

Checkpoint 1- Entrance to Program - End sophomore or beginning junior year

The portfolio should contain the following:

1. Content Area Assessments (varies across departments)
Discipline specific and elementary broad fields (Program assessment #2)
2. Reflective paper: (Dispositional Assessment: Preprofessional dispositions and Self-reflection) that addresses the following:
 1. preprofessional dispositions (see Identifying Characteristics)
 2. strengths and weaknesses in content areas with plans to remediate
3. Power Point (Program assessment #7)
4. Two observation papers from EDUC 210:
 1. Engagement and motivation paper (Program assessment #5)
 2. Multicultural observation paper (Program assessment #8)
5. College Transcript that shows 2.75 G.P.A., with grade or progress grade of B- or better in EDUC 210 or the average of EDUC 210 and HIST 270, PHIL 220, or SOAN 244 combined
6. A list of courses taken in your second major with the names of your professors in these courses

Note: References to Program Assessments relate to the ISBE Program Assessment Table on Page 11. Specific directions for the portfolio can be found in the Developmental Portfolio Handbook.

Additional requirements for entrance:

1. On-site writing sample*
2. Passing grade on ISBE Basic Skills Test*
3. Evidence from academic advisor and Dean of Students that candidate has adhered to College's Honor Code and Statement of Respect and Responsibility*
4. EDUC 210 instructor's positive recommendation regarding candidate's performance in area of dispositions (see Identifying Characteristics)*
5. Successful interview that includes assessment of the following:
 - a. communication skills
 - b. clarity of goals for teaching
 - c. Identifying characteristics in areas of preprofessional dispositions, reflection, resourcefulness and potential for remaining characteristics
 - d. Relevant experiences with targeted age group
6. Evidence from State Police background check that the student is suitable to work with children*

Note: See the Developmental Handbook for directions and assessment criteria for portfolio requirements

*items with asterisk will be collected and/or documented by the Education Department

To maintain teacher education program candidacy, students must continue to sustain the above requirements. Students will be exited from the program and will need to reapply if not all of the above requirements are sustained or if evidence is obtained that brings into question the candidate's readiness for teaching as articulated in the Identifying Characteristics of a Lake Forest College Educated Teacher.

Students must become candidates before they can enter the internship courses (ED 304; ED 315) in any of the teacher education programs.

Becoming a Student Teacher: Application for Student Teaching

Teacher candidates who successfully complete (with a B- or better) internship and methods coursework (all 300 and 400 level courses) may apply for a student teaching placement. All other courses (including GEC requirements) applied toward certification or designations must be completed with a grade of C or better. This application process must be completed within the first three weeks of the semester prior to the requested student teaching placement.

The following evidence must be presented by the Education Department advisor to the Education Advisory Council:

Checkpoint 2a- Completion of Fieldwork/Entrance to Student Teaching – End of Junior Year (due September of senior year)

Add the following to your portfolio

1. Content Area assessments-remainder of required assessments (Program assessment #2)
Discipline specific and elementary broad fields
2. Sections of Student Study (Program assessment #5)
3. Sections of Total Teach Plan (Program assessment #3)
4. Multicultural lesson plans or community-based project (Program assessment #8)

Additional requirements:

1. Final evaluation from internship and recommendation from EDUC 304 or EDUC 315 instructor for continuation in program as supported by final evaluation of internship* (Program assessment #4; Dispositional Assessment: LFC Characteristics)
2. Transcript indicating 2.75 G.P.A.
3. Continued adherence to College's Ethics Policy

Checkpoint 2b-Entrance to Student Teaching-November of senior year

Add the following to your portfolio:

1. Selected unit plan sections (Program assessment #3)
2. WebQuest (Program assessment #7)
3. Documentation of passing score IL Content Area Test (Program assessment #1)
4. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Education faculty from 400-level courses recommend or deny recommendation for continuation in program.
2. EAC votes on application to student teaching
3. Continued adherence to College's Ethics Policy

The Education Advisory Council can ask for additional evidence such as recommendations from course instructors, cooperating teachers, college personnel or additional portfolio artifacts.

Following approval by the EAC, candidates will meet with the Coordinator of Field Experiences for further instructions on the placement process.

Becoming a Program Completer

Checkpoint 3- Exit from Student Teaching –May of senior year or December for PGSTO

Add the following to your portfolio

1. Final evaluation from student teaching, including verification by supervisor and cooperating teacher that candidate has adhered to the College Ethics Policy (Clinical Practice assessment: Program assessment #4; Dispositional assessment)
2. Observation forms and attached lesson plans for relevant content areas (Program assessment #2) with evaluation and recommendation from content area professors, supervisors, and cooperating teacher that content knowledge was sufficiently demonstrated in clinical observations based on criteria in program assessment chart.
3. Teacher Work Sample (Program assessment #5)
See attached directions
4. Action Research Management Plan (Program assessment #5) see attached directions
5. Case study-Inclusive Learning Environments (Program assessment #5)
6. Any additional required pieces based on prior portfolio evaluation and remediation

Additional requirements:

1. Passing (Pass/D/Fail) grade for student teaching

Checkpoint 4- Program Completion:

Add the following to your portfolio:

1. Documentation of passing score for APT (Program assessment #6a)*

Additional Requirements:

1. Exit presentation
(Dispositional Assessment- LFC Characteristics)

Becoming a Licensed Teacher: Application for Recommendation for Certification

The Certification Officer will recommend student teachers for certification when the following is completed:

- a. Application for License, including declaring citizenship and no felony charges
- b. Successful assessment of portfolio presented to Exit Assessment Committee of the Education Advisory Council
- c. Passing grade in student teaching
- d. Fieldwork supervisor's report of successful performance and completion of Illinois State Board of Education's Content Area Standards in Student Teaching and dispositional assessment.
- e. Passing the Assessment of Professional Teaching exam given by the Illinois State Board of Education.

PROGRAM ASSESSMENT TABLE

Name of Assessment	Type or Form of Assessment (ex.: essay, case study, project, portfolio, state test, etc.)	When the Assessment is Administered (point in the program when assessment is administered)
1 <i>IL Content-Area Test (required)</i>		Entrance to Student Teaching, Checkpoint 2b
	Essays and accompanying artifacts	Entrance, Checkpoint 1
2 <i>Content Assessment (required)</i>	Essays and accompanying artifacts	Entrance to Student Teaching, Checkpoint 2a (spring junior year)
	Lesson plans in specific disciplines	Exit from Student Teaching, Checkpoint 3
3 <i>Assessment of Candidates' Ability to Plan Instruction or Plan an Appropriate Environment (required)</i>	Total Teach Plan	Entrance to Student Teaching, Checkpoint 2a (spring junior year)
	Selected components of unit plan	Entrance to Student Teaching, Checkpoint 2b (fall senior year)
4 <i>Clinical Practice Assessment (required)</i>	Fieldwork final evaluation	Entrance to Student Teaching, Checkpoint, 2a
	Student teaching final evaluation	Exit from Student Teaching, Checkpoint 3
5 <i>Candidates' Impact on Students' Learning or on Providing a Supportive Environment for Students' Learning (required)</i>	Engagement and Motivation Paper	Entrance, Checkpoint 1
	Student Study	Entrance to Student Teaching, 2a

<p>6.a • <i>Assessment of Professional Teaching (required – teacher candidate)</i></p> <p>6.b • <i>Optional Assessment (other school personnel/administrator)</i></p>	<p>1. Teacher work sample 2. Case Study-inclusive learning environments 3. Action Research Management Plan</p>	<p>Exit from Student Teaching, Checkpoint 3</p>
		<p>Exit from Program, Checkpoint 4</p>
<p>7 <i>Optional Assessment; Technology</i></p>	<p>PowerPoint-Productivity</p>	<p>Entrance to Program Checkpoint 1</p>
	<p>WebQuest-Technology integration</p>	<p>Entrance to Student Teaching, Checkpoint 2b</p>
<p>8 <i>Optional Assessment: Diversity</i></p>	<p>Observation from EDUC 210</p>	<p>Entrance to Program Checkpoint 1</p>
	<p>Multicultural lesson plans or community-based resource project</p>	<p>Entrance to Student Teaching, Checkpoint 2a</p>
	<p>Differentiated lesson plans</p>	<p>Exit from Student Teaching</p>

Standards

Lake Forest College Education Courses Addressing Illinois Content Area Standards in Education

Standard

Course Types and Numbers

<p>STANDARD 1 - Content Knowledge The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.</p>	<p>Content Major Courses; Foundations Courses; Inclusive Learning Environments; Education Senior Seminars; Student Teaching ED 210/ ED314/ ED 416/ED 417/ED 418/ ED 420 and ED 421</p>
<p>STANDARD 2 - Human Development and Learning The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>Foundations courses; Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching ED 210/ ED 304/ ED 305/ ED 306/ ED314/ ED 315/ ED 416/ ED 417/ ED 419/ ED418/ ED 421 and Psych 210</p>
<p>STANDARD 3 – Diversity The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>Communications; Reading Methods Courses; Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching ED 215/ ED 303/ ED 304/ ED313/ ED 314/ ED315/ ED 416/ ED 419 and ED 421</p>
<p>STANDARD 4 - Planning for Instruction The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.</p>	<p>Fieldwork Courses; Education Senior Seminars; Student Teaching ED 304/ ED 305/ ED 306/ ED 315/ED 417/ ED 418/ ED 419/ ED 420 and ED 421</p>
<p>STANDARD 5 - Learning Environment The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Foundations Courses; Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching ED 210/ PSYCH 210/ SOAN 110/ ED 305/ ED 306/ ED 314/ ED 315/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420 and ED 421</p>
<p>STANDARD 6 - Instructional Delivery The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.</p>	<p>Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching ED 304/ ED 305/ ED 306/ ED 314/ ED 315/ ED 416/ED 417/ED 418/ ED 419/ ED 420 and ED 421</p>

<p>STANDARD 7 – Communication The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Communications; Fieldwork Courses; Student Teaching</p> <p>ED 215/ED 304/ ED 315/ ED 418 and ED 421</p>
<p>STANDARD 8 – Assessment The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.</p>	<p>Reading Methods; Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching</p> <p>ED 304/ ED 313/ ED 314/ ED 315/ ED 416/ ED 418/ ED 419/ ED 420 and ED 421</p>
<p>STANDARD 9 - Collaborative Relationships The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.</p>	<p>Foundations Courses; Inclusive Learning Environments; Fieldwork Courses; Student Teaching</p> <p>ED 210/ ED 304/ ED 314/ ED 315/ ED 418 and ED 421</p>
<p>STANDARD 10 - Reflection and Professional Growth The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.</p>	<p>Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching</p> <p>ED 304/ED 314/ ED 315/ ED 416/ ED 418/ ED 419/ ED 420 and ED 421</p>
<p>STANDARD 11 - Professional Conduct and Leadership The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.</p>	<p>Foundations Courses; Inclusive Learning Environments; Fieldwork Courses; Student Teaching</p> <p>ED 210/ED 304/ED 314/ ED 315/ ED 418 and ED 421</p>

**Illinois Professional Teaching Standards: Core Technology
Standard Course Types and Numbers**

<p>STANDARD 1 - Basic Computer/Technology Operations and Concepts The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.</p>	<p>Foundations Courses; Education Senior Seminars; Student Teaching</p> <p>ED 210/ ED 417/ ED 418/ ED 419/ED and ED 421</p>
<p>STANDARD 2 - Personal and Professional Use of Technology The competent teacher will apply tools for enhancing personal professional growth and</p>	<p>Fieldwork Courses; Education Senior Seminars; Student Teaching</p> <p>ED 314/ ED 417/ ED 418/ ED 419/ and</p>

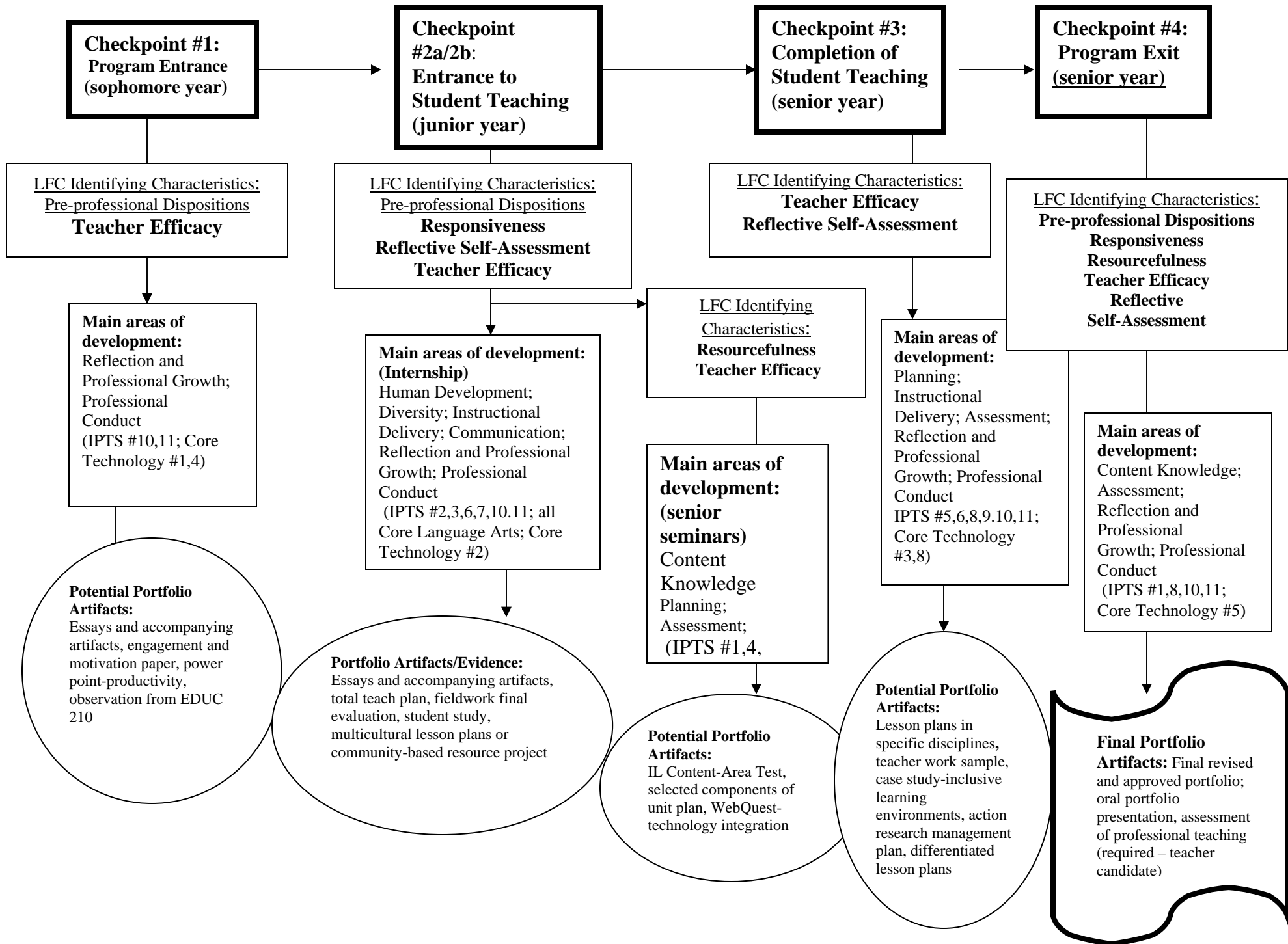
productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.	ED 421
<p>STANDARD 3 - Application of Technology in Instruction</p> <p>The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.</p>	<p>Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminars; Student Teaching</p> <p>ED 303/ ED 313/ ED 416/ ED 417/ ED 418/ ED 419/ ED 420/ and ED 421</p>
<p>STANDARD 4 - Social, Ethical, and Human Issues</p> <p>The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.</p>	<p>Education Senior Seminar</p> <p>ED 417/ and ED 419</p>
<p>STANDARD 5 - Productivity Tools</p> <p>The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.</p>	<p>Education Senior Seminars; Student Teaching</p> <p>ED 417/ ED 418/ ED 419/ and ED 421</p>
<p>STANDARD 6 - Telecommunications and Information Access</p> <p>The competent teacher will use telecommunications and information-access resources to support instruction.</p>	<p>Foundations Courses; Education Senior Seminars; Student Teaching</p> <p>ED 210/ ED 417/ ED 418/ ED 419/ ED 420/ and ED 421</p>
<p>STANDARD 7 - Research, Problem Solving, and Product Development</p> <p>The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.</p>	<p>Foundations Courses; Fieldwork Courses; Education Senior Seminars; Student Teaching</p> <p>ED 210/ ED 313/ ED 416/ ED 417/ ED 419/ ED 420/ and ED 421</p>
<p>STANDARD 8 - Information Literacy Skills</p> <p>The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.</p>	<p>Fieldwork Courses; Student Teaching</p> <p>ED 315/ ED 417/ ED 418/ ED 419/ ED 420 and ED 421</p>

**Illinois Professional Teaching Standards: Core Language Arts
Courses**

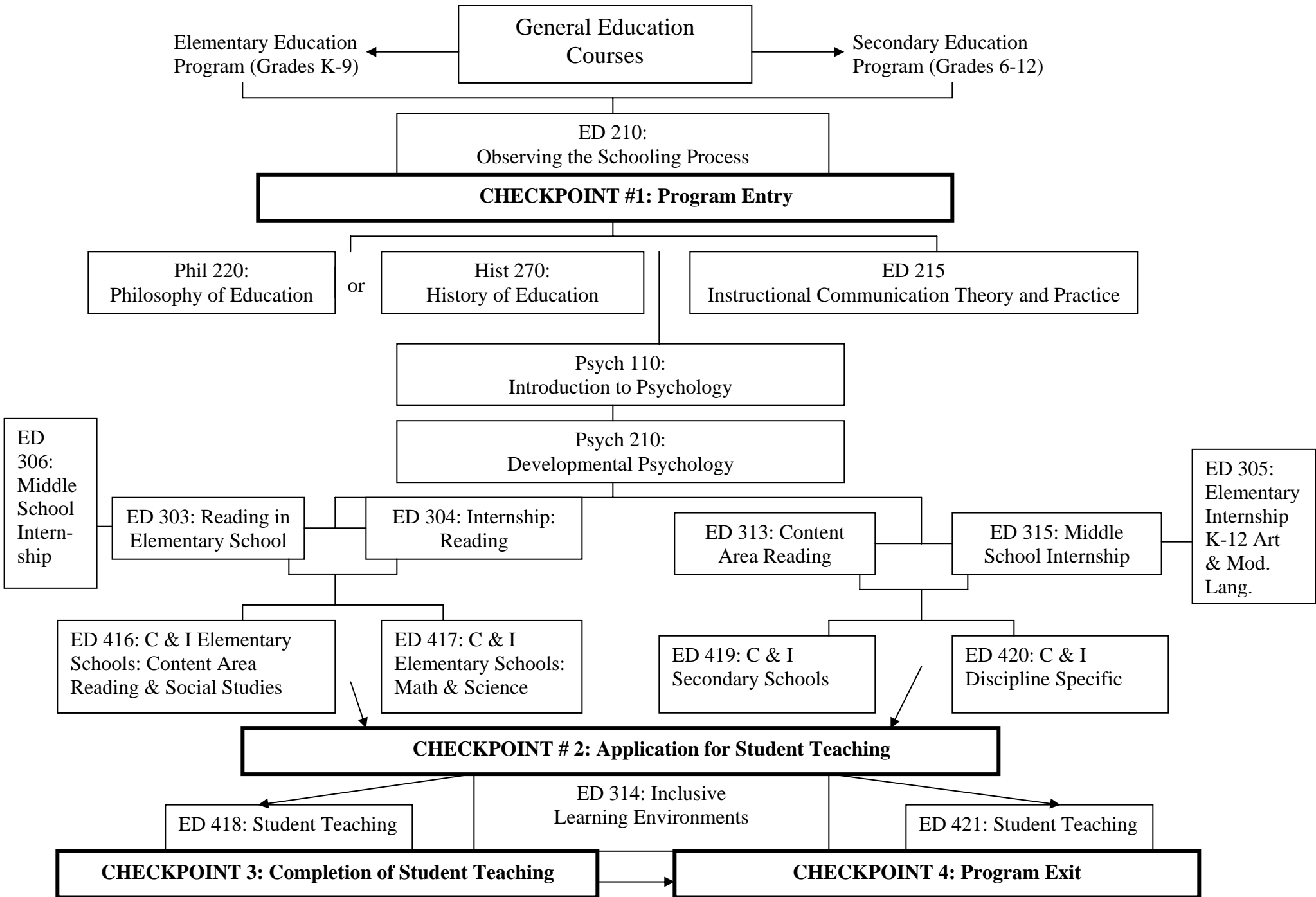
Course Types and Numbers

<p>STANDARD 1 All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.</p>	<p>Inclusive Learning Environments; Fieldwork Courses; Education Senior Seminar Courses; Student Teaching</p> <p>ED 303/ ED 304/ ED 313/ ED 315/ ED 416/ ED 418/ and ED 421</p>
<p>STANDARD 2 All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.</p>	<p>Foundations Courses; Communications Courses; Fieldwork Courses; Education Senior Seminar Courses; Student Teaching</p> <p>ED 210/ ED 215/ ED 313/ ED 315/ ED 418/ and ED 421</p>
<p>STANDARD 3 All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.</p>	<p>Communications Courses; Fieldwork Courses; Education Seminar Courses; Student Teaching</p> <p>ED 215/ ED 313/ ED 315/ ED 418/ ED 419/ ED 420/ and ED 421</p>

Standards, LFC Identifying Characteristics and Program Checkpoints



Education Major Course Sequence and Program Assessment Checkpoints



Education Courses

104 (Math 104) Elementary Mathematics from an Advanced Standpoint

This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non- base-ten representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Prerequisite: Mathematics 103 or permission of the instructor. (Cross-listed as Mathematics 104.)

108 (Biol 109) Learning About the Living World This course will examine selected topics in life science and earth science such as the human body and its functioning, ecology, ecosystems, weather, the water cycle, and erosion. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students will participate in lectures, discussion, student presentations and projects, and laboratory activities. Two 50-minute class hours per week plus one two-hour session for laboratory, demonstrations, or field work. Does not satisfy requirements for the Biology major. (Cross-listed as Biology 109.)

109 (Chem 109) Learning About the Physical World This course will examine selected topics in physical science such as the physical and chemical properties of matter, energy, motion of objects, waves and vibrations, components of the solar system and interactions of objects in the universe. This course is appropriate for students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. The course is designed with elementary education majors in mind to provide them with the necessary background for teaching science. Students will participate in lectures, discussions, projects, and laboratory activities. Two 80-minute class hours per week. Not applicable toward the chemistry major or minor. (Cross-listed as Education 109.)

210 Observing the Schooling Process

An introduction to the teaching-learning process from preschool through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in educational library research and writing skills.

212 Educational Reform in the U.S.

This course will explore the meaning of educational reform in the United States, both from a historical and philosophical perspective and in the context of contemporary educational policy. Students will begin the course by studying the progressive educational reform movement of the early twentieth century. They will look at ways in which progressive education initiatives, including the open education movement of the late 1960s and early 1970s, have been challenged by proponents of standardization in schools. Charter schools, magnet schools, school vouchers, and No Child Left Behind also will be examined in order to better understand how the notion of educational reform is one that can be viewed from a wide variety of perspectives and within multiple contexts. (Cross-listed as American Studies 212 and Philosophy 214.)

215 Instructional Communication Theory and Practice

This course applies sociolinguistic theory to the understanding of language practices in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students research communication practices in their classrooms, apply cultural theories in their analyses, and practice methods and strategies toward becoming more effective communicators.

220 Philosophy of Education

Survey of theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Philosophy 220.)

232 The Teaching of Writing (Offered Less Frequently)

Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies. A theory guiding this course is that while learning how to teach someone else to write better, one becomes a better writer. (Cross-listed as English 232.)

244 Anthropology of Education For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change. (Cross-listed as Education 244. Meets GEC Cultural Diversity Requirement.)

270 History of Education in American Society and Thought

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as History 270.)

303 Reading in the Elementary School

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes alternative approaches to reading and language arts instruction including whole language and strategies for teaching students with exceptional needs, especially the learning disabled. This course must be taken concurrently with Education 304. Prerequisites: Education 210 and departmental interview.

304 Elementary Fieldwork and Seminar

Half-day internship in the elementary or middle school. Elementary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the education department and supervised by faculty within the education department on a biweekly basis. Placement in a multicultural setting is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and departmental interview. (Meets GEC Cultural Diversity Requirement.)

305 Teaching in Grades K-5

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching elementary school students. It includes philosophy, curriculum, instruction, and methods; design and development of elementary-grade lessons and programs; and observation and participation in elementary school classrooms. Prerequisites: Education 210, Education 313, Education 315, and Psychology 210

306 Teaching Adolescent Students

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy,

curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle grade classrooms. Prerequisites: Education 303 and 304.

310 Equity and Social Justice in Schools

This course intends to examine notions of "equity" and "social justice" in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the ways in which race, gender, and sexual orientation affect and disrupt one's experiences of schooling; and the evolution of the efforts to work against these phenomena within the field of education. The course will explore equity and social justice from a variety of perspectives and through different texts, including analytical journal articles and personal narratives. Readings and discussions will be based heavily on the local world of public education as a microcosm of these issues as they have played out nationally and internationally. (Cross-listed as Politics 309.)

311, 411 Advanced Fieldwork (Offered Less Frequently)

Students who have completed 210 and 303/304 or 313/315 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

312 Integrating the Arts in the Learning Process

The media and methods of teaching elementary school art. Required only for elementary certification. One-half course credit. (This course, which is required for elementary certification, does not carry graduation credit but will be recorded on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.)

313 Reading in the Content Areas

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially the learning disabled. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and departmental interview.

314 Inclusive Learning Environments

Emphasis on approaches and methodology that establish an inclusive classroom environment including strategies for curriculum and management modification for students with exceptionalities. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education. Limited to juniors and seniors who plan to complete certification. Prerequisite: Education 303/304 or 313/315 and Psyc 210.

315 Middle School Fieldwork and Seminar

Half-day internship in the middle and junior high school. Secondary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the education department and supervised by faculty within the education department on a biweekly basis. Placement at a multicultural site is required. Prerequisite: Acceptance for certification candidacy. (Meets GEC Cultural Diversity Requirement.)

415 Special Studies in Education (Offered Less Frequently)

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors.

416 Curriculum in the Elementary School: Content-Area Literacy and Social Studies

Seminar focusing on curriculum and instructional planning for elementary teaching. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment. Also stresses principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. Includes content-area reading theories, strategies, approaches to the organization of social studies curriculum and instruction, and integration of the fine arts. Prerequisite: ED 303, ED 304 with a grade of B- or better; Co-requisite: ED 417

417 Curriculum and Instruction in the Elementary Schools: Math and Science

Seminar focusing on curriculum and instructional planning for elementary teaching in math and science and how math and science curricula are organized for children at differing developmental levels and with various backgrounds. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math and science. Also stresses principles of and practice for using various technological teaching tools. This course has substantial fieldwork experiences in science, math, and technology instruction. Prerequisite: ED 303, ED 304 with a grade of B- or better; Co-requisite ED 416

418 Student Teaching and Elementary Seminar

Full-day supervised teaching for 14-15 weeks in a cooperating school and a weekly seminar. This course is graded only on a Credit/D/Fail basis. Prerequisite: ED 416 & Ed 417 with a grade of B- or better.

419 Secondary Curriculum and Instructional Design

Seminar focuses on the practical use of educational theory in the secondary classroom by investigating and applying knowledge of curriculum design, learning theory, lesson and course planning, evaluation, integration of classroom technology, and management. Student will conduct research on teaching theory, present general lesson design demonstrations and analyze unit structures and resources. Prerequisites: ED 313, ED 315 with a grade of B- or better. Co-requisite ED 420.

420 Discipline Specific Secondary Instructional Design

Seminar focusing on approaches and methodology in the teaching of the content-area of certification. Students will explore instructional theories central to their teaching discipline, subject matter specific ways of constructing knowledge and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study, present content-area demonstrations, lectures and activities and construct an electronic portfolio of resources for teaching in their discipline. In addition, each student will be assigned a clinical placement in a high school for observation hours and consultation with a field based faculty mentor in connection with the class. Prerequisites: ED 313, ED 315 with a grade of B- or better. Co-requisite ED 419

421 Student Teaching and Secondary Seminar

Full-day supervised teaching for 14-15 weeks in a cooperating school and a weekly seminar. This course is graded on a Credit/D/Fail basis. Prerequisite: ED 419 and ED 420 with a grade of B- or better.

Postgraduate Student Teaching Option

The department offers all certification candidates the option of completing their student teaching requirement following graduation. While student teaching, participants in the program are required to pay only a minimal fee to cover registration and supervisory costs. To qualify for this program option, a candidate must complete, upon graduation, all requirements for both the content area major and the professional education sequence for the education major with the sole exception of student teaching. The reduced fee option is applied to the three credits for student teaching only. Permission of the Education Department is required for participation.

Elementary Education General Education Requirements

Name: _____ **Education Advisor:** _____ **Date assigned:** _____
Content Major Advisor: _____ **Date assigned:** _____

	Required Courses	Course No.	Semester Completed	Advising Meeting Date
	Freshman Studies (1) Or writing course			
<u>Natural Sciences 4</u>	Bio 109 (F) (EDUC 108)			
	Chem 109 (F)			
	Math 150 (F)			
	Math 104 (F)			
<u>Humanities (6)</u>	Literature (F)			
	Oral Comm. (F) (ED 215)			
	Philosophy 220 Or SOAN 244 or History 270			
	Hist 110 (F)			
<u>Social Sciences (4)</u>	Hist 120 (F)			
	ED 312			
	Psych. 110 (F)			
	Psych 210 (F)			
	Pol 120 (F)			
<u>Cultural Diversity (2)</u>	ED 304 (required of elementary Education majors)			
	(F)			
<u>Senior Studies (3: 2 in education, one in content major)</u>	ED 416			
	ED 417			

Note: Students must earn a C or better in all course requirements for certification including GEC requirements.

Note: (F) = possible freshman year course options

**Elementary Education Major
Professional Course Sequence
(Certification Program Requirements)**

<u>Required Courses</u>	<u>Semester Completed</u>
ED 210 Observing the Schooling Process	
ED 270 or ED 220 or SOAN 244 Hist of Ed or Phil of Ed or Anthropology of Ed	
ED 215 Instructional Communication	
ED 303 Elementary Reading Methods	
ED 304 Elementary Fieldwork	
ED 312 Arts in the Learning Process	
ED 416 Methods/Senior Seminar	
ED 417 Methods/Senior Seminar	
ED 314 Inclusive Learning Environments	
ED 306 (for middle school endorsement only)	
ED 418 Elementary Student Teaching	
PHED 126 Concepts of Health Education	

Phase	Semester Completed / Advisor's Initials
Declaration of Major	
Program Entry	
Application for Student Teaching	
Completion of Program Requirements (final portfolio review)	

SAMPLE SEMESTER PLANNING SHEET (for all programs)

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

Semester _____ Year _____

1. _____
2. _____
3. _____
4. _____

_____ **Plans to exercise Post-Graduation Student Teaching Option**

Secondary Education General Education Requirements

Name: _____ **Education Advisor:** _____ **Date assigned:** _____
Content Major Advisor: _____ **Date assigned:** _____

Natural Sciences (2)
2 Courses from
different departments that
meet GEC requirements

Humanities (2)

Social Sciences (3)
(2 different departments)

Cultural Diversity (2)

Senior Studies (3 - two in
education,; one in content
major)

Required Courses	Course No.	Semester Completed
<u>Freshman Studies (1)</u> Or writing course		
(Bio 108 recommended) (F)		
(Chem 109 recommended) (F)		
ED/COMM 215		
<i>(Philosophy 220 or History 270)</i>		
Psych. 110 (F)		
Psych 210 (F)		
<i>(SOAN 244)</i>		
<u>(F)</u>		
ED 315 (required of Secondary Education majors)		
ED 419		
ED 420		

Advising Meeting Date

Note: a grade of “C” or better is required in all General Education Courses.

Note: Courses above meet GEC requirements for College graduation.

(F) Possible freshman year course options
(possible options)

**Secondary Education Major
Professional Course Sequence
(Certification Program Requirements)**

<u>Required Courses</u>	<u>Semester Completed</u>
ED 210 Observing the Schooling Process	
ED 270 or ED 220 or ED 244 Hist of Ed or Phil of Ed or Anthropology of Ed	
ED 215 Instructional Communication	
ED 313 Reading in the Content Areas	
ED 315 Middle School Fieldwork	
ED 419 Methods / Senior Seminar	
ED 420 Methods / Senior Seminar	
ED 314 Inclusive Learning Environments	
ED 421 Secondary Student Teaching	

Phase	Semester Completed / Advisor's Initials
Declaration of Major	
Program Entry	
Application for Student Teaching	
Completion of Program Requirements (final portfolio review)	

**Secondary Education Program
Courses Required to Meet Content Area Standards
(Certification Program Requirements)**

Major: _____

Major Advisor: _____ Date assigned: _____

(Please note: a full major in the content area of certification is required.)

(CAS = Illinois Content Area Standards)

Mathematics	
<u>Courses Required for Math Major (meets CAS)</u>	Sem. Completed
Math 110 / 115	
Math 111 / 116	
CS 112	
Math 210	
Math 230	
Math 231	
Math 330	
Math Electives Required for Ed Majors	
Math 340	
Math 350	
Math 351	
Other Courses Required for Full Math Major	
Math 311	
Math Senior Seminar 499	
Phys 120/Phil265/Econ 330/ CS 212 or above	

History	
<u>Courses Required for History Major (meets CAS)</u>	Sem. Comp.
Hist 110	
Hist 300	
History Sequence Required for Ed Majors	
Hist 120	
Hist 121	
History Electives Required for Ed Majors	
Hist 200 (or equivalent 300 level course)	
Hist 201 (or equivalent 300 level course)	
Hist 212 (or equivalent 300 level course)	
Hist 213 (or equivalent 300 level course)	
Other Courses Required for Full History Major	
300 Level Course	
300 Level Course	
History Senior Seminar 420/ Independent Research Project	
Broad Field Social Science Courses Required for Ed Majors	
Pol 110	
Pol 120	
Econ 110	
SOAN 110	
Psych 110	

Biology	
<u>Courses Required for Biology Major (meets CAS)</u>	Sem. Completed
Bio 120	
Bio 130	
Bio 220	
Bio 221	
Other Courses Required for Full Biology Major (2 with lab)	
Bio 320/322/324/352	
Bio 340/342/346/348	
Bio 344/370/375/380/383/389	
Biology Senior Seminar/Thesis	
Math 110 /150	
Chem 110 / 120	
Chem 111 / 121	
<u>Broad Field Science Courses Required for Ed Majors</u>	
Physics 109	
Physics 110	

Politics	
<u>Courses Required for Politics Major (meets CAS)</u>	Sem. Completed
Pol 110	
Pol 120	
Politics Electives Required for Ed Majors	
Pol 240	
Pol 353	
Pol 355or 356 or 357	
Other Courses Required for Full Politics Major	
Pol 220/221/22/223/224	
Pol 210/212/216/217/219	
Pol 360/365	
Politics Senior Seminar 470/480/490/491	
Broad Field Social Science Courses Required for Ed Majors	
Hist 110	
Hist 120	
Econ 110	
SOAN 110	
Psych 110	

Chemistry	
<u>Courses Required for Chemistry Major (meets CAS)</u>	Sem. Completed
Chem 110 or 120	
Chem 111 or 121	
Chem 320	
Chem 321	
Chemistry Senior Seminar 410	
Other Courses Required for Full Chemistry Major	
Chem 220	
Chem 221	
300 Level Course	
Physics 110 /120	
Physics 111 / 121	
Math 110 / 115	
Math 111 /116	
<u>Broad Field Science Courses Required for Ed Majors</u>	
Bio 120	
Bio 220	
Physics 109	

Physics	
<u>Courses Required for Physics Major (meets CAS)</u>	Sem. Completed
Physics 120	
Physics 121	
Physics 210	
Physics 230	
Physics 250	
Physics 480	
<u>Math 110 / 115</u>	
Math 111 / 116	
Math 210	
<u>Physics Elective Required for Ed Majors</u>	
<u>Physics 109</u>	
Other Courses Required for Full Physics Major	
Physics 310	
Physics 420	
Broad Field Science Courses Required for Ed Majors	
Bio 120	
Bio 220	
Chem 110	
Chem 111	

English (Literature Track)	
<u>Courses (Required for English Major)</u>	Sem Comp
Eng. 210	
Eng. 211	
Eng. 212	
Eng 204	
(Elective) Eng 205	
(Elective) Eng 235	
Period Course (Eng 300, 301, 302, 304, 305, 306, 307, 345, 400, 401, 402, or 403)	
Period Course (Eng 300, 301, 302, 304, 305, 306, 307, 345, 400, 401, 402, or 403)	
English Senior Seminar 450	
Other Courses (Required for Education Major)	
Com 235	
Eng 220	

English (Writing Track)	
<u>Courses (Required for English Major)</u>	Sem Comp
Eng. 210	
Eng. 211	
Eng. 212	
Eng, 330, 360, 361 or 362	
Eng 204	
(Elective) Eng 205	
(Elective) Eng 235	
(Elective) Eng 204, 216, 217, 218, 220, 300, 301, 302, 304, 305, 306, 307, 345, 352, 400, 401, 402, or 403	
English Senior Seminar 440	
Other Courses (Required for Education Major)	
Com 235	
Eng 220	

K-12 Education General Education Requirements

Name: _____ **Education Advisor:** _____ **Date assigned:** _____
Content Major Advisor: _____ **Date assigned:** _____

	Required Courses	Course No.	Semester Completed	Advising Meeting Date
	<u>Freshman Studies (1)</u> Or writing course			
<u>Natural Sciences (2)</u> 2 Courses from different departments that meet GEC requirements	(Bio 108 recommended) (F)			
	(Chem 109 recommended) (F)			
	ED/COMM 215			
<u>Humanities (2)</u>	<i>(Philosophy 220 or History 270)</i>			
	Psych. 110 (F)			
<u>Social Sciences (3)</u> (2 different departments)	Psych 210 (F)			
	<i>(SOAN 244)</i>			
<u>Cultural Diversity (2)</u>	(F)			
	ED 315 (required of Secondary Education majors)			
<u>Senior Studies (3 - two in education,; one in content major)</u>	ED 419			
	ED 420			

Note: a grade of “C” or better is required in all General Education Courses.

Note: Courses above meet GEC requirements for College graduation.

(F) Possible freshman year course options
(possible options)

**K-12 Education Major
Professional Course Sequence
(Certification Program Requirements)**

Required Courses	Semester Completed
ED 210 Observing the Schooling Process	
ED 270 or ED 220 or ED 244 Hist of Ed or Phil of Ed or Anthropology of Ed	
ED 215 Instructional Communication	
ED 313 Reading in the Content Areas	
ED 315 Middle School Fieldwork	
ED 419 Methods / Senior Seminar	
ED 420 Methods / Senior Seminar	
ED 305 Teaching Grades K - 5	
ED 314 Inclusive Learning Environments	
ED 421 Secondary Student Teaching	

Phase	Semester Completed / Advisor's Initials
Declaration of Major	
Program Entry	
Application for Student Teaching	
Completion of Program Requirements (final portfolio review)	

**K – 12 Education Program
Courses Required to Meet Content Area Standards
(Certification Program Requirements)**

Major: _____

Major Advisor: _____ Date assigned: _____

(Please note: a full major in the content area of certification is required.)

(CAS = Illinois Content Area Standards)

French	
<u>Courses Required for French Major (meets CAS)</u> (1 200 level required)	Semester Completed
FR 210 or 212	
<u>Advanced Course Options</u> (7 Courses Required for Full French Major)	
FR 220 or 312	
FR 300	
FR 305	
FR 311	
FR 312	
FR 315 or 320	
300/400 level course (incl. senior seminar)	
300/400 level course	

Spanish	
<u>Courses Required for Spanish Major (meets CAS)</u> (1 200 level required)	Semester Completed
SP 210 or 212	
<u>Advanced Course Options</u> (7 Courses Required for Full Spanish Major)	
SP 311 or 320	
SP312	
SP 300/310/330/365	
SP337 or 367 or 380	
SP 333 or 335 or 337 or 380	
SP 425 or senior seminar	
SP 337 or 367 or 480	
SP 320 or 325 or 340 or 490	

Visual Arts	
<u>Courses Required for Art Major (meets CAS)</u>	Semester Completed
ART 130: Elements of Design Pre-requisite for studio arts courses	
ART 110: Introduction to the Visual Arts	
ART 131: Drawing	
ART 481: Senior Seminar in Studio Art	
Menu of Elective Studio Courses (3 required)	
ART 233: Sculpture	
ART 230: Painting	
ART 232: Photography	
ART 236: Ceramics	
ART 343: Digital Media: Video	
Elective Menu Art History (must take 1)	
ART 218: 20 th Century Art <i>or</i> ART 360: Contemporary Art	
Other Elective Courses	
ART 349: Cultural Landscape	
ART 212: Italian Renaissance Art	

Standing Calendar for Approval of Student Teachers

For Spring Student Teachers:

September (one semester before student teaching)

- Education Department meets to review candidates and to decide on recommendations/ deficiencies and possible remediation strategies during student teaching.
- Candidates submit completed Student Teaching Application Step One - Application, including transcript and portfolio checkpoint #2a to begin application process for student teaching placement.
- Certification Officer and Education Advisory Council content area experts review portfolio

November (one semester before student teaching)

- Candidates submit completed Student Teaching Application Step Two - Approval including application portfolio checkpoint #2b
- Certification Officer and Education Advisory Council experts review portfolio.
- Application approved by Certification Officer.
- Director of Clinical Partnerships presents candidates for final approval by Education Advisory Council.
- Education Advisory Council approves candidates for student teaching.

For Fall Student Teachers:

September (two semesters before student teaching)

- Education Department meets to review candidates and to decide on recommendations/ deficiencies and possible remediation strategies
- Candidates submit completed Student Teaching Application Step One - Application, including transcript and portfolio checkpoint #2a to begin application process for student teaching placement.
- Certification Officer and Education Advisory Council content area experts review portfolio

November: (two semesters before student teaching)

- Candidates submit completed Student Teaching Application Step Two - Approval including application portfolio checkpoint #2b
- Certification Officer and Education Advisory Council experts review application.

April (one semester before student teaching placement)

- Application approved by Certification Officer.
- Director of Clinical Partnerships presents candidates for final approval by Education Advisory Council.
- Education Advisory Council approves candidates for student teaching.

Education Department Advising and Assessment System

Teacher candidates progress in meeting IPTS, Core Technology, Core Language Arts, and Content Area Standards will be monitored during advising sessions with the candidate's Education department advisor. Advisors will assist teacher candidates on an individual basis in establishing goals to meet standards that have not been met in a timely manner and advise them how to meet the expectations required at upcoming checkpoints. Candidates will be advised at the time of admission how coursework and other experiences will provide opportunities for them to meet standards in all areas. At checkpoint #1, students will be advised about possible remediation requirements to strengthen weak areas and to support program completion.

Advising and Assessment:

A system of assessment embedded in our advising structure is consistent with our institutional commitment to individual mentorship and close advising. All of our students are assigned two faculty members to advise and mentor them throughout their preparation program. One advisor is a member of the Education Department and serves to guide course selection, assess progress and help individual candidates design programs of study that meet their individual needs and goals as a teacher. The second advisor is a member of the Department in the candidate's second major program of study. This advisor is aware of the content area knowledge and skill development of the candidate. These two advisors work closely together to assess each candidate so that the program of study for each of our students meets his/her individual developmental needs and capitalizes on the particular talents and interests of each student of teaching while ensuring progress on development of the Illinois Content-Area Standards.

Advisors are responsible for formative and summative assessment of candidate performance. Advisors in the content area major are responsible for determining student strengths and deficiencies in meeting the content area standards as candidates progress through their major course of study. Advisors in the Education Department are responsible for overseeing student development in the Professional Teaching Standards, Technology and Core Language Arts standards. Both advisors recommend candidates for entrance, continuation, and completion of programs. Both advisors oversee the developmental portfolio process. Our advising system, therefore, besides providing close and coherent mentorship throughout a candidate's program of study, also supports the regular assessment of candidates' performance.

Education Department Advising Calendar and ISBE Standards Assessment Summary

Meeting	Purpose	Activities	Materials/Forms	Advisor Notes*
1. Fall Freshman (Group Meeting)	<ol style="list-style-type: none"> 1. Initial meeting with chair 2. Declare major 	<ol style="list-style-type: none"> 1. Discuss ISBE Basic Skills test information and planning form 2. Overview of program and portfolio process 3. Direct candidate to collect assessment artifacts for content area portfolio process 	<u>Faculty:</u> <ol style="list-style-type: none"> 1. P & P Handbook 2. Developmental Portfolio Handbook 3. Add major form 4. Planning form 5. Basic Skills information 	<ol style="list-style-type: none"> 1. GPA advising
2. Spring Freshman (Pre-Registration Week)	<ol style="list-style-type: none"> 1. Create four-year plan 2. Review assessment artifacts for Live Text downloading 3. Address deficiencies 	<ol style="list-style-type: none"> 1. Create four-year plan 2. Complete registration form for sophomore year 3. Review collected assessment artifacts and explain standards 	<u>Faculty:</u> <ol style="list-style-type: none"> 1. Planning form 2. ISBE standards matrices <u>Candidate:</u> <ol style="list-style-type: none"> 1. Planning form 2. Assessment artifacts 	<ol style="list-style-type: none"> 1. GPA advising
3. Late Fall Sophomore	<ol style="list-style-type: none"> 1. Adjust spring schedule as needed 2. Review artifacts 3. Introduce portfolio format and writing of rationales 4. Address deficiencies 5. Prepare for admission interview (checkpoint #1) 	<ol style="list-style-type: none"> 1. Review assessment artifacts and standards' progress 2. Add drop for spring as needed 3. Prepare for admission interview (checkpoint #1) 	<u>Faculty:</u> <ol style="list-style-type: none"> 1. Planning form 2. ISBE standards matrices 3. Add/drop slip 4. Handbooks <u>Candidate:</u> <ol style="list-style-type: none"> 1. Planning form 2. Assessment Artifacts 	<ol style="list-style-type: none"> 1. GPA advising 2. Basic Skills test results 3. Recommendation for admission interview
4. Spring Sophomore (Pre-Registration Week)	Pre-Registration for Junior Year	Pre-Registration for Junior Year	<u>Faculty:</u> <ol style="list-style-type: none"> 1. Planning form <u>Candidate:</u> <ol style="list-style-type: none"> 1. Planning form 2. Assessment Artifacts 	<ol style="list-style-type: none"> 3. 2.75 GPA 4. Grade/ progress in ED 210
5. Early Fall Junior	<ol style="list-style-type: none"> 1. Adjust spring schedule as needed 2. Review artifacts 3. Review portfolio 4. Address deficiencies 5. Prepare for student teaching application process 	<ol style="list-style-type: none"> 1. Review portfolio and matrices progress 2. Add/ drop for spring as needed 3. Prepare for student teaching application process (checkpoint #2) 	<u>Faculty:</u> <ol style="list-style-type: none"> 1. Planning form 2. ISBE standards matrices 3. Add/drop slip 4. Handbooks <u>Candidate:</u> <ol style="list-style-type: none"> 1. Planning form 2. Portfolio-in-progress 	<ol style="list-style-type: none"> 1. 2.75 GPA

6. Spring Junior (Pre-Registration Week)	Pre-Registration for Senior Year	Pre-Registration for Senior Year	<u>Faculty:</u> Planning Form <u>Candidate:</u> 1. Planning Form 2. Portfolio-in-progress	3. 2.75 GPA 4. ISBE Content Area test results
7. Early Fall Senior	1. Adjust spring schedule as needed 2. Review artifacts 3. Review Portfolio and student teaching application 4. Address deficiencies 5. (Note: candidates may need to revise plans for student teaching to address unmet standards)	1. Review portfolio and matrices progress 2. Add/ drop for spring as needed 3. Review student teaching application 4. Review registration for Assessment of Professional Teaching test	<u>Faculty:</u> 1. Planning Form 2. ISBE standards matrices 3. Add/drop slip 4. Handbooks <u>Candidate:</u> 1. Planning form 2. Portfolio-in-progress of completed standards 3. Student Teaching application	1. 2.75 GPA 2. Recommendation for student teaching

*** Indicate date of meeting and sufficient progress or deficiencies in need of remediation.**

Principles for Student Teaching Placements

The College will make placements

1. only in the discipline for which teacher candidates are receiving certification.
2. if possible, in a school whose demographic composition is different from that of the school in which the candidate completed his or her internship
3. only at schools with appropriate geographic proximity to Lake Forest College, and with whom we have partnership agreements.
4. during the academic fall or spring semester at Lake Forest College; placements outside of the regular session academic year are not available (e.g., May or summer session placements are not available)
5. only if the candidate has declared his or her intention to student teach by the third week of the semester prior to the intended placement
6. only if the candidate has successfully completed all of the coursework required in the teacher certification program at Lake Forest College; placements will not be made for teacher candidates who have only completed or partially completed programs in other institutions.
7. only if the candidate follows through with directives of the faculty regarding the placement process in the time frame provided (e.g., late resumes or lack of follow-through with schools or cooperating teachers will jeopardize the placement process).
8. for returning candidates only after a successful re-admission process.
9. only if the candidate agrees to release transcript for review by school administrators.
10. only at upper grade levels for elementary candidates (grades (3-5) as the internship experience is always in lower grade levels (K-2).

Teacher candidates

1. must adhere to the Professional Code of Conduct for Lake Forest College teachers.
2. may not act as substitute teachers for their teacher or for another teacher in lieu of a paid substitute.
3. may not function as instructional aids, exam proctors outside of their classrooms, lunchroom aides, coaches, or serve in any other capacity unrelated to their specific responsibilities as student teachers with the students to whom they are assigned. Activities for which the student teacher is held responsible include those for which the classroom teacher is held responsible, such as study hall or hall monitoring, for example.

4. may not be compensated for student teaching or for any other paid position in the school district.
5. are expected to attend all meetings, in-service sessions, and parent conferences that are required for the classroom teacher provided that the teacher or administration has not expressly prohibited teacher candidates from attending these meetings.
6. must complete a specific minimum total teach period to the satisfaction of the College Supervisor. Candidates may be required to extend placements when deemed necessary by the College Supervisor.
7. may request a specific school and teacher but may not initiate the placement process himself or herself.
8. may not shorten the length of student teaching to take a paid teaching position without permission of student teaching supervisor, cooperating teacher, and Chair of the Department.
9. take vacations only according to the school district calendar.

Termination of Student Teaching or Internships:

Decisions about termination of a placement will be made by the Department Chair in consultation with the coordinator of clinical experiences, the student's departmental advisor and the student's fieldwork supervisor.

Termination of a placement means that the student will need to reapply for student teaching or, in the case of the internship, enroll in the course in a subsequent semester. Placements in student teaching or internship experiences can be terminated at any point for any of the following reasons:

1. Attendance:
Student does not maintain a record of excellent attendance or exhibits a pattern of tardiness in an internship or student teaching experience.
2. Professional judgment:
Inappropriate behavior or response--verbal or non-verbal--in communication with students, parents or other school personnel.
3. Progress:
Choosing not to act on direct advice or direction from the college supervisor or the cooperating teacher.
4. Preparation:
Not being prepared to teach when expected.
5. Dress or appearance:
Choosing not to meet the standards of professional attire in a school setting.
6. Subject matter knowledge
Demonstrates deficiencies in subject area.

Admission of Transfer Students

The institution has established and implemented procedures for assessing the candidate's abilities acquired prior to admission to the program and for planning the candidate's program in light of that assessment. A candidate evidencing appropriate or required knowledge, skills, and attitudes may qualify for advanced placement or credit by successfully completing appropriate examinations or other assessment procedures as presented by a recognized institution.

Lake Forest College maintains progressive policies on credit transfer. Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least a 2.5/4.0 (a higher GPA may be required by some departments). Applicants must be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given. If an applicant has been dismissed from a college or university more than once, he or she is not eligible for admission at Lake Forest College.

Graduates of accredited junior colleges and recipients of the Associate of Arts (A.A.) degree in an applicable field (who have earned grades of C- or better in all courses counting toward that degree), if admitted to Lake Forest College, will be granted full junior standing.

When a transfer student is admitted to the College, the maximum number of credits accepted is sixteen Lake Forest credits (up to 60 semester hours or 90 quarter). All of the courses in an applicable field, up to the aforementioned limit, taken and passed with a grade of C or better toward fulfillment of the Bachelor of Arts degree at the former institution, or the A.A. degree in the case of the junior college, will be accepted toward fulfillment of the B.A. degree at Lake Forest College. No courses with D grades will be accepted in transfer. No courses with C- grades or lower will be accepted for certification.

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations set by the College Entrance Examination Board may apply for college credit for this work. Grades of "4" or "5" on the examination entitle students to credit. Certain academic departments may give credit for an examination grade of "3."

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of Faculty are required. Where appropriate the instructor may make requirements in addition to the examination. For credit to be awarded, a grade of C or better must be earned on the examination but the student's transcript will show only a credit. This process has proven especially useful for continuing education students.

Special examination for course waiver will not be allowed for courses that are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics), and will not normally be allowed for a course in which the student was previously enrolled or which the student audited.

If a transfer student has begun a certification program elsewhere within the last five years, education courses and field experiences are evaluated by the Chairperson of the Education Department and course equivalencies are determined. Generally, courses completed in the liberal arts will be counted toward the general education requirements, and the chairperson of the transfer student's academic major department makes a determination regarding how many courses will be counted toward the academic major; the Chairperson of the Education Department determines whether any teacher education courses will count toward the professional education major at Lake Forest. The Department requires substantial written proof of the quality and quantity of previous experiences before even considering the waiver of pre-student teaching clinical field experience completed in other settings or at other institutions of higher education. A form recording the course equivalencies is filled out in duplicate; one copy is for the student and one is kept in the student's departmental file. An individually tailored program is then worked out by student and advisor according to the program and major requirements.

If a transfer student has taken education courses more than five years ago, an evaluation is made by the Chairperson of the Education Department to determine whether the student has kept abreast of current educational trends, curricula, methods and materials, etc. through media and actual experiences. Based on this evaluation, course work and field experiences are evaluated for equivalencies where appropriate and a personalized program is designed to meet the needs of the individual while making certain that the student meets the rigorous standards of the Department and the State.

Transfer of Credit

An official transcript from the issuing institution must be made available to the Registrar's Office before any academic work done elsewhere may be accepted for Lake Forest College credit.

The College is most likely to recognize a course taken at another accredited institution if Lake Forest offers a comparable course. Also, courses at other accredited institutions which are in the liberal arts tradition, but do not have comparable counterparts at Lake Forest, may be granted credit. LFC students are required to receive prior approval from the College before taking course work at other colleges. No more than sixteen transfer credits can be counted toward Lake Forest College degree requirements. No courses with D grades may be transferred to Lake Forest College. In addition, transfer credit courses will not be averaged into the GPA. Plus and minus grades (with the exception of A+) earned at another institution beginning with the fall of 1990 will be recorded on the LFC transcript. The Registrar evaluates transcripts for LFC course credit. The Department Chairperson evaluates any transfer credit that may apply toward the major requirements. Students may appeal decisions to the Academic Appeals Board.

Course credit past the sixteen-credit transfer limit may be added to the transcript for certification only. These courses may not be used for graduation credit. Transfer courses taken for certification only must be approved by the Chairperson of the Education Department prior to enrollment.

The Certification Officer evaluates transfer courses for certification.

Readmission and Appeals Policies for the Teacher Education Program

The following situations indicate that a student has exited from the teacher education program:

1. Voluntary withdrawal from courses (including fieldwork and student teaching) required for certification at the 300- or 400 -level in the Education Department (for reasons outside of medical situations or other documented family emergency)
2. Voluntary withdrawal from the education major (for reasons outside of medical situations or other documented family emergency)
3. Earning a grade less than a B- in ED 303, ED 304, ED 313, ED 315, ED 416, ED 417, ED 419 or ED 420
4. Termination of a fieldwork or student teaching placement due to poor performance: Conditions for termination can be found on page 42 of this handbook and in fieldwork and student teaching handbooks. A teacher candidate in categories (1) and (2) is considered to have exited from the teacher education program. He or she must reapply to the program following the procedure outlined below in the Readmission Policy.

A candidate who wishes to appeal a grade should follow the College's grade appeal policy found in the Lake Forest College Student Handbook. A candidate who wishes to appeal the termination of a fieldwork or student teaching placement should follow the Education Department Appeal Process outlined below. Candidates who have been terminated from the program may receive a W rather than a WF for fieldwork or student teaching at the discretion of the instructor (per College policy) but may not be readmitted to the program.

Re-admission Policy

Teacher candidates who have exited from student teaching normally cannot re-enter the program prior to two semesters following the time of withdrawal; they must apply for re-entry no later than four weeks after the start of the semester prior to the semester they wish to re-enter. Teacher candidates who have exited from a fieldwork placement may apply for readmission during the following semester (i.e., for a placement the following spring). The requirements for re-admission for students in categories (1) and (2) above are as follows. The student must

1. have evidence from the Dean of Students that he or she has adhered to the College's Ethics Policies (to be solicited by the Education Department)
2. show evidence of the Identifying Characteristics of a Lake Forest College Educated Teacher in a self-reflective essay that addresses the candidate's capacities in each of the five core values in the Identifying Characteristics: pre-professional dispositions, resourcefulness, responsiveness, teacher efficacy, and reflection
3. have maintained proficiency in relevant content areas and/or major
4. submit a letter for re-application to the program indicating the reasons for desiring re-admission.
5. be interviewed and recommended for re-admission by a subcommittee of the Education Advisory council, appointed by the Department Chair, with recommendations for particular requirements, as needed

Specific additional requirements for admission

Undergraduate

Students who have not yet graduated from Lake Forest College also must provide a letter of support from the advisor in their second major (e.g., history, math, psychology, etc.).

Post-Graduate

Graduates are required to provide recommendations from professionals with whom they have worked or volunteered successfully in the interim indicating potential for success in the teacher education program.

Appeal Process

Teacher certification candidates have the same rights and responsibilities as do all Lake Forest College students. Procedures for grade appeals can be found in the College Student Handbook. There are, however, specific processes in the teacher education program when decisions and evaluations may be cause for student grievances and are handled by the Education Advisory Council. These include the following:

1. admission or readmission to the teacher education program or student teaching
2. termination from the program due to poor performance
3. recommendation for state certification

Students who wish to appeal decisions in any of these teacher education matters should first confer with the chairperson of the Education Department. Appeals must be made in writing to the Education Advisory Council, through the chairperson of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. If an issue remains unresolved, the student may take his or her grievance to the Dean of Faculty, and, finally, to the President of the College.