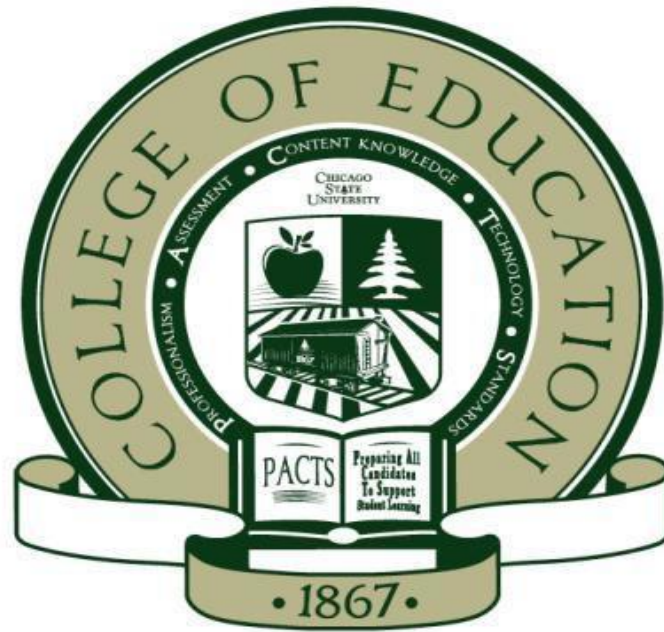


Chicago State University



College of Education

Department of Bilingual Education (ECBE)

Masters Degree in

MS Ed in Bilingual Education

MS Ed in Bilingual Education Concentration ESL

MS Ed in Bilingual Special Education

MS Ed in Bilingual Special Education Concentration ESL

Student Handbook

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OVERVIEW

This Handbook is designed to provide students with information about the requirements of the Masters Degrees in Early Childhood Education at Chicago State University. From time to time, curricular and/or other process changes may occur; it is the responsibility of the student to become aware of and adhere to those changes.

There is one Master's Degree offered in Elementary Education (MAT) for unlicensed teachers, one post baccalaureate certificate for licensure only (no masters degree) and one Focus program for certified teachers to alternate certification.

Master of Arts in Teaching Elementary Education

The department offers one option for a Master of Arts in Teaching Degree in Elementary Education. This degree provides individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Elementary Education qualifies students for the Illinois Professional Educator Licensure with Elementary endorsement; licensure requires successful completion of the Illinois Test of Academic Proficiency, Content Area Test, and Ed TPA (See Appendix D).

CHICAGO STATE UNIVERSITY MISSION

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for

students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Vision Statement

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

Core Values

Chicago State University values:

Intellectual development,

Creative and innovative thinking and learning,

Dignity and unique talents of all persons,

Responsible choices and actions,

Personal and academic excellence,

Personal, professional and academic integrity,

Diversity,

Leadership, service, philanthropy, social justice, and entrepreneurship,

Pride in self, community and the university,

AND Lifelong learning.

History

Chicago State University was founded as a teacher training school in Blue Island, Illinois on September 2, 1867. Today, the University is a fully accredited public, urban institution located on 161-picturesque acres in a residential community on Chicago's South side. CSU is governed by a Board of Trustees appointed by the Governor of Illinois. The University's five colleges—Health Sciences, Arts and Sciences, Business, Education and Pharmacy—offer 36 undergraduate and 25 graduate and professional degree-granting programs. CSU also offers an interdisciplinary Honors College for students in all areas of study and has a Division of Continuing Education and Nontraditional Degree Programs that offers extension courses, distance learning and not-for-credit programs to the entire Chicago community.

COLLEGE OF EDUCATION MISSION

College of Education Mission:

1. To offer quality programs and services that prepare educational professionals (teachers, counselors, diagnosticians, leaders, librarians, information specialists, leisure personnel and others) to plan, organize, deliver, assess, support and supervise instruction.
2. To prepare diverse populations who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.

College of Education Vision:

The College of Education (COE), which has held continuing national accreditation recognition by the National Council for Accreditation of Teacher Education (NCATE) since 1954, provides global leadership in preparing education professionals by advancing:

- best practices in teaching that impact student learning, knowledge through research and scholarship, critical thinking, and service through outreach efforts.

Accreditation:

- Accredited by the North Central Association (NCA) of Colleges and Schools;
- Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954;
- All programs approved for certification by the Illinois State Board of Education (ISBE);
- One of only 22 Illinois institutions (57 total) accredited by NCATE (CAEP);
- All programs, with national professional association standards (SPA), are in full compliance.

College of Education's Conceptual Framework

Conceptual Framework and Philosophy: The National Council for Accreditation of Teacher Education's (NCATE) Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12) From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education

have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Five themes (Professionalism, Assessment, Content Knowledge, Technology and Standards) provide the basis for the College's conceptual framework. Known as P-A-C-T-S, the College conceptual framework guides activities in this program.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and Assessments for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit (Appendix A).

MISSION OF THE DEPARTMENT OF Bilingual Education (ECBE)

The Department of ECBE is committed to providing excellent preparation in teaching candidates to be prepared to take on the ever evolving roles in the multilingual elementary classroom. The department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of an academic masters degree program. Reflected in both the quality of its program, and the background of its faculty are

(a) strong grounding in educational theory and research; (b) developing student's skills in critical thinking, reflective practice and applied research; (c) modeling effective management and teaching practices; (d) addressing issues prevalent in a pluralistic society; (e) collaborating with the departments in the university; and (f) working in partnership with local, national and international educational organizations to lead in the development of effective and viable early childhood environments.

Admission Requirements (University)

General Requirements

- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Graduation requirements include a minimum of half the student's course work completed at the 5000-level, successful completion of written and oral examinations, and successful completion of a professional portfolio and state required testing as well as a graduate project (Ed TPA).
- Admission to the College of Education, which includes successful completion of the Illinois Test of Academic Proficiency or equivalent, is required prior to registration in any professional education courses.
- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Bilingual Education

Department: Early Childhood-Primary and Bilingual Education

Chairperson: Timothy Harrington

Faculty: Miguel Fernandez, Cynthia K. Valenciano

Degree(s)/Licensure(s)

MS Ed in Bilingual Education (Options in Bilingual, ESL, Bilingual Special Education, ESL Special Education)

MS Ed in Bilingual Elementary Education: + State of Illinois Professional Educators Licensure (PEL) with Elementary Education and Bilingual, ESL, Bilingual Special Education or ESL Special Education Endorsement options and Language Arts Endorsement

Post-Baccalaureate Certificate for Licensure in Bilingual Elementary Education

Endorsement Only: Bilingual, ESL, Bilingual Special Education or ESL Special Education

Content Designation

BILE

The Bilingual Education program offers a Master of Science in Education degree in Bilingual Education for licensed educators seeking an advanced degree in bilingual, ESL, bilingual special education or ESL special education and the corresponding state endorsements. The Bilingual Education program also offers programming for non-licensed educators seeking an Illinois Professional Educator license with Elementary Education endorsement, along with bilingual and/or ESL bilingual special education, ESL special education corresponding endorsements. Candidates may also seek bilingual and/or ESL endorsements and the Professional Educators License in Elementary Education

with a non-degree option. The purpose of this program is to prepare teachers to meet the needs of all learners in 1st – 6th grade classrooms and a specific emphasis in meeting the needs of English Learners (ELs) in early childhood, elementary or secondary classrooms. The program is designed to prepare reflective practitioners to work with English language learners (ELLs) in multicultural environments who:

Program Goals:

- reflect on and evaluate the effects of their choices and actions on the educational community and who actively seek out opportunities to grow professionally;
- understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills;
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
- understand and use formal and informal assessment strategies to evaluate and ensure the intellectual and social development of the learner;
- foster relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.

General Requirements

Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced degrees and/or licensure at Chicago State University, regardless of when they were admitted to the university.

Admission to the program is contingent upon good academic standing and acceptance by the department.

The M.S.Ed. in Bilingual Education has four options: 1) Bilingual Education, 2) English as a Second Language (ESL), 3) Bilingual Special Education and 4) ESL Special Education.

Program Admission Requirements:

For licensed educators; applicants who currently have a PEL and are seeking an MS Ed in Bilingual Education and endorsements must submit:

- A completed and signed Graduate Application and all documents required by the Graduate School as stipulated in the Graduate Application.
- A letter of recommendation on the school's letterhead from the school principal indicating suitability to work at the graduate level.

For non-licensed educators; applicants seeking initial licensure in a Bilingual Education Program option must submit the following:

- A completed and signed Graduate Application & all requirements designated in the Graduate School application form.
- Receive a passing score on Test of Academic Proficiency (240) or Composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 450 on writing at one test administration taken on the same date or ACT Composite score of 22 or higher and a minimum score of 16 on the Writing portion for ACT exams taken September 1, 2015 or later.
- Have a Bachelor's degree from an institution of higher education.
- Have undergraduate coursework, earning a C or better, completed in the following areas:
 - ENG 1270 and 1280 (or equivalent),

- Algebra and Statistics,
- Four social sciences in four different areas, and
- Three sciences (physical, earth/space, and biological), one with a lab. Transcripts are reviewed for any deficiencies candidates may have.
- Transcripts: Note, a cumulative grade point average of 2.75 for conditional admission and 3.0 for full admission on all courses satisfying degree requirements completed at Chicago State University or accepted as transfer credit.
- 2 recommendations from educators in the field of education.
- The Department Recommendation Form.
- A signed Letter of Dispositions acknowledging disposition requirements.

For applicants who are seeking Bilingual and/or ESL endorsements only must:

- Complete and sign a Graduate Application and provide all documents required by the Graduate School as stipulated in the Graduate Application.

Program Graduation Requirements:

General Graduation requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses, successful completion of written and oral examinations, and successful completion of a professional portfolio for both non-licensure and licensure teachers.

Additional licensure graduation requirements include:

- Successfully complete Field Practicum and Student Teaching and all required coursework;
- Successfully complete all clinical fieldwork;

- Successfully meet all requirements for the professional portfolio;
- Successfully pass all required state assessments, including the Content Area Test for Elementary Education (Grades 1-6) (197-200) and edTPA;
- Meet all requirements for state licensure.

A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.

All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements

Master's Degree in Bilingual Education for Licensed Teachers

The number of credits varies depending on the option:

- Bilingual Education Option: 36 credits
- English as a Second Language (ESL) Option: 36 credits
- Bilingual Special Education Option: 35 credits
- ESL Special Education Option: 36 credits

*Core Requirements for **all options**: 18 credit hours: BIL 5000, 5003, 5004, 5015, 5026, 5027 & 5028.*

Bilingual Education Option/ 18 credit hours: BIL 5002, 5012, 5017, 5740, 5760 & 5770.

English as Second Language (ESL) Option/18 credit hours: BIL 5002, 5017, 5025, 5740, 5760 & 5770.

Bilingual Special Education Option/ 17 credit hours: BIL 5022, 5023, 5024 & S ED 5482.

ESL Special Education Option/ 18 credit hours: BIL 5022, 5024, 5025, 5740 & S ED 5482.

Master's Degree in Bilingual Education with Initial Licensure

The number of credits varies depending on the option:

- Bilingual Education Option: 60 credits
- English as a Second Language (ESL) Option: 57 credits
- Bilingual Special Education Option: 66 credits
- ESL Special Education Option: 61 credits

Bilingual Education Option (60 credit hours)

Professional Core Courses/ 39 credit hours: ELED 5110*, PSYC 2020, PE 2040, READ 5160, S ED 5301, S ED 5303*, BIL 5010*, 5013*, 5014*, 5016*, 5018* or BIL 5860* & 5021*
Bilingual & ESL Endorsement courses/ 21 credit hours: BIL 5000, 5002, 5003, 5004, 5012*, 5015*, 5017.

ESL Option (57 credit hours)

Professional Core Courses/ 39 credit hours: ELED 5110*, PSYC 2020, PE 2040, READ 5160, S ED 5301, S ED 5303, BIL 5010*, 5013*, 5014*, 5016*, 5018* or BIL 5860* & 5021*

ESL Endorsement courses/ 18 credit hours: BIL 5000, 5002, 5003, 5004, 5015* & 5017.

Bilingual Special Education Option (66 credit hours)

Professional Core Courses/ 37 credit hours: ELED 5110*, PSYC 2020, PE 2040, READ 5160, S ED 5301, BIL 5010*, 5013*, 5014*, 5016*, 5018* or BIL 5860* & 5021*

Bilingual, ESL and Bilingual Special Education Endorsement courses/ 29 credit hours: S ED 5482*, BIL 5000, 5003, 5004, 5015*, 5022, 5023 & 5024.

ESL Special Education Option (61 credit hours)

Professional Core Courses/ 37 credit hours: ELED 5110*, PSYC 2020, PE 2040, READ 5160, S ED 5301, BIL 5010*, 5013*, 5014*, 5016*, 5018* or BIL 5860* & 5021*

ESL and ESL Special Education Endorsement courses/ 24 credit hours: S ED 5482*, BIL 5000, 5003, 5004, 5015*, 5022 & 5024.

* Restricted to students admitted to the College of Education.

(Only required graduate level professional education courses will be applied towards master's degree electives.)

Supportive Course / 1 credit hour:

ELED 3092 (May not be counted for degree credit.)

If student has not successfully completed Illinois Content Area Test in Elementary 1-6 licensure test, he or she must take and pass ELED 3092.

Endorsements in Bilingual and ESL

The number of credits varies depending on the endorsement:

- Bilingual & ESL Endorsements 21 credits

- ESL Endorsement 18 credits

Bilingual & ESL Endorsement courses/ 21 credit hours: BIL 5000, 5002, 5003, 5004, 5012*, 5015*, 5017.

ESL Endorsement courses/ 18 credit hours: BIL 5000, 5002, 5003, 5004, 5015* & 5017.

Program Completion Benchmarks

Program outcomes will be assessed against the following benchmarks. A committee will convene at each of the benchmarks to make decisions on the candidate's progress and to make decisions as to whether candidates will continue in the program.

Benchmark I:

Admission to MAT Program. Completion of All Coursework and Qualifying Examinations

Benchmark II:

Graduation Audit Program Completion and Graduation Professional Code of Conduct

Professional Disposition Assessment

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to work in educational settings. The professional dispositions for school leaders have been developed and aligned to three sets of standards: Interstate School Leadership Licensure Consortium (ISLLC) standards, Educational Leadership Constituent Council (ELCC) standards, and the Illinois

Professional School Leader (IPSL) standards (Appendix D). Dispositions serve several purposes:

1. To inform newly admitted students about professional dispositions they are expected to exhibit during the duration of the program and beyond;
2. as a formal assessment by the advisor during the first semester of enrollment to assess students' professional dispositions. This assessment will be reviewed regularly throughout the program to assist the student in meeting all required dispositions;
3. as part of the assessment for Internship I and Internship II.

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to): academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, non-discriminatory behavior, professional ethics, punctuality, reliability, respect, trustworthiness, and other aspects of professional behavior.

Student Grievance Procedures

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administration of Chicago State University. The purpose of the grievance procedures is to provide a process for an impartial review and to ensure that the rights of all involved parties are properly recognized and protected.

Definition of "Grievable Action"

A grievable action is defined as capricious, arbitrary,

unreasonable, false, malicious or professionally inappropriate sanction, evaluations or behavior.

In the case of alleged sexual harassment or discrimination, students should bypass the College of Education grievance process and consult the Chicago State University Department of Legal Affairs for guidance on filing a grievance. Grievances based on physical or mental ability should be initiated in the Office of Abilities Services.

Timeliness of Grievance

Students who question the action or decision of a faculty, administrator or staff member (grade dispute, unprofessional behavior, etc.) must make a good-faith effort to resolve the issue within sixty (60) academic calendar days from the time the student became aware of or could reasonably be expected to have known of the action being grieved. Academic calendar days consist of days which the University is open (excluding weekends and designated University holidays). Issues initiated after this time will not be considered.

The only allowed exception to this timeline is during the summer semester. If (a) a portion of the sixty-day period of filing falls within the summer semester AND (b) the faculty or staff member is on hiatus during the summer semester and not in an official working status during the summer semester, the period from the last day of the Spring semester until the day before the first day of the Fall semester is excluded from the time period.

Written Communication Within the Grievance Process

Students must complete a grievance form to begin the grievance process. Documents can be obtained within academic departments or the Dean's Office. All parties are

responsible for providing a functional U.S. mail address, email address or telephone number to receive notifications within the grievance process. Once contact information for correspondence is submitted, it becomes the responsibility of all parties to check that source for correspondences regarding the grievance process. Failure to check for correspondence or failure to notify the department of a change in contact information will not preclude the process of notification and the adherence to timelines. All parties are responsible for retaining copies of all written correspondence within the grievance process.

Departmental Grievance Levels

A grievance can be heard at both the department and college levels. Before a case can be heard by the College Grievance Committee, it must proceed through three prior levels of deliberation. These levels include the following:

Level One: Conference between student and instructor/staff, when practical and if applicable;

Level Two: Conference between student and department chairperson; and Level Three: Hearing before the Department Grievance Committee.

If circumstances prohibit individuals from beginning the grievance process at level one, a grievant is to begin his/her grievance at the next appropriate level. Examples of this include, but are not limited to faculty unavailability due to retirement or other non-affiliation actions or if the respondent is a chairperson. It is the student's responsibility to make an appointment with the faculty or staff member involved to try to resolve the issue.

Once this procedure of due process has begun, the grievant must follow the steps within the departmental grievance

procedure. Once the grievance process has begun, the grievant has the responsibility to keep all scheduled appointments and sessions within this process. As the grievant has the opportunity to agree on scheduled appointment dates within the grievance process, missed appointments (outside of verifiable emergencies) at any level within the grievance process will result in a grievance being withdrawn from the process and the grievant may not re-file the grievance at a later time.

The complete policy is outlined on the College of Education website:

<http://www.csu.edu/collegeofeducation/policies/grievance.htm>

Graduation Process

THE PROCESS

This is an important time for the student to maintain communications with his/her graduate advisor to resolve any issues that may arise and to verify all the requirements for the degree.

The application and all applicable data will then be forwarded to the academic department for review and approval. The department will return a signed Graduate Advising Program Planning (GAPP) form indicating that the student will likely graduate in the term applied. Students must follow the graduation application process and deadlines established by the Office of Graduate and Professional Studies (<https://www.csu.edu/GraduateAdmissions/index.htm>). Once final grades are posted and any other deficiencies are reconciled, the degree will be posted (Appendix B).

Students can apply for graduation only after successful completion of the oral dissertation defense and all conditions, if any, have been completed by the student and approved by the dissertation chair (Appendix C).

The deadline for graduation application is posted each semester on the university calendar. All dates are final. No exceptions will be granted.

THINGS TO KNOW

- All students must pay a \$50 non-refundable graduation processing fee. The commencement fee is \$30.
- Deadlines are enforced; late applications will summarily be advanced to a future term without notice.
- To be cleared for graduation, students must have no academic or financial obligations to the university.
- Student records are closed to revisions in enrollment, grading, and academic actions upon awarding the degree.
- Once a degree is posted, students are blocked from registering for future semesters; a new admission application will be required to continue as a graduate student.
- There are two formal commencement ceremonies held each year in December and May for all graduates. Information regarding the commencement time and place of the ceremony and about caps, gowns, is available from the Provost's Office.

Appendix A

College of Education Conceptual Framework

The National Council for Accreditation of Teacher Education's (NCATE) Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12)

From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Today, all activities in the College are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It reflects a shared vision, set forth coherently, with attention to student's professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as knowledgeable and competent practitioners. As professionals, they will exhibit

appropriate skills, dispositions, and ability to develop best practices and Assessments for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit.

The following statements provide a brief description of each of the PACTS Conceptual Framework Themes:

1. We prepare education PROFESSIONALS who possess the knowledge, skills and dispositions to help diverse populations of students learn. Our candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in activities to stay abreast of current developments.
2. We equip our candidates with ASSESSMENT skills techniques, and strategies so they are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments. An organized set of benchmarks that align with local, state and national standards defines the assessment path and marks progress as they matriculate through programs in the unit. Our candidates are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.
3. We ground our candidates in CONTENT knowledge that equips them with pedagogical and professional skills, and develops their abilities to construct

knowledge. They plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners. For example, our candidates demonstrate mastery of content in their respective subject areas prior to student teaching through successful performance on the Illinois.

Content Area Test: They further demonstrate content mastery through professional portfolios that show their ability to integrate and document experiences from multiple learning modalities.

4. We prepare our candidates to use TECHNOLOGY in ways that have meaningful impacts on student learning. We develop skills needed to secure technological resources and integrate them into teaching in ways that enhance teacher and learner performance.
5. We align curricula with local, state and national STANDARDS, including Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers, Language Arts Standards for All Illinois Teachers, standards for various national Specialized Professional Associations other accrediting organizations. Course content and objectives for all programs in the unit are based on standards-aligned activities. Further, we prepare our candidates to integrate Illinois Learning Standards (ILS) when they prepare and deliver engaged instructional experiences to K-12 learners as well as when they conduct meaningful interactions in diverse learning environments.

Professional Portfolio and Dispositions: Effective Fall 2009, all candidates in all education- related programs are required to prepare an electronic Professional Portfolio using the

LiveText course management system in order to meet national accreditation requirements. The Professional Portfolio will consist of key assessment artifacts collected and evaluated via the LiveText course management system in all required professional education courses. The key assessments may include, but are not limited to, the following: COE 1: Licensure, COE 2: Content Knowledge, COE 3: Planning, COE 4: Effective Practice, COE 5: Impact on Student Learning / Learning Environment, and COE 6: Professional Portfolio and Dispositions. Programs may require additional key assessments that address standards for their Specialty Professional Associations or other accreditation organizations. In addition, all candidates are expected to abide by the COE Code of Conduct and meet the Dean's Expectations for Professional Dispositions.

Accountability: All candidates must perform at or above the acceptable level on all indicators for each key assessment in order to be eligible to complete the program. Programs are committed to providing an opportunity for candidates to address areas of concern that are identified at checkpoints that occur at specific intervals in the program (such as the mid-point or exit-point). Candidates who have unresolved issues at any checkpoint will not be permitted to move to the next stage of the program.

Appendix B Options

Course No. and Title* (Cr Hrs)	
ELED 5110	Methods of Teaching Mathematics in the Elementary School (3)
PSYC 2020	Educational Psychology (3)
PE 2040	Health & Physical Education for Elementary Teachers (3)
READ 5160	Reading Assessment for Classroom Teachers (3)
S ED 5301	Characteristics of Exceptional Children/Field (3)
S ED 5303	Teaching Students with Exceptional Needs (2)
S ED 5482	Curricular Adaptations for Learners with Special Needs (3)
BIL 5000	History, Philosophy and Equity in Bilingual Education (3)
BIL 5002	Applied Linguistics in Bilingual Education (3)
BIL 5003	Theoretical Foundations of Teaching ESL (3)
BIL 5004	Cross-Cultural Studies for Teaching English Learners (3)
BIL 5010	Methods and Materials in the Bilingual Classroom: Fine Arts, Humanities and Children's Literature (3)
BIL 5012	Methods and Materials in the Bilingual Classroom (3)
BIL 5013	Methods and Materials in the Bilingual Classroom: Teaching and Inquiry in the Natural Sciences (3)
BIL 5014	Methods and Materials in the Bilingual Classroom: Teaching and Multiple Perspectives in the Social Sciences (3)
BIL 5015	Methods and Materials for Teaching ESL (3)
BIL 5016	Field Practicum in the Bilingual Classroom (3)
BIL 5017	Assessment and Evaluation in Bilingual Education (3)
BIL 5018	Student Teaching in the Bilingual Classroom (6)
BIL 5860	Student Teaching in Own Classroom (6)
BIL 5021	Methods and Materials in the Elementary Bilingual Classroom: Technology, Reading and Language Arts (4)
BIL 5022	Applied Linguistics in Bilingual and Special Education (4)
BIL 5023	Methods and Materials in Bilingual and Special Needs Classrooms: Collaborative Teaching and Instructional Strategies (5)
BIL 5024	Assessment and Evaluation in Bilingual and Special Education (5)
Total Credit Hours	
• Bilingual Option	60 credit hours
• ESL Option	57 credit hours
• Bilingual Special Education Option	66 credit hours
• ESL Special Education Option	61 credit hours

Black: Courses common to all the options

Blue: Courses common to the Bilingual and ESL options

Red: Courses common to the Bilingual Special Education and ESL Special Education options

Green: Courses only for the Bilingual option

Appendix C

Professional Standards Websites

<https://www.acei.org>

<http://www.caepnet.org>

<http://www.isbe.net>

Appendix D

College of Education Professional Code of Conduct Policy

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to) academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, punctuality, reliability, professional ethics, nondiscriminatory behavior, respect, trustworthiness, and other aspects of professional behavior.

Candidates who are observed violating any aspect of the Professional Code of Conduct can be given the opportunity to correct their behavior after consulting with the party who has observed the violation, or with the party's or candidate's academic department. If the problem is not successfully resolved, a referral can be made by the party observing the violation, his or her academic department, or the candidate's academic department to the College's Admission and Standards Committee (ASC) for a final resolution.

Candidates who have a history of violating the Professional Code of Conduct (whether the violations are resolved or unresolved) can be referred to the Admission and Standards Committee at the discretion of a concerned member of the university community. The ASC will review the referral and render a decision regarding the candidate's status in the program, in accordance with standard ASC referral review procedures.

Appendix E – Professional Portfolio Guidelines



College of Education

Portfolio Guidelines for Teacher Candidates Enrolled in the BIL initial licensure programs (Undergraduate and MEd)



Bilingual Education Program

**Instructions for completing the Professional Portfolio submitted via LIVETEXT
(*please see the program requirements at the end of this document).**

The rationale for requiring this educational portfolio is to give you the opportunity to reflect and assess your own professional growth, learning experience, and expertise as a bilingual elementary educator. Artifacts selected for inclusion in your portfolio must consist of projects completed during your undergraduate or graduate level courses. In addition, you may include artifacts related to your professional and teaching experience. The entire collection of artifacts included in your portfolio help you demonstrate your knowledge, skills, and dispositions as specified in the Illinois Professional Teaching

Standards and elements as well as their corresponding standards from Association for Childhood Education International (ACEI) and INTASC.

Each teacher candidate is encouraged to start by going through the following steps:

- 1) Use the templates and the standards as organizing elements for your portfolio.
- 2) Identify artifacts that display your mastery of each of the 9 Illinois Professional Teaching Standards (IPTS) and the corresponding ACEI, Illinois Common Core, InTASC and Language & Technology professional standards. Upload these artifacts into your LiveText portfolio. You must include the artifacts listed, but you can include additional artifacts of your choosing.
- 3) Write a 2 to 3 page personal reflection or narrative for each of the 9 IPTS. Narratives should be saved as Microsoft Word documents or PDFs. Use 12pt font with 1.5 line spacing and “1 inch” top, bottom, left, and right margins. Your personal reflection should describe:

the context/course where the artifact was completed;

the rationale for selecting the artifact and its relationship to the specific standard(s) for which it was chosen;

a description of your learning and competency level of the standards given the work displayed in the artifact (you should include a rubric, grade, feedback sheet indicating your competency level when applicable); and

a description of your next **steps for life-long professional growth in the standard.**

- 4) Create a “Table of Contents” depicting the 9 standards and titles for each of the artifacts you place in your portfolio (hyperlink artifacts in the Table of Content to the actual documents).

Portfolio Template Part I

Teacher Candidate Information:

Name

ID Number

CSU Email
Alternate Email
Major
Expected Graduation Date
Resume

Purpose of Portfolio:

Describe why you prepared this portfolio and how you can and will use it in the future. Keep in mind this is the entry point to your portfolio so, be clear, concise and explicit in your discussion.

Career Goal:

Write a statement telling the position you are preparing for upon graduation.

Teaching Philosophy or Belief Statement

Explain your teaching philosophy. Use the following questions to help frame your work. "What is the purpose of schooling?" "How should schools be organized?" "What topics should be taught in schools?" "Which educational philosophers influenced your teaching style most?" You begin this narrative in your History and Philosophy of Education courses (ED 2000/BIL 4700, 4000, 5700, 5000). Attach the Personal Philosophy of Teaching Presentation (Benchmark) you completed the semester following the completion of 24 credit hours. You will re-visit and revise it throughout your tenure in the program. BIL 4400, 5400, 4016, 5016.

PACTS Conceptual Framework

All activities in the College are guided by the belief that we Prepare All Candidates To Support Student Learning, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content Knowledge
- T – Technology
- S – Standards

Define and reflect on each of the strands of the College of Education's Conceptual Framework.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 1

IPTS 1 - Teaching Diverse Students The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

InTASC Standard 2

Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ACEI Standard 3.2

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Artifacts/Projects Required and courses where completed

SIOP & Bilingual lesson plans in content areas which focus on meeting the diverse needs of students; edTPA Lesson Plan in BIL 5016 Field Practicum in the Bilingual Classroom

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 2

Standard 2 - Content Area and Pedagogical Knowledge The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

InTASC Standard 4

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

ACEI Standard 2.1-2.7, 3.1 & 3.3

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students;

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

Artifacts/Projects Required and courses where completed

Methods Lesson Plans and Practicum and Student Teaching lesson plans (at least one in each of the subject areas address in this Standard). See ACEI subject areas for specifics.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural

differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 3

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

InTASC Standard 7

Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learner and community context.

ACEI Standard 3.1

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

Artifacts/Projects Required and courses where completed

CALLA lesson plan, Thematic Unit, Lesson Plans from SPED 4303, Student Teaching lesson plans.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 4

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

InTASC Standard 3

Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

ACEI Standard 3.4

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Artifacts/Projects Required and courses where completed

ed TPA portfolio for Practicum (locally evaluated), ed TPA portfolio for student teaching II, Classroom Management Plan.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 5

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

InTASC Standard 8

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ACEI Standard 3.1

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Artifacts/Projects Required and courses where completed

edTPA lesson plans and videos; Campus based supervisor observations in Student Teaching.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 6

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

ACEI Standard 3.5

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Artifacts/Projects Required and courses where completed

Trend Analysis, ESL Methods and Reading Methods lesson plans.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 7

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

InTASC Standard 6

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

ACEI Standard 4.0

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Artifacts/Projects Required and courses where completed

Case Study, Impact on Student Learning Project & edTPA Task 3.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 8

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

InTASC Standard 10

Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, and other professionals, and community members to ensure learner growth, and to advance the profession.

ACEI Standard 5.2

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Artifacts/Projects Required and courses where completed

Newsletters to parents, communications with families, parent conference materials, anecdotal records. Planning schedules or other records of collaborative planning with other teachers.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.

You will provide evidence to show how you have demonstrated competence in meeting the standards listed below. Additionally, write a reflection or narrative to illustrate why and how these artifacts are good choices and how they show progress or growth in your teaching and learning practices.

Illinois Professional Teaching Standard 9

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

InTASC Standard 9

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ACEI Standard 5.1

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Artifacts/Projects Required and courses where completed

Campus and field based supervisors' Dispositions Review in BIL 5018 Student Teaching in the Bilingual Classroom or BIL 5860 Student Teaching in Own Classroom.

Technology-infused Lesson Adaptation/Differentiation

Describe or attach evidence that illustrates how you have planned to accommodate students with learning disabilities, special needs, language differences, cultural differences, learning diversity, etc. through the use of technology.