

TEACHER PREPARATION PROGRAM ILLINOIS

TEACHER PREPARATION PROGRAM ILLINOIS IS A CRITICAL PATHWAY FOR ASPIRING EDUCATORS SEEKING CERTIFICATION AND EMPLOYMENT IN THE STATE'S DIVERSE EDUCATIONAL SYSTEM. ILLINOIS OFFERS A VARIETY OF TEACHER PREPARATION OPTIONS DESIGNED TO EQUIP CANDIDATES WITH THE NECESSARY KNOWLEDGE, SKILLS, AND PRACTICAL EXPERIENCE TO SUCCEED IN CLASSROOMS ACROSS THE STATE. THIS ARTICLE EXPLORES THE STRUCTURE, REQUIREMENTS, AND BENEFITS OF TEACHER PREPARATION PROGRAMS IN ILLINOIS, HIGHLIGHTING ESSENTIAL ELEMENTS SUCH AS PROGRAM ACCREDITATION, CERTIFICATION STANDARDS, AND FIELD EXPERIENCE OPPORTUNITIES. ADDITIONALLY, IT PROVIDES INSIGHTS INTO THE APPLICATION PROCESS, PROGRAM TYPES, AND CONTINUING EDUCATION FOR EDUCATORS. WHETHER INTERESTED IN EARLY CHILDHOOD, ELEMENTARY, SECONDARY EDUCATION, OR SPECIAL EDUCATION, UNDERSTANDING THE FRAMEWORK OF TEACHER PREPARATION PROGRAM ILLINOIS IS VITAL FOR A SUCCESSFUL TEACHING CAREER. THE FOLLOWING SECTIONS WILL GUIDE READERS THROUGH THE KEY COMPONENTS INVOLVED IN BECOMING A LICENSED TEACHER IN ILLINOIS.

- OVERVIEW OF TEACHER PREPARATION PROGRAMS IN ILLINOIS
- REQUIREMENTS FOR ADMISSION AND COMPLETION
- TYPES OF TEACHER PREPARATION PROGRAMS
- CERTIFICATION AND LICENSURE PROCESS
- FIELD EXPERIENCE AND STUDENT TEACHING
- ACCREDITATION AND PROGRAM QUALITY
- CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

OVERVIEW OF TEACHER PREPARATION PROGRAMS IN ILLINOIS

TEACHER PREPARATION PROGRAMS IN ILLINOIS ARE DESIGNED TO PREPARE CANDIDATES FOR EFFECTIVE TEACHING THROUGH A COMBINATION OF ACADEMIC COURSEWORK, PRACTICAL TRAINING, AND PROFESSIONAL DEVELOPMENT. THESE PROGRAMS ARE TYPICALLY OFFERED BY COLLEGES AND UNIVERSITIES APPROVED BY THE ILLINOIS STATE BOARD OF EDUCATION (ISBE). THE CURRICULUM FOCUSES ON PEDAGOGY, CONTENT KNOWLEDGE, CLASSROOM MANAGEMENT, AND UNDERSTANDING DIVERSE STUDENT NEEDS. PROGRAMS AIM TO DEVELOP EDUCATORS WHO ARE CULTURALLY RESPONSIVE AND CAPABLE OF PROMOTING STUDENT ACHIEVEMENT ACROSS VARIOUS EDUCATIONAL SETTINGS.

PURPOSE AND GOALS

THE PRIMARY GOAL OF TEACHER PREPARATION PROGRAM ILLINOIS IS TO PRODUCE COMPETENT AND REFLECTIVE EDUCATORS WHO CAN MEET STATE TEACHING STANDARDS AND POSITIVELY IMPACT STUDENT LEARNING. PROGRAMS EMPHASIZE CRITICAL THINKING, INSTRUCTIONAL STRATEGIES, AND THE INTEGRATION OF TECHNOLOGY IN EDUCATION. CANDIDATES LEARN TO DESIGN LESSON PLANS, ASSESS STUDENT PROGRESS, AND FOSTER INCLUSIVE LEARNING ENVIRONMENTS.

PROGRAM STRUCTURE

MOST TEACHER PREPARATION PROGRAMS IN ILLINOIS COMBINE THEORETICAL STUDIES WITH HANDS-ON EXPERIENCES. COURSEWORK COVERS TOPICS SUCH AS EDUCATIONAL PSYCHOLOGY, CURRICULUM DEVELOPMENT, SPECIAL EDUCATION, AND ASSESSMENT METHODS. THESE ACADEMIC COMPONENTS ARE COMPLEMENTED BY SUPERVISED FIELD EXPERIENCES INCLUDING OBSERVATIONS AND STUDENT TEACHING PLACEMENTS, WHICH ALLOW CANDIDATES TO APPLY THEIR KNOWLEDGE IN REAL CLASSROOM SETTINGS UNDER THE GUIDANCE OF EXPERIENCED MENTORS.

REQUIREMENTS FOR ADMISSION AND COMPLETION

ADMISSION INTO TEACHER PREPARATION PROGRAMS IN ILLINOIS GENERALLY REQUIRES A MINIMUM LEVEL OF ACADEMIC ACHIEVEMENT, STANDARDIZED TEST SCORES, AND BACKGROUND CHECKS. EACH INSTITUTION MAY HAVE SPECIFIC PREREQUISITES, BUT COMMON REQUIREMENTS INCLUDE A HIGH SCHOOL DIPLOMA OR EQUIVALENT, MINIMUM GPA, AND COMPLETION OF CERTAIN COLLEGE-LEVEL COURSES.

ADMISSION CRITERIA

PROSPECTIVE CANDIDATES MUST OFTEN SUBMIT TRANSCRIPTS, LETTERS OF RECOMMENDATION, AND DEMONSTRATE PROFICIENCY IN BASIC SKILLS THROUGH EXAMS SUCH AS THE ILLINOIS TEST OF ACADEMIC PROFICIENCY (TAP) OR SIMILAR ASSESSMENTS. SOME PROGRAMS MAY ALSO REQUIRE AN INTERVIEW OR PERSONAL STATEMENT OUTLINING THE CANDIDATE'S MOTIVATION FOR BECOMING A TEACHER.

PROGRAM COMPLETION REQUIREMENTS

TO SUCCESSFULLY COMPLETE A TEACHER PREPARATION PROGRAM, CANDIDATES MUST FULFILL CREDIT HOUR REQUIREMENTS, MAINTAIN SATISFACTORY ACADEMIC PERFORMANCE, AND COMPLETE FIELD AND CLINICAL EXPERIENCES. PROGRAMS ALSO REQUIRE PASSING RELEVANT CONTENT AREA TESTS AND PREPARING A PROFESSIONAL PORTFOLIO THAT SHOWCASES INSTRUCTIONAL COMPETENCIES AND REFLECTIVE PRACTICE.

TYPES OF TEACHER PREPARATION PROGRAMS

ILLINOIS OFFERS VARIOUS PATHWAYS TO TEACHER LICENSURE, ACCOMMODATING TRADITIONAL AND NONTRADITIONAL CANDIDATES. THESE PATHWAYS ENSURE FLEXIBILITY WHILE MAINTAINING RIGOROUS STANDARDS FOR EDUCATOR PREPARATION.

TRADITIONAL UNDERGRADUATE PROGRAMS

THESE PROGRAMS ARE DESIGNED FOR STUDENTS PURSUING A BACHELOR'S DEGREE WITH A TEACHER LICENSURE OPTION. COURSEWORK AND FIELD EXPERIENCES ARE INTEGRATED THROUGHOUT THE DEGREE, ALLOWING STUDENTS TO GRADUATE READY FOR CERTIFICATION.

POST-BACCALAUREATE AND ALTERNATIVE CERTIFICATION PROGRAMS

FOR INDIVIDUALS WHO ALREADY HOLD A BACHELOR'S DEGREE IN ANOTHER FIELD, ILLINOIS PROVIDES ALTERNATIVE CERTIFICATION ROUTES. THESE PROGRAMS FOCUS ON PEDAGOGICAL TRAINING AND CLASSROOM EXPERIENCE, ENABLING CAREER CHANGERS TO ENTER THE TEACHING PROFESSION EFFICIENTLY.

GRADUATE-LEVEL PROGRAMS

MASTER'S DEGREE PROGRAMS IN EDUCATION OFFER ADVANCED TRAINING AND LEAD TO LICENSURE FOR THOSE SEEKING SPECIALIZED ROLES OR ENDORSEMENTS, SUCH AS SPECIAL EDUCATION OR ADMINISTRATION.

CERTIFICATION AND LICENSURE PROCESS

OBTAINING TEACHER CERTIFICATION IN ILLINOIS REQUIRES COMPLETING AN APPROVED TEACHER PREPARATION PROGRAM AND MEETING STATE LICENSURE STANDARDS ESTABLISHED BY THE ILLINOIS STATE BOARD OF EDUCATION.

INITIAL EDUCATOR LICENSE

THE INITIAL EDUCATOR LICENSE IS GRANTED TO CANDIDATES WHO HAVE COMPLETED AN APPROVED PROGRAM AND PASSED THE REQUIRED EXAMS. THIS LICENSE IS VALID FOR FOUR YEARS AND ALLOWS TEACHING IN ILLINOIS PUBLIC SCHOOLS.

PROFESSIONAL EDUCATOR LICENSE

AFTER GAINING TEACHING EXPERIENCE AND FULFILLING PROFESSIONAL DEVELOPMENT REQUIREMENTS, EDUCATORS CAN APPLY FOR THE PROFESSIONAL EDUCATOR LICENSE, WHICH OFFERS BROADER OPPORTUNITIES AND IS RENEWABLE EVERY FIVE YEARS.

TESTING REQUIREMENTS

APPLICANTS MUST PASS CONTENT AREA TESTS RELEVANT TO THEIR TEACHING FIELD AS WELL AS THE EDTPA ASSESSMENT OR EQUIVALENT PERFORMANCE EVALUATIONS TO DEMONSTRATE READINESS TO TEACH.

FIELD EXPERIENCE AND STUDENT TEACHING

HANDS-ON EXPERIENCE IN CLASSROOMS IS A CORNERSTONE OF TEACHER PREPARATION PROGRAM ILLINOIS. FIELD PLACEMENTS PROVIDE OPPORTUNITIES FOR CANDIDATES TO OBSERVE, ASSIST, AND ULTIMATELY LEAD INSTRUCTION UNDER SUPERVISION.

PRACTICUM AND OBSERVATIONS

EARLY FIELD EXPERIENCES INVOLVE OBSERVING CLASSROOMS AND ASSISTING TEACHERS TO FAMILIARIZE CANDIDATES WITH SCHOOL ENVIRONMENTS AND INSTRUCTIONAL PRACTICES.

STUDENT TEACHING

STUDENT TEACHING IS AN INTENSIVE, SEMESTER-LONG PLACEMENT WHERE CANDIDATES ASSUME FULL TEACHING RESPONSIBILITIES. THIS EXPERIENCE IS SUPERVISED BY BOTH UNIVERSITY FACULTY AND SCHOOL MENTORS, ENSURING COMPREHENSIVE SUPPORT AND EVALUATION.

BENEFITS OF FIELD EXPERIENCE

- DEVELOPMENT OF CLASSROOM MANAGEMENT SKILLS
- APPLICATION OF INSTRUCTIONAL THEORY IN PRACTICE
- EXPOSURE TO DIVERSE STUDENT POPULATIONS AND LEARNING NEEDS
- FEEDBACK AND MENTORSHIP FROM EXPERIENCED EDUCATORS
- PREPARATION FOR STATE LICENSURE REQUIREMENTS

ACCREDITATION AND PROGRAM QUALITY

QUALITY ASSURANCE IN TEACHER PREPARATION PROGRAM ILLINOIS IS MAINTAINED THROUGH STATE OVERSIGHT AND ACCREDITATION BY NATIONAL ORGANIZATIONS SUCH AS THE COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP).

STATE APPROVAL

THE ILLINOIS STATE BOARD OF EDUCATION REVIEWS AND APPROVES TEACHER PREPARATION PROGRAMS TO ENSURE COMPLIANCE WITH STATE STANDARDS, CURRICULUM RIGOR, AND CANDIDATE OUTCOMES.

NATIONAL ACCREDITATION

MANY ILLINOIS INSTITUTIONS PURSUE CAEP ACCREDITATION TO DEMONSTRATE ADHERENCE TO BEST PRACTICES AND CONTINUOUS IMPROVEMENT IN EDUCATOR PREPARATION.

PROGRAM EVALUATION

PROGRAMS ARE REGULARLY EVALUATED BASED ON GRADUATION RATES, LICENSURE EXAM PASS RATES, EMPLOYER SATISFACTION, AND GRADUATE PERFORMANCE IN THE CLASSROOM, ENSURING PROGRAMS REMAIN EFFECTIVE AND RELEVANT.

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

TEACHER PREPARATION PROGRAM ILLINOIS GRADUATES ARE ENCOURAGED TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT TO ENHANCE INSTRUCTIONAL SKILLS AND MAINTAIN LICENSURE.

LICENSE RENEWAL REQUIREMENTS

EDUCATORS MUST COMPLETE CONTINUING EDUCATION CREDITS OR ADVANCED COURSEWORK TO RENEW THEIR PROFESSIONAL EDUCATOR LICENSE EVERY FIVE YEARS, PROMOTING LIFELONG LEARNING.

PROFESSIONAL GROWTH OPPORTUNITIES

WORKSHOPS, CONFERENCES, GRADUATE COURSES, AND COLLABORATIVE LEARNING COMMUNITIES PROVIDE AVENUES FOR TEACHERS TO STAY CURRENT WITH EDUCATIONAL RESEARCH, TECHNOLOGY, AND PEDAGOGICAL STRATEGIES.

SPECIALIZED ENDORSEMENTS

TEACHERS CAN PURSUE ADDITIONAL ENDORSEMENTS IN AREAS SUCH AS ESL, SPECIAL EDUCATION, OR ADMINISTRATION TO EXPAND THEIR QUALIFICATIONS AND CAREER OPTIONS.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE REQUIREMENTS TO ENROLL IN A TEACHER PREPARATION PROGRAM IN ILLINOIS?

TO ENROLL IN A TEACHER PREPARATION PROGRAM IN ILLINOIS, CANDIDATES MUST HAVE A HIGH SCHOOL DIPLOMA OR EQUIVALENT, MEET THE SPECIFIC ADMISSION CRITERIA OF THE CHOSEN INSTITUTION, AND OFTEN NEED TO PASS BASIC SKILLS TESTS SUCH AS THE ILLINOIS CERTIFICATION TESTING SYSTEM (ICTS) BASIC SKILLS TEST.

WHICH UNIVERSITIES IN ILLINOIS OFFER APPROVED TEACHER PREPARATION PROGRAMS?

SEVERAL UNIVERSITIES IN ILLINOIS OFFER APPROVED TEACHER PREPARATION PROGRAMS, INCLUDING THE UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN, ILLINOIS STATE UNIVERSITY, NORTHERN ILLINOIS UNIVERSITY, DePAUL UNIVERSITY, AND LOYOLA UNIVERSITY CHICAGO, AMONG OTHERS.

HOW LONG DOES IT TYPICALLY TAKE TO COMPLETE A TEACHER PREPARATION PROGRAM IN ILLINOIS?

THE DURATION VARIES DEPENDING ON THE PROGRAM AND CREDENTIAL SOUGHT, BUT TYPICALLY, A TRADITIONAL TEACHER PREPARATION PROGRAM TAKES ABOUT FOUR YEARS FOR A BACHELOR'S DEGREE WITH LICENSURE, WHILE ALTERNATIVE CERTIFICATION PROGRAMS MAY TAKE 1 TO 2 YEARS.

WHAT SUBJECTS CAN I SPECIALIZE IN THROUGH AN ILLINOIS TEACHER PREPARATION PROGRAM?

ILLINOIS TEACHER PREPARATION PROGRAMS OFFER SPECIALIZATIONS IN ELEMENTARY EDUCATION, SECONDARY EDUCATION, SPECIAL EDUCATION, EARLY CHILDHOOD EDUCATION, AND SUBJECT-SPECIFIC AREAS SUCH AS MATH, SCIENCE, ENGLISH, SOCIAL STUDIES, AND FOREIGN LANGUAGES.

WHAT IS THE ROLE OF STUDENT TEACHING IN ILLINOIS TEACHER PREPARATION PROGRAMS?

STUDENT TEACHING IS A REQUIRED COMPONENT OF ILLINOIS TEACHER PREPARATION PROGRAMS WHERE CANDIDATES GAIN SUPERVISED, HANDS-ON CLASSROOM EXPERIENCE TO DEVELOP TEACHING SKILLS BEFORE FULL LICENSURE.

ARE THERE ALTERNATIVE ROUTES TO TEACHER CERTIFICATION IN ILLINOIS OUTSIDE TRADITIONAL PREPARATION PROGRAMS?

YES, ILLINOIS OFFERS ALTERNATIVE ROUTES SUCH AS THE ILLINOIS TRANSITIONAL BILINGUAL EDUCATOR PROGRAM AND THE ALTERNATIVE CERTIFICATION PROGRAM FOR INDIVIDUALS WHO HAVE A BACHELOR'S DEGREE BUT DID NOT COMPLETE A TRADITIONAL TEACHER PREPARATION PROGRAM.

HOW DOES ILLINOIS ENSURE QUALITY IN ITS TEACHER PREPARATION PROGRAMS?

ILLINOIS ENSURES QUALITY THROUGH PROGRAM APPROVAL AND MONITORING BY THE ILLINOIS STATE BOARD OF EDUCATION (ISBE), REQUIRING PROGRAMS TO MEET STATE STANDARDS, INCLUDING CURRICULUM, FACULTY QUALIFICATIONS, AND CLINICAL EXPERIENCES.

WHAT EXAMS ARE REQUIRED FOR TEACHER LICENSURE AFTER COMPLETING A PREPARATION PROGRAM IN ILLINOIS?

AFTER COMPLETING A TEACHER PREPARATION PROGRAM, CANDIDATES MUST PASS THE ILLINOIS CERTIFICATION TESTING SYSTEM (ICTS) EXAMS, WHICH TYPICALLY INCLUDE THE CONTENT AREA TEST AND THE EDTPA PERFORMANCE-BASED ASSESSMENT FOR TEACHING SKILLS.

CAN I COMPLETE A TEACHER PREPARATION PROGRAM ONLINE IN ILLINOIS?

YES, MANY INSTITUTIONS IN ILLINOIS OFFER ONLINE OR HYBRID TEACHER PREPARATION PROGRAMS, ALLOWING CANDIDATES FLEXIBILITY WHILE STILL MEETING STATE REQUIREMENTS FOR LICENSURE AND STUDENT TEACHING.

ADDITIONAL RESOURCES

1. *TEACHER PREPARATION PROGRAMS IN ILLINOIS: A COMPREHENSIVE GUIDE*

THIS BOOK OFFERS AN IN-DEPTH OVERVIEW OF THE TEACHER PREPARATION LANDSCAPE IN ILLINOIS. IT COVERS PROGRAM REQUIREMENTS, CERTIFICATION PROCESSES, AND BEST PRACTICES FOR ASPIRING EDUCATORS. READERS WILL FIND VALUABLE INFORMATION ON NAVIGATING STATE-SPECIFIC REGULATIONS AND RESOURCES DESIGNED TO SUPPORT TEACHER CANDIDATES.

2. *ILLINOIS EDUCATOR CERTIFICATION AND PREPARATION HANDBOOK*

FOCUSING ON THE CERTIFICATION PATHWAYS IN ILLINOIS, THIS HANDBOOK OUTLINES THE STEPS NECESSARY TO BECOME A LICENSED TEACHER IN THE STATE. IT INCLUDES EXPLANATIONS OF TESTING REQUIREMENTS, CLINICAL EXPERIENCE, AND CONTINUING EDUCATION. THE BOOK IS AN ESSENTIAL RESOURCE FOR THOSE SEEKING TO UNDERSTAND ILLINOIS' EDUCATOR PREPARATION SYSTEM.

3. *INNOVATIONS IN TEACHER PREPARATION: ILLINOIS CASE STUDIES*

THIS COLLECTION OF CASE STUDIES HIGHLIGHTS INNOVATIVE APPROACHES USED BY ILLINOIS TEACHER PREPARATION PROGRAMS. IT EXPLORES HOW INSTITUTIONS INTEGRATE TECHNOLOGY, COMMUNITY ENGAGEMENT, AND CULTURALLY RESPONSIVE TEACHING. EDUCATORS AND PROGRAM DESIGNERS WILL GAIN INSIGHTS INTO IMPROVING TEACHER READINESS AND STUDENT OUTCOMES.

4. *PREPARING TEACHERS FOR ILLINOIS CLASSROOMS: STRATEGIES AND STANDARDS*

THIS BOOK DISCUSSES THE PEDAGOGICAL STRATEGIES AND STATE STANDARDS THAT SHAPE TEACHER PREPARATION IN ILLINOIS. IT EMPHASIZES ALIGNING CURRICULUM WITH THE ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTs) AND PREPARING CANDIDATES FOR DIVERSE CLASSROOM ENVIRONMENTS. PRACTICAL ADVICE AND EXAMPLES HELP EDUCATORS DESIGN EFFECTIVE TRAINING PROGRAMS.

5. *CLINICAL EXPERIENCES IN ILLINOIS TEACHER PREPARATION PROGRAMS*

HIGHLIGHTING THE IMPORTANCE OF HANDS-ON LEARNING, THIS BOOK DELVES INTO THE CLINICAL PRACTICE COMPONENTS OF ILLINOIS TEACHER PREPARATION. IT EXAMINES PARTNERSHIPS BETWEEN UNIVERSITIES AND K-12 SCHOOLS, MENTORSHIP MODELS, AND REFLECTIVE PRACTICES. THE TEXT SERVES AS A GUIDE FOR STRUCTURING MEANINGFUL PRACTICUM EXPERIENCES.

6. *EQUITY AND DIVERSITY IN ILLINOIS TEACHER EDUCATION*

ADDRESSING CRITICAL ISSUES IN TEACHER PREPARATION, THIS BOOK FOCUSES ON PROMOTING EQUITY AND DIVERSITY WITHIN ILLINOIS PROGRAMS. IT EXPLORES HOW PROGRAMS RECRUIT, SUPPORT, AND PREPARE TEACHERS TO WORK IN DIVERSE COMMUNITIES. THE BOOK OFFERS STRATEGIES FOR FOSTERING INCLUSIVE CLASSROOMS AND CULTURALLY COMPETENT EDUCATORS.

7. *POLICY AND PRACTICE IN ILLINOIS TEACHER PREPARATION*

THIS VOLUME ANALYZES THE POLICY FRAMEWORK GOVERNING TEACHER PREPARATION IN ILLINOIS. IT REVIEWS STATE LEGISLATION, FUNDING MODELS, AND ACCOUNTABILITY MEASURES AFFECTING PROGRAMS. READERS WILL UNDERSTAND HOW POLICY DECISIONS IMPACT PROGRAM DESIGN, IMPLEMENTATION, AND TEACHER QUALITY.

8. *ASSESSMENT AND EVALUATION IN ILLINOIS TEACHER PREPARATION PROGRAMS*

FOCUSING ON ASSESSMENT METHODS, THIS BOOK COVERS HOW ILLINOIS TEACHER PREPARATION PROGRAMS EVALUATE CANDIDATE COMPETENCIES. IT INCLUDES DISCUSSIONS ON PERFORMANCE ASSESSMENTS, PORTFOLIOS, AND STANDARDIZED TESTS. THE BOOK IS VALUABLE FOR PROGRAM ADMINISTRATORS AND EDUCATORS SEEKING TO ENHANCE EVALUATION PROCESSES.

9. *TECHNOLOGY INTEGRATION IN ILLINOIS TEACHER PREPARATION*

THIS RESOURCE EXPLORES THE ROLE OF TECHNOLOGY IN PREPARING ILLINOIS TEACHERS FOR MODERN CLASSROOMS. TOPICS INCLUDE DIGITAL LITERACY, INSTRUCTIONAL TECHNOLOGY TOOLS, AND ONLINE LEARNING ENVIRONMENTS. THE BOOK HIGHLIGHTS SUCCESSFUL TECHNOLOGY INTEGRATION MODELS AND PREPARES CANDIDATES FOR 21ST-CENTURY TEACHING CHALLENGES.

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teacher preparation program illinois: Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation Hartshorne, Richard, Heafner, Tina L., Petty, Teresa, 2012-07-31 While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.

teacher preparation program illinois: Resources in Education, 1998-12

teacher preparation program illinois: Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs Polly, Drew, Putman, Michael, Petty, Teresa M., Good, Amy J., 2017-12-15 Educators play a significant role in the intellectual and social development of children and young adults. Thus, it is important for next-generation teachers to have a strong educational background, as it serves as the foundation to their understanding of learning processes, leadership, and best practices in the field of education. Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs presents critical and relevant research on methods by which future educators in high-level courses are equipped and instructed in order to promote the best experience in academic scholarship. Featuring discussion on a diverse assortment of topics, such as social justice for English language learners, field-based teacher education, and student satisfaction in graduate programs, this publication is directed at academicians, students, and researchers seeking modern research on the approaches taken by instructors to qualify and engage future educators.

teacher preparation program illinois: Transforming Educator Preparation for Changing Times Robert D. Muller, 2024-06-01 This edited volume explores the progress, challenges, and future prognoses of educator preparation programs (preK-12 and higher education) in the U.S. Using examples drawn from a large, urban-centered college of education, the book provides practical guidance and insights regarding teacher preparation and educational leadership. Edited by former NLU Dean, Robert Muller and authored by NLU National College of Education faculty, the chapters explore how programs that prepare novice teachers, provide advancement opportunities for practicing educators, and develop education leaders have adapted to serve the needs of contemporary school institutions. This work is particularly timely given the myriad challenges facing the nation's teacher and education leader preparation pipeline, and the critical role colleges of education play in addressing those needs. Primarily focused on leading institutional change in a large, metropolitan college of education, this work will be of interest to colleges of education leaders and faculty, PK-12 and higher education teachers and leaders, policy makers, and the broader teacher preparation and educator development field. Founded in the 1880s, the Chicago-based National College of Education (NCE) at National Louis University serves approximately 3,000 educators annually in its initial and advanced teacher preparation and educational leadership programs. For its commitments to diversity, inclusion and equity within transformative higher education, National Louis University was recognized as a top 20 school in Washington Monthly's

2022 National University Rankings. The book is divided into four major sections: Prepare: The authors explore how a college of education has approached equipping novice teachers for success as they enter the teaching profession. It focuses on the transformation of initial teacher preparation programs to meet the needs of contemporary schools and districts, and profiles the programmatic initiatives to make those changes. Advance: The authors describe programs that support teachers as they advance in their careers, and the role of continuing graduate education in developing exemplary educators. Lead: The authors address the challenges facing education leaders and adapting their professional development to equip them to lead. It explores efforts to develop a cadre of leaders across education systems with the requisite knowledge and habits of mind to lead amidst unprecedented change. Building the Institution: The authors address several key cross cutting processes that support transformation efforts, including strategy development and implementation, partnership development, technology deployment, human capital development and data utilization.

teacher preparation program illinois: Taking Teaching Seriously Christopher Bjork, D. Kay Johnston, Heidi A. Ross, 2015-12-03 Taking Teaching Seriously expands and enriches discussions about teacher preparation in the United States. Its authors describe the unique contexts for teacher preparation offered by liberal arts institutions and analyze the effects of these programs on their graduates and on K12 schools. They emphasize that the goals and conditions for teacher preparation differ from larger public institutions in several key respects including supervisor-student teacher relationships, philosophical foundations, and approaches to clinical fieldwork. Taken together, the essays provide compelling evidence that educational studies programs in liberal arts colleges and universities constitute a vital component of the teacher education system in the United States.

teacher preparation program illinois: Bulletin United States. Office of Education, 1958

teacher preparation program illinois: Clinical Preparation at the Middle Level Penny B. Howell, Jan Carpenter, Jeanneine Jones, 2016-03-01 This text highlights partnerships between schools and teacher preparation programs where candidates have opportunities to learn in their coursework alongside teachers in the classroom in clinical settings, bridging the theory?practice divide and helping candidates better understand the simultaneous and multi?dimensional nature of teaching and learning in schools. All of the authors in this text describe how their programs go beyond informal arrangements and include a collaborative relationship between the school and university. As a Handbook of Resources, this text provides details about roles, relationships, expectations, organizational structures, and the challenges of partnerships, which will help those who wish to establish a clinically?based model and move confidently from vision to implementation. The authors of the chapters clearly describe the details of their partnerships so their stories can be a resource for others in similar contexts or situations. In doing so, each chapter highlights the different ways to develop partnerships, as well as provides opportunities for universities, schools, and districts with established partnerships to share their stories, wisdom, and expertise and offer inspiration, encouragement, and ideas. The authors of these chapters acknowledge the tensions inherent in the process of developing, implementing, and sustaining an effective, viable partnership by providing insight into how challenges are addressed at different stages of a partnership and what benefits, successes, and differing perspectives exist in this type of relationship. There are a variety of schools represented in this body of work??rural, suburban, private, public, large research intensive, and small private. By design, we believe any school can find themselves in this text as the authors offer suggestions and ideas that can be implemented in other structures. With that said, we want to emphasize that the examples provided are meant to inspire creativity and possibility as programs develop partnerships rather than offer a wholesale approach or a recipe. Viewing the reader as the expert at their institution, this text offers insights into ways to shape the ideas and structures to fit their context.

teacher preparation program illinois: Directory of Teacher Preparation Programs in TESOL and Bilingual Education, 1978

teacher preparation program illinois: Teaching Social Foundations of Education Dan W.

Butin, 2014-04-08 Examines the multiple layers and issues involved in constructing meaningful learning environments within the social foundations of education classrooms. Provides readers with the language, tools, and insights necessary to foster a more productive engagement

teacher preparation program illinois: Moving Teacher Education into Urban Schools and Communities Jana Noel, 2013-05-07 Winner of the 2013 American Educational Studies Association's Critics Choice Award! When teacher education is located on a university campus, set apart from urban schools and communities, it is easy to overlook the realities and challenges communities face as they struggle toward social, economic, cultural, and racial justice. This book describes how teacher education can become a meaningful part of this work, by re-positioning programs directly into urban schools and communities. Situating their work within the theoretical framework of prioritizing community strengths, each set of authors provides a detailed and nuanced description of a teacher education program re-positioned within an urban school or community. Authors describe the process of developing such a relationship, how the university, school, and community became integrated partners in the program, and the impact on participants. As university-based teacher education has come under increased scrutiny for lack of real world relevance, this book showcases programs that have successfully navigated the travails of shifting their base directly into urban schools and communities, with evidence of positive outcomes for all involved.

teacher preparation program illinois: Understanding Teacher Education in Contentious Times Catherine Cornbleth, 2013-10-30 Understanding Teacher Education in Contentious Times examines how public, professional, and private or corporate agencies operate to shape teacher education and possibilities for its improvement. Teacher education programs, particularly those leading to state certification or licensure, are influenced not only by state regulations but also by required review and accreditation by an outside agency such as the National Council for the Accreditation of Teacher Education, and are subject to various contextual pressures such as the cultures of the institutions that host them and their surrounding communities, their potential student and employer markets, strong individuals, professional organizations, history or tradition, and, increasingly, external, usually privately-funded, special interest corporations such as the National Council on Teacher Quality. Unique among books on teacher education, this volume interweaves—in historical context including emerging trends—the complex contexts in which practice and reform efforts take place and are supported or impeded.

teacher preparation program illinois: Bulletin , 1959

teacher preparation program illinois: Resources in Vocational Education , 1980

teacher preparation program illinois: *Statistics of Land-grant Colleges and Universities* United States. Office of Education, 1958

teacher preparation program illinois: Rethinking Teacher Preparation Program Design Etta R. Hollins, Connor K. Warner, 2021-05-30 This book provides a framework, concrete examples, and tools for designing a high quality, academically-robust preservice teacher preparation program that empowers teachers with the depth of professional knowledge and the skills required to become adaptable, responsive K-12 teachers ready to engage with diverse groups of students, and to achieve consistent learning outcomes. Renowned teacher educators Etta R. Hollins and Connor K. Warner present a systematic approach for developing a teacher preparation program characterized by coherence, continuity, consistency, integrity, and trustworthiness, as well as one that is firmly grounded in collaboration between faculty, community members, and other school practitioners. This book offers an evidence-based roadmap relevant for teacher educators, administrators, scholars, agencies at the state and national levels, and any organization that serves teacher educators.

teacher preparation program illinois: *Handbook of Research on Teacher Education* Marilyn Cochran-Smith, Sharon Feiman-Nemser, John McIntyre, Kelly E. Demers, 2008-02-19 Co-Published by Routledge/Taylor & Francis Group and the Association of Teacher Educators. The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid

evidence. The publication of the First Edition was a signal event in 1990. While the preparation of educators was then – and continues to be – the topic of substantial discussion, there did not exist a codification of the best that was known at the time about teacher education. Reflecting the needs of educators today, the Third Edition takes a new approach to achieving the same purpose. Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice, this edition: stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation. The Editors, with an Advisory Board, identified nine foundational issues and translated them into a set of focal questions: What's the Point?: The Purposes of Teacher Education What Should Teachers Know? Teacher Capacities: Knowledge, Beliefs, Skills, and Commitments Where Should Teachers Be Taught? Settings and Roles in Teacher Education Who Teaches? Who Should Teach? Teacher Recruitment, Selection, and Retention Does Difference Make a Difference? Diversity and Teacher Education How Do People Learn to Teach? Who's in Charge? Authority in Teacher Education How Do We Know What We Know? Research and Teacher Education What Good is Teacher Education? The Place of Teacher Education in Teachers' Education. The Association of Teacher Educators (ATE) is an individual membership organization devoted solely to the improvement of teacher education both for school-based and post secondary teacher educators. For more information on our organization and publications, please visit: www.ate1.org

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teacher preparation program illinois: History Education 101 Wilson J. Warren, D. Antonio Cantu, 2008-01-01 Historians and teacher educators nationwide are now engaged in discussions about the importance of history teacher preparation. Interest within the history profession about the teaching of K-12 history has increased significantly during the past two decades, particularly since the controversy over the National Standards for History's publication. This attention is evident not only in the historical professions' various publications, but also in the federal government's multi-million dollar Teaching American History Program and the No Child Left Behind Act. Professional historians are increasingly committed to improving the teaching of history at the K-12 level through many forms of collaboration. History Education 101's thirteen essays are organized into three sections: context, practice, and new directions. The essays' contributors, tenured faculty who teach history teaching methods courses in colleges and universities throughout the United States, focus on how history education has, is, and will be taught to new K-12 teachers throughout the United States. Perhaps more than ever, it is critical for Americans to understand the role of higher education in the preparation of future middle and high school history teachers. This book provides important insights for academics in history and education departments as well as other individuals who are concerned with the status and improvement of history teaching in the schools, particularly current and future elementary and secondary teachers and administrators.

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