# UIC | UNIVERSITY OF ILLINOIS CHICAGO

# Student Teaching Handbook

Secondary and Foreign Language
Teacher Education Fall 2023-Summer 2024

# Student Teaching
# Secondary and Foreign Language Education
# 2023-2024

UIC

# Introduction

This Student Teaching Handbook provides student teachers, cooperating teachers, field instructors and other school and university personnel with an overview of the student teaching component of professional preparation.

The hope is that the student teaching experience will be mutually rewarding for our teacher candidates and for cooperating professionals.

You are responsible for reading, understanding, and following the information contained in this handbook. You will routinely be receiving notices in your UIC email account from your program and the CTE. Please check your emails frequently and respond promptly.

**Note:** The information contained in this handbook reflects the requirements current at the time of publication. Changes may occur for various reasons (such as new state mandates or revisions in teacher education programs). To ensure that candidates have all of the current requirements and information relevant at the time of entry into a program, they are strongly encouraged to acquaint themselves with key program representatives such as advisors and to remain in frequent contact. Being proactive will facilitate the timely progress through one's program.

| **Students with Disabilities** |
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| UIC strives to ensure that classes are accessible for students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional and physical disabilities. If you have a documented disability, you may receive appropriate accommodations by working with the Office of Disability Services. Please refer to their web page at: http://disabilityresources.uic.edu/ |

| Part of teaching is helping students learn how to tolerate ambiguity, consider possibilities, and ask questions that are unanswerable.<br>- Sara Lawrence Lightfoot |
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# What is "Student Teaching?"

Student teaching is the culminating phase of your course of study at UIC. It takes place in the final semester of your program. Most student teachers spend 14 weeks, full-time, in an area middle or high school. The MEd Science candidates have an alternate schedule and should see their advisor for a description. With the help and support of cooperating teachers, university field instructors, peers, and other professionals at both the school and university, you apply and extend your knowledge of teaching and learning.

Student teachers are both students and teachers. You are students because you earn 12 semester hours of credit and a grade while student teaching. You are students because, as was true throughout your course work and field experiences at UIC, you are learning to teach.

However, in taking on the responsibilities of running a classroom, you are also a teacher. When providing whole group instruction, organizing small groups, evaluating student work, taking attendance, and so forth, you are professionals. You are completing tasks that have a potential impact on students. In the course of student teaching, you cross the threshold into the world of professional educators. Each program's goal is to help you become a reflective, lifelong learner of teaching practices.

Student teachers teach in a cooperating teacher's classroom. The cooperating teacher is an experienced professional who provides guidance, observes student teachers and provides feedback. The cooperating teacher facilitates your transition into full-time teaching, and formally evaluates your classroom performance. Open and respectful communication with your cooperating teacher is essential.

During the student teaching semester, you are observed several times by your university field instructor. This instructor is the liaison between you, the cooperating teacher and other individuals at the school and university.

Student teachers participate in a weekly student teaching seminar. The seminar instructor focuses on particular aspects of teaching and learning, provides guidance, and offers opportunities to discuss your experiences. Based on your seminar performance, the cooperating teacher's evaluation, the university field instructor's evaluation, and other assignments during student teaching, the instructor assigns the student teaching grade.

Student teachers in the secondary, elementary and foreign language programs may not act in the role of Cooperating Teacher. Misrepresenting yourself as such is a violation of UIC's policy on Academic Integrity, as well as fraud. Failure to comply with this policy may result in your withdrawal from student teaching.

The student teaching semester provides the culminating experiences that help you fulfill the ideals of the conceptual framework and the Illinois Professional Teaching Standards.

**Illinois Professional Teaching Standards and UIC Conceptual Framework**

Student teachers must address the various standards set by the Illinois State Board of Education and by the teacher education programs at UIC. The [Illinois Professional Teaching Standards](#), the [learning standards for each discipline](#), and the [UIC Conceptual Framework](#) specify the commitments and goals of teacher education at this institution. The [UIC Standards for Teacher Education](#) specify further the capacities and dispositions needed for successful teaching. These are the criteria that guide our work in the secondary education program. Student teachers are encouraged to think about the criteria and to strive to meet them by making use of every aspect in their teaching. The hope is to see significant growth toward meeting the criteria as our teacher candidates engage in teaching.

Especially pertinent to the student teaching semester are the candidate dispositions that are included in the UIC Standards for Teacher Education. These dispositions reflect UIC's view of how teachers should envision themselves.

UIC believes educators should:

(1) Commit to the democratic ideal of developing all students' potential;
(2) Seek remedies to educational inequalities, take appropriate action, and motivate students to do the same;
(3) Recognize and make use of the human and cultural resources of local communities;
(4) Create collaborative environments that foster mutual learning and growth;
(5) Critically reflect on all aspects of professional practice;
(6) Continually seek and critically examine knowledge, understand and respect different and competing perspectives within and across knowledge domains, and question assumptions about what is known;
(7) Respect and adapt to the complexities of educational practice; and
(8) Display and model maturity through the qualities of compassion, justice, empathy, integrity, responsibility, and engagement, and demonstrate the emotional capacity to engage in the varying demands of the educator's role.

# Student Teaching Semester Responsibilities

Consider yourself a member of a team. Strong teams rely on ongoing communication, clear goals and plans, early identification of difficulties, and clear problem solving procedures.

If any team member identifies a difficulty, that individual should notify the other team members, beginning with those most closely involved. For example, if you are having difficulty with the cooperating teacher, the first attempt at communication should be with the cooperating teacher and the field instructor, as it may be necessary for the field instructor to facilitate a resolution. The seminar instructor, the department chair or building administrator, the student teaching coordinator and the advisor may also need to be informed if the issue is difficult to solve. Often, with early identification, student teachers, their cooperating teachers, and their field instructors can agree on suitable solutions.

The following is a delineation of responsibilities for each individual on the team. Each program's delineation of responsibilities and procedures may differ from what is listed below.

## Student Teachers
- Devote yourself full-time to the student teaching experience
- Know the requirements and responsibilities for student teachers
- Focus on student learning
- Challenge existing ideas and values
- Try new ideas
- Shape a pedagogical framework
- Develop collaborative skills
- Routinely seek feedback from cooperating teachers and UIC field instructors
- Reflect on your performance and growth as a teacher
- Participate in the assessment process by reviewing the Student Teaching Evaluation completed by cooperating teachers and UIC field instructors and by conducting a self-evaluation
- Participate in weekly student teaching seminar
- Be prepared with lesson and unit plans and materials
- Complete the edTPA
- Complete the Exit and Technology Survey in Qualtrics

## Cooperating Teachers
- Know student teachers' requirements and responsibilities
- Honor the course load and transition plan required by student teachers' programs
- Facilitate the transition into the classroom
- Help develop student teachers' understanding of effective teaching
- Be a resource for both subject-area and general teaching issues
- Enhance student teachers' awareness of student learning and developmental influence on learning
- Provide constructive feedback and guidance to student teachers
- Build upon student teachers' strengths and interests
- Encourage new ideas
- Communicate with UIC field instructors, as necessary, regarding student teachers' performance
- Complete the Student Teaching Evaluation

- Discuss the evaluation with student teachers and UIC field instructors

**University Field Instructors**
- Know student teachers' requirements and responsibilities
- Act as a liaison among all participants
- Facilitate the transition into the school by conducting an early orientation visit
- Be a resource for both subject-area and general teaching issues
- Help to develop student teachers' understanding of good teaching
- Enhance student teachers' awareness of student learning and developmental influences on learning
- Model professionalism
- Observe student teachers during the student teaching experience
- Assess student teachers' progress
- Provide constructive feedback and guidance to student teachers
- Communicate with cooperating teachers, as necessary, regarding student teachers' performance
- Complete the Student Teaching Evaluation
- Discuss the evaluation with student teachers and cooperating teachers
- Communicate with program coordinators about problems concerning the relationship between cooperating teachers and student teachers

**University Student Teaching Seminar Instructors**
- Know student teachers' requirements and responsibilities
- Be a resource for both subject-area and general teaching issues
- Provide opportunities during seminar to discuss lesson and unit planning
- Provide a safe environment for open discussions during the seminar
- Facilitate interactive discussions to enable student teachers to share and benefit from each other's' experiences
- Coordinate the evaluations from cooperating teachers and field instructors and submit them to the CTE by the end of the semester
- Award a final student teaching grade

**Host School's Building Administrators and Department Chairs**
- Welcome student teachers and facilitate requisite administrative details including paperwork, reporting instructions, tours, ID tags, etc.
- Provide the host school's guidelines and requirements to student teachers
- Invite student teachers to new teacher orientations, faculty professional development meetings, etc.
- Ensure student teachers are engaged appropriately; student teachers should not be asked to serve as substitute teachers nor given responsibilities usually assumed only by established practitioners
- Honor the transition plan required by student teachers' programs
- Act as liaison between cooperating teachers, student teachers, host schools, and the university

# Components of Student Teaching

Student teaching is a unique time in a teacher's life. Often it is a period of great anxiety juxtaposed with a growing awareness of and appreciation for the complexities of teaching. The development of teaching skills, the sharing of knowledge, and the thorough study of an educational environment is unlike any other period in one's teaching career. The following guidelines can help you plan and negotiate an appropriate experience.

## Timeline and Course Load
Most student teachers spend a minimum of 14 weeks in the classroom. Confer with your UIC program coordinator and/or seminar instructor to see if additional time is required for the program.

Student teachers begin their student teaching as specified by their program. Additionally, you may be asked to participate in orientations and/or professional development meetings at the host school prior to the actual start date of student teaching. Once at the host school, you will follow the local school's calendar, not that of UIC.

Student teaching begins with observation, and gradually you assume increased responsibility for your classes. Your participation will be determined by your cooperating teacher and you, following the guidelines required by each program.

## Lesson and Unit Plans
During student teaching, you should prepare lesson and unit plans that reflect your content knowledge, ability to connect students' experiences with the content, and ability to identify resources that support students' learning.

Share these plans with your cooperating teacher prior to presenting the lesson or unit. This enables the cooperating teacher to discuss with you how the lesson will be taught and what reactions you might expect from students. You can incorporate any modifications and additional ideas that emerge from this discussion into your plans. Both before and after the planned lessons, you should critically analyze your own thoughts about teaching and learning, as well as your ability to conduct successful lessons with your students.

Field instructors will request that you document your lesson and unit planning. This documentation often plays an important role in your required seminar coursework. At least one lesson plan or unit will be the focus of the edTPA. Consult with your seminar instructor about the requirements for completing this assignment.

## edTPA
As of September 1, 2015, teacher candidates completing student teaching in Illinois are required by law and administrative rules to successfully complete edTPA, a teacher performance assessment for teacher candidates. To complete the edTPA requirement during the semester of student teaching, teacher candidates are required to submit a student teaching portfolio that includes lesson plans, video clips, and student work samples directly to Pearson. Please work with your program coordinator to develop an edTPA submission timeline.

Your cooperating teacher may have questions about the edTPA and their role in helping you complete it. If so, please direct them to the [edTPA Guide for Teachers Who Support Teacher Candidates](#) and [Tips for Cooperating Teachers](#).

Parents must consent for their children to be videotaped and for copies of their school work to be released. The [edTPA section on the CTE website](#) contains English and Spanish versions of the CPS and non-CPS consent forms for the edTPA.

## Professional Conduct

Continue to conduct yourself professionally in collaborative relationships with your university peers, cooperating teacher, and other school personnel. Remember to be both friendly and professional toward your students. Your appearance and interactions should be respectful of the school and community to which you are assigned. Appropriate conduct also includes the following:

- Maintenance of a professional distance with students (please discuss this and other issues with your cooperating teacher and your field instructor)
- Physical, intellectual, communicative and dispositional expectations discussed in the [UIC Standards for Teacher Education](#)

## Attendance

Your team members rely on you to be punctual and in attendance. Repeated tardiness or absences may affect the successful completion of the student teaching experience. If illness or unexpected circumstances prevent attendance at the host school, notify the cooperating teacher, the principal's office, and the field instructor before the school day starts. **Any absence longer than three days *must* be made up and may require documentation**. Even if you are absent less than three days, you may still be required to make up missed time. If you are unable to attend the weekly seminar, notify the university seminar instructor prior to the seminar.

## Liability Coverage

When registered for student teaching courses, UIC teacher candidates have liability coverage but only during participation in tasks <u>required</u> for student teaching. Under UIC's self-insured plan, protection is contingent on specific conditions which are detailed in UIC's Liability Coverage or Exemption from University Liability Protection policy. Please review and refer to the policy before engaging in anything for which you will be excluded from the university's protection and responsible for any damages should incidents occur.

For complete information please refer to UIC's policy on [liability insurance coverage during student teaching](#).

Before participating in activities for which you are exempt in liability protection under the university policy, please contact your field instructor and/or the CTE (312-355-0714).

## Health Insurance when Student Teaching

Any host school district will expect you to maintain health insurance coverage when student teaching in that district. You should have either private coverage (for which you must provide the university with documentation) or CampusCare coverage. If you have CampusCare coverage, you must be registered for student teaching classes for any term in which you are reporting to a school placement.

## Role of the Student Teacher in Mandated Reporting

Illinois state law includes as mandated reporter <u>anyone currently enrolled in an academic program that leads to a position as a child care worker</u>. This means all UIC licensure candidates assume the same legal responsibility as certified teachers working with children (individuals aged birth to eighteen) in the course of their professional duties. Mandated reporters are obligated and liable under the Illinois Abused and Neglected Child Reporting Act 325 ILCS 5/1 et seq 2004 to report or cause a report to be made whenever there is evidence or reasonable suspicion to believe a child with whom they have contact in their professional capacity may be abused or neglected. Protecting children from abuse or neglect is a serious responsibility, and failure to do so by a mandated reporter may result in being charged with a Class A misdemeanor. Guidelines for such are on the [DCFS web page](#).

For complete information on mandated reporting for UIC licensure candidates and your responsibilities under state mandate, please refer to UIC's policy on [Mandated Reporting](#).

## Student Teaching Seminar

Student teachers attend a weekly seminar on the UIC campus. With some exceptions, these seminars meet on Wednesday afternoons. Arrange your schedule with your cooperating teacher so you can arrive on time. The seminar requirements vary by discipline, but the purpose is consistent throughout the secondary teacher education programs. The seminar is an opportunity to meet with your seminar instructor and peers to discuss, reflect, and build upon your own and each other's teaching and learning. Seminar instructors often require student teachers to keep daily logs of their experiences, in addition to lesson and unit plans.

## [Work Stoppages or Unexpected School Closings](#)

In the event of a partial or complete work stoppage in the district, please consult the university's student teaching policy regarding work stoppages or unexpected school closings in cooperating school districts.

## Grievance Procedures

If you need to submit a grievance, please see the [Public Formal Grievance Procedure](#) and/or the [Student Grievance Procedure](#).

# Recommended Schedule of Activities

The following steps are a guide for both your cooperating teacher and you in your collaborative planning. As your cooperating teacher and you become acquainted, you can design a plan that best suits your abilities, professional needs, and aspirations.

## The School and Community

In your final education course before student teaching (ED 425 or ED 432), you conducted a systematic study of a high school and its surrounding community. We recommend that you conduct a similar exploration at the beginning of your student teaching. Below are some specific suggestions.

- Tour the neighborhood in which your school is located
- Familiarize yourself with landmarks
- Identify places students go
- Regularly read the local neighborhood newspapers
- Consider what issues are important to the community

At the beginning of the semester:
- Make an appointment to meet your school principal and cooperating teacher
- Meet your department chair and other faculty
- Learn about school policies regarding attendance, discipline, etc.
- Obtain textbooks or other applicable materials
- Obtain a schedule of classes
- Obtain a school calendar
- Determine parking arrangements
- Obtain a school ID

## Transitioning into the Classroom Experience

During the first couple weeks of student teaching, focus on getting to know your students and the routines of your classes. Use the techniques for understanding classroom life that you learned in methods and other teacher education courses. Below are some suggestions for integrating yourself into the existing classroom life and sharing responsibility for daily routine activities.
- Observe classroom lessons and routines
- Learn about the pupils in the class and the cooperating teacher's expectations
- Take attendance
- Collect and hand back homework
- Help individuals and small groups when directed by the cooperating teacher
- Teach one period

## Assuming Teaching Responsibilities

Student teachers will vary in the rate at which they can assume full teaching responsibilities. However, the process should be a gradual one. After becoming familiar with the school and classroom, the student teacher should start by teaching one or two courses, and then assume broader responsibilities.

## Remote Learning/Virtual Classroom Experience
- Maintain a designated work space for continuity, which is tidy and quiet
- Make sure that your background is appropriate for your students (e.g. food, beverage, distracting materials should not be visible)
- Feel free to display relevant learning materials in your background

## Completing the edTPA

Please develop a timeline for edTPA submission with your program coordinator. They will help guide you through the process of completing the edTPA. Also, remember to share the details of your edTPA plan with your cooperating teacher. If the initial attempt to pass the edTPA is unsuccessful, candidates may retake the entire edTPA or individual tasks. The Illinois State Board of Education has created an [edTPA Guide](), which provides additional information about the edTPA in Illinois.

## Bringing Closure to the Student Teaching Experience

Creating closure at the end of the student teaching experience is important for everyone, including the students. Below are some suggestions for helping students transition from the student teacher back to the cooperating teacher during the last two weeks of the experience.

- Time the ending of full-time teaching to coincide with the end of a unit of instruction
- Share responsibilities for teaching the subject areas with the classroom teacher
- Continue to instruct students by assisting the classroom teacher (tutoring students, working with small groups, team teaching, etc.)
- Discuss, with the cooperating teacher, different ways of saying good-bye

## Exploring Other Activities to Enhance the Student Teaching Experience

Whenever possible, attend parent conferences, faculty meetings, professional development days, and workshops. Also, observe other teachers in the school; the final week is a good time for observation. Student teachers often accept an extra responsibility in the school.

# Evaluation of Student Teachers

The [Illinois Professional Teaching Standards](#) and the [UIC Teacher Education Candidate Dispositions](#) serve as criteria for evaluating your progress and growth. Additional standards such as the [UIC Standards for Teacher Education](#), and the content area standards for the discipline also provide important guidelines for evaluation, as does the [UIC Conceptual Framework](#). However, the interim and final student teaching evaluation will be organized around the Illinois Professional Teaching Standards and dispositions. We encourage student teachers, cooperating teachers, and field instructors to build upon and use these criteria as a shared approach to assessment. These are standards that all good teachers continue to work toward throughout their careers. Student teachers will continue to be evaluated on these standards when they become teachers in Illinois.

## Ongoing Feedback, Observation, and Conferences

Programs expect you to participate in daily informal conversations and weekly feedback sessions with your cooperating teacher. These conferences should provide continual insight on your professional growth as well as guidance on how you can evaluate and reflect on your own work.

Field instructors observe you in the classroom a number of times during the semester. Observations are followed by conferences with your cooperating teacher and written feedback regarding your progress. By familiarizing you with the high standards of good teaching, and by supporting a reflective and inquiring attitude, field instructors can have a positive impact.

## Formal Evaluations

To assess your growth, all cooperating teachers and field instructors complete the Student Teaching Evaluation. An interim evaluation is recommended and a final evaluation is required. At both the interim and final stages, there should be a conference to go over the evaluation and effective strategies for improvement. Ideally, this would be a three-way discussion to engage the cooperating teacher, field instructor, and you in the assessment process. The cooperating teacher, the field instructor, and you should each retain a copy of this interim evaluation, but it is not submitted for your official record.

## Student Teaching Evaluation

The cooperating teacher and field instructor will each complete a final Student Teaching Evaluation and submit it to the CTE, to be retained in your record.

The seminar instructor will use the final Student Teaching Evaluations to determine your final grade. Therefore, the seminar instructor should retain a copy of both final evaluations, and you should receive a copy of both final evaluations.

## Final Grade

The seminar instructor assigns the final student teaching grade. Discuss grading criteria with your instructor who includes the following to determine a grade:

- Seminar participation and assignments
- Field instructor's Student Teaching Evaluation
- Cooperating teacher's Student Teaching Evaluation
- edTPA
- Additional considerations, as applicable

## Assessments

Two licensure assessments must be completed in Qualtrics: the Technology Survey and the Exit Survey. These must be completed and submitted for evaluation prior to your entitlement to licensure. The CTE uses these assessments for the purpose of program review and for reporting to the ISBE. For questions about Qualtrics, contact Sierra Ryan at sryan27@uic.edu, (312) 355-0718.

## Action Plans

You may experience difficulty in student teaching even if you have done well in course work. You can be challenged on any number of elements regarding physical capacity, intellectual reasoning, communication, or dispositions. The expectations for these elements are discussed in the UIC Standards for Teacher Education, the Conceptual Framework, the Illinois Professional Teaching Standards and in program documents. If the cooperating teacher, field instructor, or other faculty members observe you experiencing difficulty, they may contact the program coordinator or advisor and help create an Action Plan. The Action Plan should be created by you with the input of those who are working with you. It includes the issue, goals to be met, actions to be taken, and a timeline in which the candidate must meet the goals. It is your responsibility to carry out the plan and to provide evidence that the goals have been met in the specified time frame. If the goals have not been met but significant progress has been made, he or she may modify the deadline and/or action plan.

Make sure a copy of the Action Plan and its final dispensation is sent to the CTE. Without documentation, the process of entitlement for licensure may be delayed.

# A Final Word

**Host Schools, Cooperating Teachers, and other Cooperating Personnel**
Secondary education is grateful to host schools for offering this invaluable professional experience to our student teachers. Programs especially thank cooperating teachers, department chairs, and school administrators for generously providing their time and knowledge.

**Tuition Waivers and Documentation of Mentoring Service**
In appreciation for the service of cooperating teachers and administrative cooperating personnel, the Board of Trustees offers privileges of library use and tuition and service fee waivers to host school personnel who meet eligibility criteria. For eligibility information and instructions to request a tuition waiver, see our Cooperating Personnel Tuition and Service Fee Waiver information. To request a tuition waiver, please complete the Tuition and Service Fee Waiver Request Form. Hand written forms will not be processed. Please use the fillable form to allow speedy processing of your request.

Those who provide service to our students may also want to submit the Professional Development Clock Hours Request for Documentation. Please note that UIC can confirm your participation, but only the state can assign the value of the professional development clock hours and/or determine if this mentoring experience satisfies the conditions for recertification.

**Student Teachers**
We wish you an enriching and enlightening experience. Programs look forward to hearing about your experience and what you have learned. The CTE and programs hope you will lend your expertise to future teacher candidates entering and progressing through teacher education programs.

The CTE may need to reach you in the future. We encourage you to continue notifying us of any changes in your contact information. Once you graduate, you lose your UIC email account, so please provide the CTE with an alternate email address.

# UIC Secondary Teacher Education Directory 2023-2024

**(Area code is 312 for all phone numbers, unless otherwise noted.)**

## UIC Council on Teacher Education (CTE): 412 S.Peoria St.

| | | | | |
|---|---|---|---|---|
| CTE Interim Director/Licensure Officer | Sierra Ryan | Room 631 | 355-0718 | sryan27@uic.edu |
| Student Teaching/Field Experience Coordinator | Brittney Beck-James | Room 632 | 355-1872 | bbeck4@uic.edu |
| Customer Service Representative | Shatell Coleman | Room 634 | 355-0714 | scolem1@uic.edu |
| Graduate Assistant | Wen Xi Lee | Room 628 | N/A | wlee212@uic.edu |

## Deans and Associate Deans of College of Education

| | | | | |
|---|---|---|---|---|
| Dean | Kathryn B. Chval | 3004 ETMSW | 996-5641 | chval@uic.edu |
| Associate Dean of Student Affairs | Gena Brooks Flynn | 3319 ETMSW | 413-2405 | gflynn@uic.edu |
| Associate Dean of Academic Affairs | Marc VanOverbeke | 3022 ETMSW | 996-8141 | mvanover@uic.edu |

## Deans and Associate Deans of College of Liberal Arts and Sciences

| | | | | |
|---|---|---|---|---|
| Dean | Astrida Orle Tantillo | 425 UH | 413-7329 | tantillo@uic.edu |
| Associate Dean for Student Academic Affairs | Rosilie Hernandez-Pecoraro | 400 UH | 413-7563 | rosieher@uic.edu |
| Executive Assistant Dean for Undergraduate Student Affairs | Brian Roessler | 327 UH | 413-2532 | baroess@uic.edu |

## Program Coordinators/Directors, Advisors, Faculty, & Administrators in Teacher Education

### College of Education

| | | | | |
|---|---|---|---|---|
| Secondary Education Program Coordinator | Jennifer Olson | 1250 ETMSW | 413-2378 | jolson21@uic.edu |
| Secondary Science Coordinator for M.Ed. | Daniel Morales-Doyle | 3042 ETMSW | 996-6066 | moralesd@uic.edu |
| Science, Field Instructor | Marlynne Nishimura | 1436 ETMSW | 413-3904 | marlynne@uic.edu |
| Science, Field Instructor | Rita Nelson | 3513 ETMSW | 996-4508 | rsnelson@uic.edu |
| OSS, M.Ed. Advisor (admissions/graduation check) | Ana Valenta | 3147 ETMSW | 355-0575 | agarci5@uic.edu |

### College of Liberal Arts and Sciences

| | | | | |
|---|---|---|---|---|
| Director, LAS Advising Center | Sandra Hall | 3rd Fl. UH | 996-3366 | sdhall@uic.edu |
| English Education, Program Director | David Schaafsma | 1904 UH | 413-2222 | schaaf1@uic.edu |
| English Education, Lecturer | Abigail Kindelsperger | TBA | TBA | akinde4@uic.edu |
| English Education, Program Faculty | Todd DeStigter | 1902 UH | 773-391-4981 | tdestig@uic.edu |
| English Education, Methods Instructor/Field Instructor | Kate Sjostrom | 1906 UH | 413-3439 | katesjostrom@uic.edu |
| French/Spanish/German Education, Program Director | Inma Taboada | 1726 UH | 996-9109 | taboada@uic.edu |
| History Education, Program Director | Robert Johnston | 930 UH | 413-9164 | johnsto1@uic.edu |
| History Education, Associate Director/ST Coordinator | Julie Peters | 926 UH | 413-9163 | jlpeters@uic.edu |
| Mathematics Education, Program Director | Mara Martinez | 327 SEO | 996-6168 | maravmar@uic.edu |
| Mathematics Education, Student Teaching Coordinator | Erin Schubert | 321 SEO | 413-8377 | eschub1@uic.edu |

### College of Architecture, Design, and the Arts

| | | | | |
|---|---|---|---|---|
| Art Education for BFA, Program Head | Karyn Sandlos | 3102 AEH | 355-5200 | ksandl3@uic.edu |

### Graduate College

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|---|---|---|---|---|
| | | 606 UH | 413-2550 | gradcoll@uic.edu |