



COUNCIL ON TEACHER EDUCATION

UIC Standards for Educator Preparation

The mission of the University of Illinois Chicago (UIC) is to provide the broadest access to the highest level of intellectual excellence, to create knowledge that transforms our views of the world, and through sharing and application, transforms the world. UIC is focused on eliminating disparities in health, education, and economic opportunity. Community engagement is a centerpiece of UIC's urban mission. Furthermore, UIC is committed to increasing access to education, employment, programs, and services for all and maintaining a barrier-free environment for individuals with disabilities. UIC collaborates with students to develop innovative ways to ensure accessibility throughout the educational experience.

The Council on Teacher Education (CTE) at UIC requires that educator candidates learn, integrate, apply a large amount of material, and interact with colleagues, students and their families on campus and in the field in order to complete the program. UIC is responsible for ensuring that these learning experiences and interactions proceed appropriately and within acceptable time limits. CTE provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the curriculum and fully engage in all aspects of the educator preparation program, including course and fieldwork. Candidate characteristics are based on the Educator Preparation Programs at UIC conceptual framework, the Illinois State Board of Education standards for educators, and the national content area standards. These characteristics will be monitored throughout a candidate's educator preparation program. Candidates are also encouraged to undergo self-assessments of their development as professional educators.

Candidates who enroll in educator preparation programs should understand that they must have the necessary capacity to develop the listed abilities and educational dispositions with or without accommodations. That is, students do not have to demonstrate all abilities and dispositions at admission but must be capable of acquiring and demonstrating these standards for progression through the program.

Throughout the educator preparation program, evidence of lack of progress in developing appropriate abilities and dispositions may be cause for further evaluation at the discretion of educator preparation faculty and administrators. Such evidence may come through coursework and interactions with faculty and other students, observations, or other assigned work. Candidates who have been evaluated may be required to successfully complete a success plan. If the problem is not judged amenable to remediation, a candidate will not be allowed to complete the licensure program.

Applicants to professional education programs must read and acknowledge their understanding of this document in order to be considered for admission.

If you have questions about the standards as outlined below, please contact the CTE at uic_cte@uic.edu. Should you need reasonable accommodation to meet these requirements, contact the Disability Resource Center at (312) 413-2183 or <https://drc.uic.edu/> or drc@uic.edu.

I. Physical Presence in Classroom

A candidate should be able to:

- A. Attend classes, fieldwork and other educationally related events and be punctual.
- B. Observe/participate in activities associated with teacher education, including, but not limited to, classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
- C. Observe students accurately at a distance and close at hand.
- D. Perform the customary techniques used during instruction, such as assessment of student engagement and the management of a safe and orderly classroom environment.
- E. Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, Open Houses, and other assigned duties. Unexcused absence from 10% of assigned field experience hours and/or unexcused absence from more than 3 days of student teaching may require the student to repeat the field or student teaching experience.

II. Conceptual Reasoning

A candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- A. Master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty.
- B. Comprehend, memorize, calculate, analyze, integrate and synthesize material in a timely manner appropriate to the practice of teaching.
- C. Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- D. Understand the central concepts, tools of inquiry (e.g., observation, documentation, interpretation), and structures of the disciplines and create learning experiences that make these aspects of subjects or content knowledge meaningful for students.
- E. Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experience.

III. Dispositions

A candidate must have sufficient disposition to:

- A. Commit to the democratic ideal of developing all students' potential; demonstrate dedication and personal investment in meeting students' needs.
- B. Seek remedies to educational inequalities, take appropriate action, and motivate students to do the same; strive to meet the challenges of inequality brought about by race, social class, language, gender, sexual orientation, health, disability, and other social categories.
- C. Recognize and makes use of the human and cultural resources of local communities; demonstrate cultural awareness and competence.
- D. Create collaborative environments that foster mutual learning and growth: interact positively and energetically with students, families, colleagues, and community members to support common goals.



- E. Critically reflect on all aspects of professional practice; engage in self-assessment and pursue opportunities for further development as knowledgeable, skilled, and ethical professionals; accept constructive criticism in a professional manner.
- F. 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; demonstrate the ability to understand, think critically, and exhibit open-mindedness about what is known.
- G. Respect the complexities of educational practice; demonstrate adaptability, flexibility, initiative, resourcefulness, and risk-taking.
- H. 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 job; meet responsibilities on time, resolve difficulties skillfully and fairly, remain positive, treat others with kindness and understanding, and show an eagerness for educational practice.

IV. Communication

A candidate must have sufficient expressive and written communication skills to:

- A. Communicate with, understand and observe colleagues, students and their families in order to conduct conferences, interviews, elicit information, describe changes in mood, activity, posture, and receive and analyze non-verbal communications.
- B. Explain important principles and concepts delineated in professional, state, and institutional standards (e.g., school district policies and standards, school policies and practices)
- C. Communicate with people so as to make assessments and plans known to others including colleagues, students and their families.
- D. Communicate effectively, efficiently, and sensitively with colleagues, students and their families regardless of their gender, race, lifestyle, religion, cultural and social backgrounds.
- E. Communicate concepts, assignments, evaluations, and expectations with members of the learning community.
- F. Demonstrate receptive and expressive English at a level consistent with successful course completion, having the ability to communicate with colleagues, students, and their families.

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Per the Student Accommodation Policy, students who face or anticipate disability-related barriers related to meeting the above technical standards should connect with the **Disability Resource Center (DRC)** at drc.uic.edu, drc@uic.edu, or at **(312) 413-2183** to create a plan for reasonable accommodations.

The implementation of accommodations is in an interactive and iterative process, meaning that during this process the DRC may seek information from appropriate University personnel regarding essential standards for courses, degree programs, and/or activities. Conversely, University personnel may seek information from the DRC regarding how best to facilitate a student's accommodations in their program. All student disability information, including documentation of disability, will be kept secure and confidential by the Disability Resource Center and is not released to others at the University without the student's express permission.



In the event that an accommodation, as written, is determined to be unreasonable or inappropriate for a certain course or program, efforts will be made by the DRC and the program to explore a suitable alternative reasonable accommodation where possible. Students may appeal accommodation decisions based on the DRC [Accommodations Complaint Process](#).

A non-comprehensive list of commonly approved accommodations is available on the DRC's [Guide to Accommodations](#), though determinations are always made on a case by case basis and may look different in a clinical or applied setting.

Recordkeeping: Records created and/or submitted in relation to this document will be maintained in accordance with the UIC Student Records Policy and all other applicable policies and laws.

Certification: (Applicant please read and sign)

I certify that I have read this document, along with other relevant information describing the program requirements, and that I understand the abilities and dispositions necessary for the successful completion of my professional education. I believe I have sufficient physical, intellectual, behavioral and social capacity to take part in the required courses and fieldwork, and to develop appropriate dispositions for communicating, reasoning, and otherwise engaging in appropriate interactions with others. I understand that my development of these abilities and dispositions will be monitored continuously throughout the program and that I will be expected to engage in self-assessment of my own progress. If, at any point in my educator preparation program, program faculty judge that I am not making adequate progress in developing appropriate dispositions or that I do not have the capacity to take part in educational experiences, my status in the program will be reevaluated by the faculty in my educator preparation program. Based on the results of that reevaluation, I may be asked to engage in a program of remediation before I am allowed to continue in the program. If the problem is not judged amenable to remediation, I understand that I will not be allowed to complete the educator preparation program.

Applicant's Name

Applicant's program

Applicant's UIN (University ID #)

Applicant's Signature

Date

