UNIVERSITY OF ILLINOIS CHICAGO

College of Education

Council on Teacher Education Licensure Handbook

2026-27

Council on Teacher Education
College of Education
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Introduction

Welcome to educator preparation at the University of Illinois Chicago (UIC). We are excited to support you as you prepare to become an educator committed to equity, excellence, and transformative learning in schools and communities.

The Council on Teacher Education (CTE) and the program coordinators are happy to provide this handbook about educator preparation at UIC. The information contained in this handbook reflects the requirements that were current at the time of publication.

Changes may occur for various reasons, such as new state mandates or revisions in the education programs. To ensure that the information you have is current, we recommend consulting with your program coordinator or advisor as often as possible.

This handbook serves as a general guide for students enrolled in UIC teacher education programs. It provides an overview of policies, expectations, procedures, resources, and professional responsibilities that apply broadly across teacher education programs. Individual programs may have additional requirements, timelines, and expectations communicated through program coordinators, advisors, and course instructors.

Students are responsible for reviewing this handbook regularly and remaining informed about university, college, and state policies related to teacher preparation and licensure.

Aims of Teacher Education at UIC

Teacher education programs at UIC are designed to provide candidates with a strong foundation in teaching grounded in our identity as a public, urban, research university committed to access, equity, and community engagement. Through coursework, field experiences, and clinical practice, UIC prepares future educators to support the learning and development of all students, think critically about the knowledge and practices of the profession, and apply that knowledge thoughtfully and effectively in diverse educational settings.

UIC Teacher Education programs are committed to preparing educators who are reflective, collaborative, culturally responsive, and equity-minded. Our goal is for candidates to graduate prepared to become teachers and educational leaders of exceptional quality who positively impact schools, communities, and the lives of students across Chicago and beyond.

Standards

Teacher candidates at UIC are expected to meet both Illinois State Board of Education (ISBE) requirements and UIC professional expectations throughout their educator preparation program. These standards guide coursework, field experiences, professional conduct, assessments, and readiness for licensure. Together, they ensure that candidates develop the knowledge, skills, and dispositions necessary to effectively support diverse learners and communities.

Illinois State Board of Education (ISBE) Standards

The State of Illinois requires all teacher candidates seeking licensure to demonstrate proficiency in professional teaching standards established by the Illinois State Board of Education (ISBE). These standards guide teacher preparation across the state and are embedded throughout UIC teacher education coursework, field experiences, clinical practice, and assessments. Candidates should become familiar with these standards early in their program, as they serve as the foundation for effective teaching practice and are reflected in licensure requirements and evaluations.

UIC teacher education programs align to the following ISBE professional standards frameworks:

Illinois Professional Educator Standards (IPES)

Culturally Responsive Teaching and Leading Standards (CRTLS)

In addition to these professional standards, many teacher education programs also align coursework and assessments to national and discipline-specific content standards relevant to their area of licensure.

UIC Standards for Educator Preparation

UIC is committed to providing broad access to educational excellence and preparing educators who advance equity, opportunity, and community engagement in urban schools and communities. The university is also committed to maintaining an accessible, barrier-free learning environment and collaborating with students to support access throughout their educational experience.

The Council on Teacher Education (CTE) expects teacher candidates to engage fully in coursework, field experiences, and professional interactions required for successful completion of educator preparation programs. Candidates must demonstrate the ability to develop the professional knowledge, skills, dispositions, and responsibilities outlined by UIC, the Illinois State Board of Education (ISBE), and relevant national standards, with or without reasonable accommodations. These expectations are monitored throughout the program through coursework, assessments, and field experiences.

Candidates who demonstrate concerns related to professional progress or dispositions may be required to complete a support or remediation plan. In cases where concerns cannot be resolved, candidates may be unable to continue in a licensure program.

All applicants to teacher education programs must review and acknowledge these expectations as part of the admission process. Students seeking accommodations should contact the UIC Disability Resource Center or email drc@uic.edu

UIC Standards for educator preparation include the following standards:

I. Physical Presence in Classroom

A candidate should be able to:

A. Attend classes, field experiences 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

Throughout their coursework, field experiences, and professional practice, candidates are expected to demonstrate the following dispositions:

A. Equity: Show commitment to helping all learners succeed.

B. Advocacy: Work to recognize and reduce unfairness in education.

C. Asset-based mindset: Recognize and value community and cultural strengths.

D. Collaboration: Build positive relationships with students, families, and colleagues.

E. Self-awareness and Reflection: Pursue continuous improvement and be responsive to feedback.

F. Adaptability: Be flexible, open-minded, proactive, and solution-oriented.

G. Maturity and Professionalism: Respond to challenges calmly and act with empathy and compassion.

H. Responsibility: Be reliable, follow through on tasks, and complete work in a timely manner.

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.

Academic Policies and Requirements

Candidates enrolled in educator preparation programs are expected to maintain strong academic performance and make consistent progress toward degree completion and licensure eligibility. Candidates are responsible for monitoring their academic progress, reviewing degree and licensure requirements regularly, and consulting with their academic advisor or program coordinator as needed. Failure to meet academic expectations may impact progression through the program, participation in field experiences, student teaching eligibility, recommendation for licensure, or continued enrollment in the program.

Please note the UIC grievance procedures.

Student Accommodation Policy

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 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.

Special Circumstances

Students may have circumstances that affect their ability to complete coursework, fieldwork, student teaching, or other program requirements. If you anticipate that a special circumstance may affect your progress, contact your program coordinator as early as possible to discuss your options and available resources.

International Students
Please meet with an advisor in the Office of International Services (OIS) as soon as possible to ensure you have on record all that is legally necessary to protect your Visa status and to permit you to complete the field experiences and student teaching required by your licensure program.

Student Athletes
Student athletes should work with their academic advisor and athletic academic support staff to plan around athletic commitments. If practices, competitions, or travel may conflict with required coursework, fieldwork, or student teaching, communicate with your program coordinator as early as possible so that you can plan accordingly.

Pregnancy
UIC provides accommodations and support for students who are pregnant or experiencing pregnancy-related conditions. Students should contact the UIC Office for Access and Equity to learn about available accommodations and should notify their program coordinator if pregnancy-related circumstances may affect program requirements.

ROTC
Students participating in ROTC should plan their academic schedules with their academic advisor and ROTC advisor. If ROTC training, military obligations, or other commitments may conflict with required coursework, fieldwork, or student teaching, contact your program coordinator as early as possible to discuss planning options. Learn more about ROTC at UIC.

Study Abroad

If you are planning to study abroad while preparing to become a teacher, please keep in mind that all program deadlines still apply. Be sure to plan ahead so that you can meet all required deadlines.

If you study abroad during the semester immediately before student teaching, your official transcript may not be received and evaluated in time to clear you for student teaching in your requested semester. In addition, please note that not all required courses are offered every semester, which may affect your timeline.

We strongly encourage you to meet with your college academic advisor and a Study Abroad advisor early in the planning process to discuss your goals, review your course plan, and ensure that your study abroad experience aligns with your teacher preparation requirements.

Professional Conduct, Ethics, & Safety

Teacher candidates are expected to uphold the highest standards of professional conduct, ethical responsibility, and student safety throughout their preparation program, including coursework and all field-based experiences. Compliance with state and federal regulations, university policies, and school district expectations is required for continuation in the educator preparation program.

Communication Expectations

Effective communication is an important component of professional practice and an expectation of all teacher candidates. Throughout the educator preparation program, candidates are responsible for maintaining regular communication with faculty, advisors, cooperating teachers, university supervisors, and Council on Teacher Education (CTE) staff.

Teacher candidates are expected to:

- Monitor their UIC email account daily. Official university and program communications are sent only to UIC email addresses.
- Read all communications from the Council on Teacher Education, program faculty, and advisors carefully and respond promptly when action is required.
- Meet all published deadlines for candidacy, field experiences, student teaching, licensure testing, and graduation requirements.
- Communicate professionally in all written, verbal, and digital interactions. Emails and other communications should be respectful, clear, and appropriate for a professional educational setting.
- Notify faculty, university supervisors, cooperating teachers, and school personnel as soon as possible if illness, emergencies, or unforeseen circumstances affect attendance or participation.

- Schedule advising appointments proactively and seek assistance early when questions or concerns arise.

Faculty and staff strive to respond to student emails and phone calls in a timely manner, typically within two business days during the academic year. Response times may be longer during university holidays, semester breaks, or periods of high volume.

Because licensure requirements, state policies, and school district procedures may change, students are responsible for reviewing official communications regularly and staying informed throughout their program.

Social Media and Digital Professionalism

Teacher candidates are expected to maintain professional and ethical conduct in all digital spaces. This includes:

- Maintaining appropriate boundaries with PK–12 students.
- Not communicating with students through personal emails, phone numbers, any unauthorized apps, or social media accounts.
- Protecting student privacy by never posting or sharing identifiable student information, images, or records.
- Ensuring all online activity reflects the standards of the teaching profession and university expectations.

Violations of digital professionalism standards may result in removal from field experiences, student teaching, or disciplinary action.

Artificial Intelligence (AI) and Professional Responsibility

Artificial intelligence (AI) technologies are becoming increasingly common in schools and higher education. Teacher candidates are encouraged to develop an informed, ethical, and thoughtful understanding of AI while recognizing both its potential benefits and its limitations.

When using AI tools, teacher candidates are expected to:

- Follow all course-specific policies regarding the use of artificial intelligence for assignments and assessments.
- Use AI to support learning, brainstorming, revision, or professional productivity—not as a substitute for original thinking, reflection, or professional judgment.
- Properly acknowledge or cite AI-generated content when required by course instructors.

- Verify the accuracy of AI-generated information before using it in coursework, lesson planning, or professional settings.
- Maintain academic integrity and comply with all University of Illinois Chicago policies regarding plagiarism, authorship, and ethical scholarship.

Protecting Student Privacy

Teacher candidates must never enter confidential or personally identifiable information about PK–12 students, families, school personnel, or placement schools into public artificial intelligence platforms or other unauthorized digital tools.

This includes, but is not limited to:

- Student names
- Photographs or videos
- Grades or assessment data
- Individualized Education Programs (IEPs)
- 504 Plans
- Medical or behavioral information
- Student work containing identifying information
- Any information protected under FERPA or other privacy laws

Candidates should use only school- or university-approved technologies when working with confidential educational information.

AI in Professional Practice

AI can be a valuable tool for educators when used responsibly. Teacher candidates are encouraged to critically evaluate AI-generated content, recognize potential bias or inaccuracies, and apply professional judgment when making instructional decisions. Effective educators use AI to enhance—not replace—their expertise, creativity, ethical decision-making, and relationships with students and families.

Student Safety and Professional Responsibility

Teacher candidates must prioritize the safety and well-being of all students at all times. This includes adhering to school safety protocols, maintaining appropriate professional boundaries, and immediately reporting any concerns related to student welfare to the appropriate school and university personnel.

Failure to comply with professional, ethical, or legal expectations may result in remediation, suspension from field experiences, or removal from the educator preparation program.

Disposition Development

Disposition development is an ongoing process that supports candidates in reflecting on their professional growth, communication, collaboration, ethical conduct, cultural responsiveness, and commitment to supporting all learners. Throughout the program, candidates may participate in disposition self-assessments, reflections, and evaluations completed by faculty, supervisors, or cooperating teachers. These processes are intended to encourage self-awareness, goal setting, and professional growth while helping candidates identify strengths and areas for continued development.

Professional dispositions are evaluated alongside academic and clinical performance and are considered essential components of educator preparation and licensure readiness. Candidates are expected to demonstrate professionalism in coursework, field experiences, interactions with peers and faculty, and engagement with school communities.

Disposition Development Surveys in Educator Licensure Coursework

Each semester, instructors teaching educator licensure coursework and advisors will be surveyed on the disposition development of their students. Faculty and advisors will identify students about whom they have concerns related to their dispositional development.

Disposition surveys are designed to support candidate success and identify areas for continued growth. When concerns related to professional dispositions are identified, faculty, advisors, and program staff may work collaboratively with candidates to provide support, guidance, and opportunities for growth. Depending on the nature and severity of the concern, candidates may participate in meetings with faculty or advisors, complete a disposition self-assessment, develop professional growth goals or a student success plan, or be connected with campus support resources. Follow-up and continued communication may occur across semesters to support candidate development and success within the program.

Success Plans

Program standards and expectations for professional conduct define the knowledge, skills, and professional dispositions required of all teacher candidates in the educator preparation program. These expectations apply across coursework and field experiences and establish the criteria for successful progression toward licensure.

When a candidate is not yet meeting one or more program standards or professional expectations, a Success Plan may be implemented. Success Plans are structured, individualized supports designed to promote candidate growth and ensure alignment with program requirements. They are formative in nature and are intended to provide clear guidance rather than serve as a disciplinary measure.

Each Success Plan identifies specific areas for growth, establishes measurable goals, and outlines targeted strategies, resources, and timelines for improvement. Plans are developed collaboratively with the candidate, program faculty, and clinical or field supervisors. Progress is monitored through ongoing feedback and documented checkpoints to support successful completion of identified goals.

If faculty members or other program staff members recognize that a student is struggling to meet course, licensure, or program expectations, they may initiate the success plan process. Students can also identify a need for a success plan by meeting with their program advisor or coordinator to start the process. The success plan process should follow these steps:

Step 1: A program coordinator or advisor meets with the student and other relevant program staff to identify and discuss concerns. The success plan is created and should include specific actions to be carried out by the student as, an expected date for goal achievement, and a description of potential consequences if the goals are not met in the determined time frame.

Step 2: The success plan is signed by the student and appropriate program staff and/or faculty. It is submitted electronically to CTE.

Step 3: The student implements the plan within the specified timeline.

Step 4: The student provides evidence of their goal attainment to their program, so that the program coordinator or advisor can submit a follow up form to CTE. The CTE must have a copy of the follow up form for students to progress in their program.

Seeking Help Early

If you have questions or concerns about your educator preparation program, please reach out to someone immediately. We want to address potential issues or concerns as soon as possible to support your progress toward licensure. Please contact your program coordinator, advisor, or a Council on Teacher Education staff member. You can find our contact information at the end of this handbook.

Counseled Out of Licensure Program

Candidates must demonstrate satisfactory progress in academic performance, professional dispositions, clinical practice, and overall professionalism. When concerns arise, the program will provide feedback and, when appropriate, opportunities for improvement. However, candidates who do not meet program expectations may be counseled out of the licensure program and supported in identifying alternative pathways.

Candidacy

Candidacy is an important milestone for students pursuing educator preparation programs. The process ensures that students meet all state, university, and program requirements before advancing in the program.

Undergraduate students typically apply for candidacy at the end of the sophomore year or beginning of the junior year. Graduate students should apply within the first two weeks of their first semester. Students enrolled in the Science M.Ed. one-year program apply by the first day of Summer Session I.

Once all requirements are successfully completed, the student is officially admitted to candidacy and becomes a teacher candidate.

Undergraduate Requirements

- Submission of candidacy application
- Minimum GPA requirements
- Completion of prerequisite coursework
- Complete required trainings
- Complete CPS Field Experience Process
- Submit Degree Audit Report (U. Achieve)

- 1 Letter of Recommendation (Undergraduate Secondary & World Language students only)
- Writing Sample (Undergraduate Secondary & World Language students only)

Graduate

- Submission of candidacy application
- Complete required trainings
- Complete CPS Field Experience Process
- Submit unofficial copy of undergraduate transcripts

Mandated Reporter, Family Educational Rights and Privacy Act (FERPA), and Safety Education Trainings

As a condition of candidacy, all teacher candidates must complete the Mandated Reporter Training, FERPA (Family Educational Rights and Privacy Act) training, and safety education module.

- Mandated Reporter Training prepares candidates to recognize and report suspected child abuse or neglect and to understand their legal and ethical responsibilities as mandated reporters under Illinois law. Candidates must complete the approved training through the Illinois Department of Children and Family Services and submit verification of completion to the program.
- FERPA Training ensures candidates understand federal requirements related to the privacy and confidentiality of student education records. Candidates must demonstrate understanding of appropriate handling, use, and protection of student information in both classroom and clinical settings.
- Safety Education prepares candidates to respond appropriately to a range of school-based safety expectations and protocols, including emergency procedures, classroom and school safety practices, and maintaining secure and supportive learning environments for all students.

Completion of these trainings are required for admission to candidacy and continuation in clinical experiences, including practicum and student teaching. Once admitted to candidacy, you are entered into pre-completion status for your professional educator license (PEL) in ISBE's Educator Licensure Information System (ELIS).

Fieldwork & Student Teaching

Fieldwork and student teaching are essential components of the educator preparation program and provide candidates with progressive, supervised experiences in PK–12 classroom settings. These clinical experiences are designed to bridge coursework and

practice by allowing candidates to apply program standards, professional knowledge, and pedagogical skills in authentic school environments.

Throughout field experiences and student teaching, candidates work under the guidance of university supervisors and cooperating teachers who provide ongoing feedback and support. These experiences are structured to promote the gradual development of instructional competence, professional dispositions, and reflective practice, culminating in readiness for independent classroom teaching.

Candidates are expected to demonstrate professionalism, adhere to all school and district policies, and meet program requirements related to attendance, performance, and evaluation in order to successfully complete clinical experiences.

UIC Teacher Candidate's Liability Coverage

Teacher candidates participating in field experiences and student teaching are covered under the University's liability policy when they are properly registered in approved educator preparation field experiences and engaged in required program activities under appropriate school and university supervision. Coverage applies only to program-sanctioned placements and responsibilities.

Teacher candidates participating in field experiences, internships, observations, tutoring, or student teaching must follow university, program, and placement site requirements related to supervision, participation, and liability coverage. Candidates may participate only in officially approved licensure-related activities during the designated dates and times of their placement and must remain under the supervision of a licensed cooperating teacher at all times.

Liability coverage provided through the university applies only to activities that are required components of the educator preparation program and course requirements. Activities outside the scope of required field experiences, including volunteering or extracurricular participation not expressly connected to coursework, are not covered unless separate written liability arrangements are established with the placement site or obtained independently by the candidate prior to participation.

Candidates are responsible for reviewing the full policy and understanding the conditions of coverage prior to beginning field experiences. The policy is available here: https://cte.uic.edu/wp-content/uploads/sites/51/2023/09/liability_new-letterhead.pdf

Fieldwork Placement Requirements and Process

In order for a student to engage in field experiences or observations, UIC must have an active placement contract with the district/school. This is a liability issue. One exception to this is if the student is an employee of a school/district where they plan to observe, a placement contract is not required.

Additionally, all district HR requirements must be met prior to beginning field experiences. Please see below for more information on requirements for observing in Chicago Public Schools.

The field placement process varies by program. Some programs facilitate placements for all field experiences experiences; others may require students to secure their own placements for early field experiences observations. Please consult your program coordinator if you have any questions about this. More information can also be found on the field experiences page on our website.

Chicago Public Schools Field Experience Approval Process

Candidates completing field experiences or student teaching in Chicago Public Schools must comply with all district registration and onboarding requirements before beginning their placement.

For field experiences, candidates are responsible for reviewing and completing the registration steps outlined by Chicago Public Schools. This will include a background check through Accurate Biometrics. Additional information and current registration procedures are available on the Council on Teacher Education website: https://cte.uic.edu/field-experience/cps-field-experience-process/.

Teacher candidates are not allowed to report to a school or begin their observations until they receive the CPS field experience approval email. Additionally, in order to be covered by UIC's liability policy, you must be a registered and enrolled UIC student.

ED425/432 Application Process *(Secondary, Art, and World Language Programs only)*

Candidates in Secondary, Art, and World Language programs are required to take ED425/432 before student teaching. This practicum course focuses on Curriculum, Instruction, and Assessment in the Urban Secondary Classroom, and requires students to complete 60 hours of field experiences in a Chicago Public School classroom alongside a cooperating teacher. Please note that this course is only offered during the fall semester.

In order to enroll in this course, you must submit an application by March 15 for fall enrollment. The approval form can be found on our website: https://cte.uic.edu/students/forms/#request-to-enroll

In order to enroll in this course, the teacher candidate must:

- Be fully admitted to candidacy
- Have a cumulative GPA of 2.5 or higher
- Have a major GPA of 3.0 or higher (except Mathematics, which is 2.5 or higher)
- Have a cumulative GPA in Education Coursework of 3.0 or higher

There are also certain program specific prerequisite courses that are required, such as ED 200, ED 210, and SPED 410.

Once you are approved for the course, CTE will facilitate a placement in a Chicago Public School. Students will include placement preferences in their applications; however, we cannot guarantee that all preferences will be met.

Professional Conduct, Dress Code, and Attendance

Once students have completed all of the necessary applications and registrations for field experiences, it is important that they are aware of and uphold the following expectations while in the field:

- **Professionalism**: Teacher candidates are expected to demonstrate professionalism in all university, school, and community settings associated with their educator preparation program. Professional conduct includes respectful communication, ethical behavior, reliability, preparation, collaboration, responsiveness to feedback, and adherence to university, district, and school policies. Candidates are expected to maintain professional relationships with faculty, supervisors, cooperating teachers, students, families, and peers at all times, including in digital and online environments.

- **Appropriate Dress**: Candidates should dress appropriately for professional educational settings during field experiences, clinical practice, and other professional activities. Dress expectations may vary by school or placement site; therefore, candidates are expected to follow the guidelines and expectations established by their assigned school or district. Clothing and appearance should support professionalism, safety, and effective engagement with students and school communities.
- **Attendance**: Regular attendance and punctuality are essential components of professional practice. Candidates are expected to attend all classes, field experiences, meetings, and clinical responsibilities as scheduled and arrive on time prepared to participate fully. Absences, tardiness, or early departures may negatively impact course performance, field evaluations, and continuation in the program. In cases of illness or emergencies, candidates are responsible for communicating promptly with the appropriate faculty member, supervisor, and/or school personnel and following any required make-up procedures.

Please remember that when you are completing field experience, your goal is to observe and learn. In order to maximize your learning, maintain an open mind, be curious and engaged, ask questions, and be present. Each student will have a unique field experience depending upon prior experience, their role in the classroom, and the particular circumstances of the practicum setting. Additionally, field experiences requirements may vary depending on the credential being pursued.

Logging Your Fieldwork Hours

At the end of a field experience, students must log their hours through the CTE website. This is required for the hours to count towards licensure, and also enables the UIC instructor and cooperating teacher to approve the hours. Once the hours have been successfully logged, an approval email will be sent to the UIC instructor and cooperating teacher. Please note that approval emails are sent out once a week and are not immediate.

More information about logging field experiences hours can be found on the CTE website: https://cte.uic.edu/field-experience/field-experience-hours/

Applying for Student Teaching

Student Teaching is a culminating phase of your course of study at UIC. Most student teachers spend 14 weeks, full-time, in a local elementary, middle, or high school. With

the help and support of cooperating teachers, university field supervisors, peers, and other professionals at both the school and university, you will apply and extend your knowledge of teaching and learning.

Student teaching placements are coordinated through the Council on Teacher Education. You must submit a student teaching application through CTE the year prior to your student teaching experience. Here are the application windows:

- Fall Semester Student Teaching (Teaching of History, English, and World Languages programs only): December 1 - February 1
- Spring Semester Student Teaching (all programs): March 1 - April 15

Placement decisions are based on:

- Program requirements
- Availability of qualified mentors
- Partnership agreements
- Clinical learning needs

You must be enrolled in and registered for student teaching/internship before you report to your placement site or begin any student teaching responsibilities. If you have not yet registered for your student teaching course, please do not continue your placement or engage in student teaching activities until your registration is complete.

Chicago Public Schools Registration Processes

For student teaching in Chicago Public Schools, registration must be completed within a specific district-designated timeframe. A member of the Council on Teacher Education team works closely with candidates to provide instructions, monitor deadlines, and support completion of the registration process.

This process is completed using information provided on the Chicago Public Schools website: https://www.teach.cps.edu/student-teacher.

Student Teaching Cooperating Teacher Requirements

Illinois School Code mandates that cooperating teachers:

- Be licensed and qualified to teach in the same area as the student teacher.
- Have three years of teaching experience in a public or an Illinois State-recognized nonpublic school.

- Have received a proficient or above performance rating in his or her most recent evaluation.
- Are directly engaged in teaching subject matter or conducting learning activities in student teaching.

More information for cooperating teachers can be found on the CTE website.

Substitute Teaching during Student Teaching policy

Substitute teaching during student teaching may be an option for students depending on their program, status in the program, placement school/district, and credentials. Please review the substitute teaching policy and contact your program for more information. Additionally, here are the guidelines regarding substitute teaching in CPS.

Student Teaching While Employed

Completing student teaching while employed at a school is possible under certain circumstances, however please note that this possibility is dependent on a variety of factors and is not guaranteed. Teacher candidates interested in this possibility should discuss it with their program coordinator or advisor to ensure that they will be able to fulfill all requirements for student teaching while remaining employed. They will also need approval from their program and from their school administration.

Student Teaching Evaluation

During their student teaching, candidates will be observed by a UIC field supervisor. They will also receive ongoing feedback and support from their cooperating teacher and UIC seminar instructor. One form of feedback is through the student teacher evaluation, which can be found on the CTE website.

Student Teaching Licensure Requirements

Candidates must earn a B or better in student teaching for that coursework to count toward their educator license. Candidates can request to repeat student teaching, but this request must be approved by their program in writing. Candidates will not be permitted to repeat student teaching more than once. Candidates who do not successfully complete student teaching may be counseled out of the licensure program.

Licensure

To earn a Professional Educator License (PEL), candidates must successfully complete a state-approved educator preparation program. These programs include content-area and methods coursework, field experiences, required state assessments, and student teaching. A bachelor's degree is required before a PEL can be issued. Upon completion of all state, university, and program requirements, the university recommends candidates for licensure through the Illinois State Board of Education (ISBE).

This recommendation process is also known as entitlement. Once the candidate has been entitled to the PEL and/or subsequent endorsements by the university, their status will change from “Pre-completion” to “Completed Program”. At that time, candidates can apply for and register their credentials through ISBE’s Educator Licensure Information System (ELIS). The status will change from “Completed Program” to “Issued”. Alternatively, the PEL may go into “Pending Review” status. Should this occur, contact the Licensure Officer for support immediately.

After earning the PEL, educators may add subsequent endorsements to expand the subjects, grade levels, or specialized areas they are authorized to teach. In some cases, endorsement coursework may be completed concurrently with the initial licensure program; in other cases, educators may return to complete additional requirements after the PEL has been issued. Requirements for subsequent endorsements vary and may include specific coursework, clinical experiences, and content-area testing, depending on the endorsement area and current state regulations. You can find a list of endorsements that UIC offers here: https://cte.uic.edu/educator-prep-programs/.

Grade Requirements and GPA Calculations for Licensure

Educator preparation programs (EPPs) include specific coursework and minimum grade point average (GPA) requirements established by the university and by the Illinois State Board of Education. In addition, ISBE requires that all coursework used to meet licensure requirements be completed with a grade of C- or better.

If a candidate earns a grade below the required minimum, the course will need to be repeated. While colleges and universities may limit how repeated courses are included in the official institutional GPA, licensure GPA calculations may differ. For purposes of determining eligibility for licensure, the highest grade earned in a repeated licensure

course may be used in the licensure GPA calculation, and the lower grade from the earlier attempt may be excluded.

Successfully completed advanced placement (AP) courses that are displayed in the degree audit can be used to meet coursework required for endorsements.

Candidates are encouraged to consult with their academic advisor or licensure officer to understand how repeated courses may affect both their university GPA and their eligibility for licensure.

Course Substitutions

In some cases, a candidate may need to substitute a course to meet licensure or endorsement requirements. Course substitutions may be permitted with the approval of the appropriate program coordinator.

When a course substitution is approved, the candidate must complete the ISBE Form 83-85 and submit it to the CTE. CTE will review the form and upload the approved substitution to the candidate's Educator Licensure Information System (ELIS) account.

Candidates should consult with their program coordinator before enrolling in substitute coursework to ensure that the course will satisfy applicable licensure and endorsement requirements.

Subsequent Endorsements

The Illinois State Board of Education Subsequent Endorsement Requirements website provides an overview of the general requirements for adding endorsements. The UIC matrices below identify which courses satisfy specific endorsement requirements. Please follow up with the Licensure Officer if you have any questions regarding additional endorsements.

- ESL and Bilingual Education
    - No test is required for ESL, but a Target Language Proficiency test is required for the bilingual endorsement
- LBS-1
- Middle Grades

ISBE Documentation and ELIS

Individuals who do not have an SSN will need to request a temporary SSN from ISBE. This temporary SSN is only for the creation of an ISBE Educator Licensure Information System (ELIS) account. Complete the ISBE 83-92B form and follow the instructions at the top of the form to submit it to ISBE.

To update your name, correct your SSN, or combine accounts in ELIS, please complete the ISBE 73-71 form and follow the instructions at the top of the form to submit it and the accompanying documentation to ISBE. Supporting documentation may be required.

If the Illinois state seal of biliteracy was earned, it is required that your high school display the Seal and language area on your high school transcript. To ensure the seal of biliteracy is added to your ELIS account, email a copy of your official high school transcript to the Licensure Officer. They will coordinate with ISBE to add it to your account. If you earned the global seal of biliteracy, please complete and submit ISBE 83-91 form to have the seal added to your ELIS account.

Out-of-Country coursework must be evaluated by one of the ISBE approved providers only. There is an associated cost, and it is at your own expense.

Please contact CTE with any questions about completing ISBE forms.

Assessments

Candidates seeking educator licensure must meet all state and program licensure requirements, including completion of required coursework, clinical experiences, and applicable state assessments. Assessment requirements may vary by licensure area, endorsement, and program pathway.

Candidates are responsible for monitoring testing requirements, registration deadlines, score reporting, and licensure application procedures through their educator licensure account and program communications. Successful completion of all required assessments and program requirements is necessary for recommendation for licensure. Because state requirements may change, candidates should regularly review current ISBE policies and consult with their academic advisor or program coordinator regarding licensure expectations.

ILTS Content Exams

Requirements and timelines for completing the required content test vary by educator preparation program. Candidates should consult their program for specific expectations and are strongly encouraged to complete content tests prior to student teaching.

https://www.il.nesinc.com/Home.aspx

Illinois Teacher Performance Assessment

The Illinois Teacher Performance Assessment (TPA) is currently in development and is planned to be piloted before it is required. More information is forthcoming regarding the timeline for the rollout of the pilot, test structure, cost, and more. Please stay tuned for updates as shared by ISBE.

Student Support & Resources

UIC Campus Resources
This website provides a comprehensive overview of services available to support students' academic success, health and wellness, personal development, and overall well-being. Resources include tutoring and writing support, counseling and medical services, career advising, financial aid, student employment, cultural centers, campus safety services, legal assistance, disability accommodations, and commuter support. Students are encouraged to explore these resources and take advantage of the many programs and services available to help them thrive both inside and outside the classroom.

https://cte.uic.edu/students/resources/
This website lists resources for content test preparation and resume building.

Program Coordinators

Program Coordinators are an important resource for students throughout their educator preparation journey. They help students understand and navigate program requirements, monitor progress toward program completion and licensure, and connect students with the appropriate resources when questions or concerns arise. Program Coordinators also work closely with the Council on Teacher Education (CTE), academic advisors, instructors, field supervisors, and PK–12 partners to help ensure that students are prepared for field experiences, student teaching, program completion, and licensure. If you have questions about your program requirements or are unsure where

to go for support, your Program Coordinator can help you identify the appropriate next step. Here are some of the many responsibilities of Program Coordinators:

Program Leadership

- Serve as the primary academic contact for the program.
- Ensure the program complies with state licensure requirements and university policies.
- Lead program planning and continuous improvement efforts.
- Coordinate communication among faculty teaching within the program.

Candidate Support

- Monitor candidate progress toward program completion and licensure.
- Review and approve student applications (e.g., candidacy and student teaching).
- Support candidates experiencing academic or professional concerns
    - Success plan creation, monitoring, and follow-up.
- Support teacher candidates in field experiences and student teaching.
- Make recommendations regarding program completion and licensure eligibility.

Collaboration

- Partner with the Council on Teacher Education on licensure, field experiences, policy implementation, standard alignment, and state reporting (e.g. ISBE 83-85 forms).
- Work with academic advisors, field supervisors, and course instructors to support students.
- Build relationships with PK–12 partners.

Verification of Credentials

Credentials can only be verified for issued and active Illinois PEL holders who have completed an educator preparation program at UIC. If you are planning to move out of Illinois and require verification of your credentials, you will need to work with the education board in the state where you will be living to procure their verification documentation which should be provided to the Licensure Officer for completion.

You will be asked to provide identifying information to verify your identity in compliance with our FERPA mandates before we can proceed with your verification.The Licensure officer will complete any paper documentation and return it to you, or access the link provided to complete and return the documentation electronically to the state's board of education directly.

Entitlement Checklist

Below, please find a checklist of items that must be completed before an educator can be entitled to an educator license in Illinois. These items vary slightly by program. For more information, please contact your program coordinator or the Council on Teacher Education.

- Log all field experience hours and receive approval.
- Complete all required coursework with a C or better and required GPA.
- Complete the entitlement application.
- Complete student teaching with a B or better.
- Complete the safety education module.
- Submit the exit/tech survey.
- Pass the content test.
- Degree conferred and/or final grades are posted by the university.
- Program confirms completion.

UIC Council on Teacher Education Directory 2026-27

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For a full list of programs and contacts, please visit the CTE website.