**Transcript Review & CI 315A Profile Sheet**

Spring 2019 English Student Teacher Screening / Spring 2020 Student Teaching Placement

Bachelor of Arts in English

plus Professional Educator Licensure in Secondary English Language Arts

Prepare the following form to document your eligibility for Spring 2019 English student teacher screening, Fall 2019 observations in schools (CI 315A), and Spring 2020 English student teaching (May 2020 graduation). All coursework must be complete before the full-time English student teaching semester.

In the Spring 2020 semester, teaching candidates will be enrolled in CI 315B (2 credits) and CI 352F (10 credits), and they may not enroll in any other SP20 courses.

1. Read the program information sheet entitled **BA in English plus Professional Educator Licensure in Secondary English Language Arts**. See the Program Information section of the English Education website for the 7-page PDF: [siue.edu/artsandsciences/english/undergraduate/english\_education](http://www.siue.edu/artsandsciences/english/undergraduate/english_education/index.shtml). Prepare for English student teacher screening with Prof. Heather Johnson, Secondary English Education Screening Director. Contact Dr. Johnson with any questions about the screening process: heatjoh@siue.edu.
2. Submit this complete Transcript Review and Profile Sheet to Prof. Jill Anderson via email attachment: jiander@siue.edu. Forms are due on the first day of classes of the SP19 semester (14 Jan. 2019). Contact Dr. Anderson with any questions about academic program requirements and for help with completing the form. (See sample form for initial guidance.)

|  |  |
| --- | --- |
| **Student Name**  |  |
| **SIUE Student****Identification Number** |  |
| When did you pass the Illinois **Test of Academic Proficiency** (TAP) or its ACT Plus Writing or SAT equivalent? Contact School of Education Student Services, for current information about Illinois testing requirements: [siue.edu/education/advisement/index.shtml](http://www.siue.edu/education/advisement/index.shtml) |  |
| What is your **cumulative grade point average** at SIUE?Check your Cougarnet transcript to find this number. The School of Education requires that candidates have a cumulative GPA of 2.5 or higher. |  |
| Do you have at least a **B average** in English Language and Literature and, separately, in Applied Communication Studies? The English Department requires that you have a 3.0 minimum GPA in the English major and, separately, in the Speech Communication Education minor. We include all ENG and ACS coursework from all institutions. |  |

**SIUE General Education Requirements**

In addition to the IS and foreign language courses listed below, are all of your SIUE general education requirements complete? Confirm GenEd completion with your CAS Advisor.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Grade | Hours | Term |
| Interdisciplinary Studies[Don’t forget SIUE’s upper-level GenEd requirement of one IS course.] |  | 3 |  |
| Foreign Language 101 |  | 4 |  |
| Foreign Language 102 |  | 4 |  |

**Tentative Class Schedule**

The English Department and the Secondary Education program both require that all academic coursework be complete prior to the student teaching semester. How will you fit the remaining courses into the available time? Check with your CAS Advisor and list your tentative schedule. We recommend that you take no more than five courses in regular academic semesters (Spring 2019 & Fall 2019) and no more than two courses in the summer session (Summer 2019). If you have more than 12 courses remaining before student teaching, then consider delaying by one year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semester 🡪 | SP19 | SU18 | FA19 | SP19 |
| Course 1 | ENG 485[MW 1:30-2:45] |  | CI 315A[TR 8:00-12:00] | CI 315B |
| Course 2 |  |  | ENG 497A | CI 352F |
| Course 3 |  |  |  | English Student Teaching(full-time field placement;12 credits) |
| Course 4 |  |  |  |
| Course 5 |  |  |  |
| Course 6 |  |  |  |

**Application for CI 315A Field Placements: Student Profile Sheet**

The information that you present on the next two pages constitutes your CI 315A Student Profile (CI 315A = two-credit, pre-student teaching course, which includes edTPA preparation and observation hours in regional schools). Fill in the course number and an ***intelligible course title*** for each course—e.g., use *Topics in Early American Literature* for ENG 211, rather than a specific subtitle. Add in your earned grade for each course. If the course has not yet been completed, then leave the grade blank. You will submit the two-page profile to SEHHB Student Services with other materials associated with your application for CI 315A. Applications for fall semester CI 315A placements typically become available early in the spring semester at the following website: [siue.edu/education/field.shtml](http://www.siue.edu/education/field.shtml). If you do not pass English student teacher screening, then the English Department will pull your CI 315A Application. You may have the opportunity to screen again and to reapply for CI 315A the following year, based on whatever conditions the English Education Committee assigns to your case.

CI 315A Student Profile

Request for CI 315A Placement for Fall 2019 Semester

Name:

Address:

Phone:

Email:

Major: English Language and Literature (Secondary English Language Arts)

Minor: Speech Communication Education

**1. Course Information List**

| Course | English Major | Grade | Hours | Term |
| --- | --- | --- | --- | --- |
| ENG 200 | Introduction to Literary Study |  | 3 |  |
| ENG | Topics in British Literature |  | 3 |  |
| ENG | Topics in American Literature |  | 3 |  |
| ENG | Topics in World Literature |  | 3 |  |
| ENG 301 | Introduction to Literary Theory and Criticism |  | 3 |  |
| ENG  | Shakespeare |  | 3 |  |
| ENG  | Upper-Level Literature Elective |  | 3 |  |
| ENG 369 | Grammatical Analysis |  | 3 |  |
| ENG  | 400-Level Language Systems |  | 3 |  |
| ENG  | 400-Level Writing Approaches |  | 3 |  |
| ENG 475 | English Teaching Methods – Literature and Culture |  | 3 | FA18 |
| ENG 485 | English Teaching Methods – Composition and Language |  | 3 | SP19 |
| ENG 497A | English Senior Seminar |  | 3 | FA19 |
|  | Additional Coursework in English |  |  |  |
| ENG 101 | English Composition I |  | 3 |  |
| ENG 102 | English Composition II |  | 3 |  |
| ENG  |  |  | 3 |  |

| Course | Speech Communication Education Minor | Grade | Hours | Term |
| --- | --- | --- | --- | --- |
| ACS 103 | Interpersonal Communication Skills |  | 3 |  |
| ACS 261 | Oral Interpretation of Literature |  | 3 |  |
| ACS | 200-Level Elective |  | 3 |  |
| ACS | Upper-Level Elective |  | 3 |  |
| ACS  | Upper-Level Elective |  | 3 |  |
| ACS 461 | Strategies for Teaching Speech Communication |  | 3 | FA18 |
|  | Additional Coursework in Applied Communication Studies |  |  |  |
| ACS 101 | Public Speaking |  | 3 |  |
| ACS |  |  | 3 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course | Professional Education Requirements | Grade | Hours | Term |
| CIED 100 | Introduction to Education |  | 3 |  |
| CIED 310 | Planning for Diverse Learners |  | 3 |  |
| CIED 323 | Adolescent Content Literacy |  | 3 |  |
| SPE 400 | The Exceptional Child |  | 3 |  |
| CI 315A | Methods of Teaching in Secondary, part 1 (observation) |  | 2 | FA19 |
| CI 315B | Methods of Teaching in Secondary, part 2 (edTPA) |  | 2 | SP20 |
| CI 352F | Secondary Student Teaching: English |  | 10 | SP20 |

**2. Briefly explain why you have chosen teaching as a career.**

Delete this text, and then respond to the School of Education’s first prompt. This brief student resume—aka Student Profile—may be viewed by the superintendent, principal, or cooperating teacher. Keep the entire document to two pages (two-page maximum for the whole document, including the above course information lists and these two responses). **Proofread your responses carefully.** English student teacher candidates have been turned down for placements due to poorly phrased sentences and sloppily edited prose.

**3. List any educational experiences, opportunities for leadership, and any honors that you have received.**

Delete this text, and then respond to the School of Education’s second prompt. This brief student resume—aka Student Profile Sheet—may be viewed by the superintendent, principal, or cooperating teacher. Keep the entire document to two pages (two-page maximum for the whole document, including the above course information lists and these two responses). **Proofread your responses carefully.** English student teacher candidates have been turned down for placements due to poorly phrased sentences and sloppily edited prose.