

**MAT Alternative Licensure
Student Check List
Provisional License for Alternative Educators**

Name:

Program Focus:

Jobs: <https://www.illinoiseducationjobbank.org/>

IMPORTANT Deadlines: Submitting Provisional Licensure Material

- For a fall/August residency start, the deadline is July 1.
- For a spring/January residency start, the deadline is November 1.

Requirement	Evidence	Date
2 years of post-baccalaureate work experience.	Transcripts or waiver from a school/district	
State Test(s)	Provide score(s) & Date Taken; Test Registration: https://www.il.nesinc.com/	
Lesson Planning Modules: Professional Practices Unit, Instructional Design and Planning Topic: <i>Elements of a Lesson Opening Module; Elements of a Lesson Closure Module; Giving Clear Directions Module.</i>	Sanford Inspire Modules Attach Module Certificate	
Professional Practices Unit, Assessment Topic: <i>Authentic Assessment Module; Formative Assessment Module; How to Grade Effectively Module; Delivering Effective Feedback Module.</i>	Sanford Inspire Modules Attach Module Certificate	
Family Focus Unit, Embracing Our Community Topic: <i>Affirming Difference and Valuing Background Knowledge; Linking Identity and Achievement Through Cultural Competence;</i>	Sanford Inspire Modules Attach Module Certificate	
Learning Environment Unit, Student Interactions Topic: <i>Building Relationships Module; Physical Classroom Environment Module</i>	Sanford Inspire Modules Attach Module Certificate	

32 Credit Hours in field (undergraduate academic coursework)	Attach Email from Tammy Wilson (transcript evaluation) And Course(s) Taken to meet 32 semester hours If deficient upon transcript evaluation	
School Work Experience Or EDS 592	Provide letter from employer indicating length of time working in a school/district (minimal 30 hours) and nature of that work (substitute teacher, para-professional, etc.); and, write a reflective paper on your school work experience, assignment guidelines are below. Provide Grade & Semester Taken EDS 592 (or transferrable equivalent)	
School Safety Training	<p>Provide documentation of completed training; or, complete the training on Western Online: Log into Western Online to self-register for the safety training.</p> <ul style="list-style-type: none"> • On the homepage, click on the Communication dropdown in the purple navigation bar. • Choose Self Registration. • Click on the Teacher Education Program Safety Training link. • Click the Register button and follow the prompts: submit, finish, done. <p>Then, you will be sent back to the Western Online homepage. Select the Teacher Education Program Safety Training workshop and follow the prompts to complete the training.</p>	
Mandated Reporter Training	<p>Provide documentation of completed training; or, complete the training here: http://www.wiu.edu/coehs/teacher/student_teaching/mandated_reporter.php And, signed Mandated Reporter form: https://www2.illinois.gov/dcf/aboutus/notices/Documents/CANTS_22_Acknowledgement_of_Mandated_Reporter_Status_(Fillable).pdf#search=acknowledgment%20of%20mandated%20reporter%20training</p>	
Set up an ELIS Account for licensure application	https://www.isbe.net/Documents/How-To-Cre-ELIS-Acct.pdf#search=create%20ELIS%20account	

Reflective Paper Guidelines

Please reflect on your school work experience, covering the following “competency” areas.

Section 1 - Introduction

Briefly set the stage by providing an overview/context of your entire observational experience. Include a general description of the school, the classroom setting, and the students.

Section 2 – Classroom Space and Learning Environment

- Discuss the observed use of classroom space to enhance learning.
- Describe the learning environment and elements which appear to impact learning. What elements might you replicate someday in your own teaching & why?

Section 3 - Technology

- Discuss observed forms of technology along with the context in which it is used to enhance learning opportunities for students.

Section 4 – Collaboration & Peer Assisted Learning

- Summarize the levels of observed collaboration in the classroom. Describe the context of the collaboration and reflect on students assisting other students.

Section 5 – Higher Order Thinking and Differentiation

- Cite examples of higher order thinking and include the context in which these were fostered.
- Discuss your understanding of differentiation and how it can be used in the classroom.

Section 6 – Race, Gender, Ethnicity

- Reflect on the diversity of the school and how such matters as race and gender seem to play out during the school day

Section 7 – Summation

- Reflect on what you learned as a result of this observation experience, especially as it impacts your future teaching.