

Marcia Lawhead

From: Robert Miller [rmiller@eiu.edu]
Sent: Wednesday, November 09, 2011 12:09 PM
To: Marcia Lawhead
Subject: FW: Public records request

From: National Council on Teacher Quality [mailto:
Sent: Wednesday, November 09, 2011 9:40 AM
To: dhjackman@eiu.edu
Subject: Public records request

Dear Dr. Jackman:

As you know, the National Council on Teacher Quality is currently conducting a review of the nation's teacher preparation programs. We previously wrote to you to request a variety of documents to be used in our review. If you are already in the process of assembling these documents, please let us know. Having not received the documents, we are now making a formal legal request for them.

Pursuant to the state open records law, 5 Ill. Comp. Stat. 140/1 to 140/11.5, I write to request access to and copies of the following documents maintained by Eastern Illinois University:

For items 1-5, we request syllabi that students actually receive from their professors, not general course outlines that may form the basis for the syllabi of sections taught by different professors. In addition, when we ask for "required" coursework, we mean courses specifically included in the minimum course of study for specified programs. If a course is in a list of options that students may choose from to fulfill a credit category requirement, we do not consider that course required.

1. For the attached list of courses (Appendix A), a syllabus for *one* section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer.
2. For any *math courses not included* in Appendix A that students in the following programs are required to take, a syllabus for *one* section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer.
 - B.S.Ed. in Elementary Education: General Option Elementary Certificate (K-9) for UG - Elementary (K-9) Certification
 - B.S.Ed. in Special Education: Standard Special Option for UG - Special Education LBS I (K-12) Certification
3. For any courses focused on the use of assessment not included in Appendix A that students in the following programs are required to take, a syllabus for one section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer. Topics covered by these courses could include, for example, the creation of formative and summative assessments, the role of standardized tests and classroom assessments, and the use of assessment to inform instruction. We are requesting syllabi only for courses in which assessment is a primary focus, and represents one-fourth or more of the course content.
 - B.S.Ed. in Elementary Education: General Option Elementary Certificate (K-9) for UG - Elementary (K-9) Certification
 - B.S.Ed. in Special Education: Standard Special Option for UG - Special Education LBS I (K-12) Certification
 - BA/BS in English, History, Math or Science with Teacher Certification Option [Regular Program] for UG - Secondary (6-12) Certification

4. For the included list of early reading courses (Appendix B) that students in the following programs are required to take, a syllabus for *every* section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer.
 - B.S.Ed. in Elementary Education: General Option Elementary Certificate (K-9) for UG - Elementary (K-9) Certification
 - B.S.Ed. in Special Education: Standard Special Option for UG - Special Education LBS I (K-12) Certification

5. For any courses focused on early reading instruction *not included* in Appendix B that students in the following programs are required to take, a syllabus for every section of each course offered during the 2010-2011 school year, not including summer sessions, unless the course is only offered during the summer. We are not requesting courses in children's literature that focus exclusively on introducing candidates to the genres and history of children's literature.
 - B.S.Ed. in Elementary Education: General Option Elementary Certificate (K-9) for UG - Elementary (K-9) Certification
 - B.S.Ed. in Special Education: Standard Special Option for UG - Special Education LBS I (K-12) Certification

For items 6-20, we request documents relevant to the programs specified below. If any of these programs share materials, only one copy of each relevant document is needed. For programs leading to secondary certification, we are only requesting information relevant to certification in core subjects (English/language arts, Mathematics, any or all fields of Science, any or all fields of Social Studies).

- B.S.Ed. in Elementary Education: General Option Elementary Certificate (K-9) for UG - Elementary (K-9) Certification
 - B.S.Ed. in Special Education: Standard Special Option for UG - Special Education LBS I (K-12) Certification
 - BA/BS in English, History, Math or Science with Teacher Certification Option [Regular Program] for UG - Secondary (6-12) Certification
- 6A. Student teaching handbooks.
 - 6B. Department of Teacher Education handbooks intended to serve as guides to the overall program for students, if they are different from the student teaching handbooks requested in #6A.
 - 6C. Handbooks distributed to cooperating teachers, if they are different from the student teaching handbooks requested in #6A.
 - 6D. Handbooks distributed to university student teaching supervisors, if they are different from the student teaching handbooks requested in #6A.
 - 6E. The Department of Teacher Education handbook of general policies and practices. This may be intended primarily for faculty and is different from the student teaching handbooks and general handbooks for students requested in #6A and #6B.
 7. A blank copy of any letter, or other document, which is sent to principals or districts specifying minimum criteria for cooperating teachers and/or explaining the process by which cooperating teachers are provided.
 - 8A. A blank copy of any forms or applications which principals or districts return to you to provide information about cooperating teachers.
 - 8B. A blank copy of any forms or applications completed by prospective cooperating teachers and returned to you.
 9. Formative and summative student teaching evaluation forms used by cooperating teachers and/or university supervisors to evaluate and provide feedback on student teachers, and the rubrics used for their evaluation.

- 10A. Lesson and/or unit planning templates that teacher candidates are required to use during student teaching, and the rubrics that are used to grade them.
- 10B. Descriptions of any culminating assignments for teacher candidates, such as exit portfolios or teacher work samples, and the rubrics that are used to grade them.
11. Contracts or memoranda of understanding between you and school districts in your state that outline the requirements, processes, responsibilities, and/or expected outcomes of student teaching.
12. A list of K-12 schools that are used for field placements and/or student teaching.
13. Information that shows whether any out-of-state or international student teaching placements are available to students.
14. Policy guidelines describing the selection of K-12 schools that are used for field placements and/or student teaching.
15. Policy guidelines describing how teacher candidates are exposed to the teaching of high-poverty students in effective and high-performing K-12 schools.
16. Syllabus for the student teaching course and/or accompanying seminar course, if these courses are not already included in Appendix A.
17. A blank copy of any survey instruments used to poll alumni regarding preparation and job status.
18. A blank copy of any survey instruments used to poll employers of alumni, such as principals or districts, on the classroom performance, evaluation, and/or retention of alumni.
19. Degree plans (also known as advising plans or 4-year plans.)
20. A list of faculty qualifications for all full-time, part-time and adjunct faculty of the College of Education and Professional Studies that includes the highest degree earned; department, assignment or role; rank or title; and tenure track status.

I request that you produce this material in electronic format whenever possible.

We have created a website to which the documents can be uploaded, which I hope will make it easier for you to send them to us. The link for Eastern Illinois University is

If you are sending the documents to us by a means other than our website and find that the same document meets more than one of the categories of documents listed above, please transmit (or when electronic delivery is not possible, submit) a single copy of the document and note to which categories it corresponds.

If Eastern Illinois University does not maintain these public records, please let me know who does and provide the proper custodian's name and address.

If Eastern Illinois University chooses to deny this request, or any part thereof, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Additionally, if you claim that certain documents contain both exempt and non-exempt material, please provide all segregable non-exempt portions of otherwise exempt material and identify the material which is being withheld as exempt.

Thank you in advance for your assistance. Please do not hesitate to contact me if you have any questions.

Sincerely,

Laura Pomerance
Policy Analyst

Appendix A

Provide the syllabus for ONE section of every course. If a course below is a Secondary methods course, please provide a syllabus for every section of the course if the methods course is grade-level specific, like 'Teaching in the High School'. If the course is subject specific, like 'Teaching High School Mathematics', please upload only one syllabus.

Course Number	Name
ART 3440	Art for Teachers in the Elementary Grades
CDS 2200	Language Acquisition
EDF 2555	Diversity of Schools and Societies: Social and Global Perspectives
EDF 4450	Philosophy and History of Education
EDP 3331	Theories of Learning and Development for Secondary Teachers
EDU 2022	Teaching and Learning with Technology in Classrooms
ELE 2000	The Teacher and the School
ELE 2320	Childhood and Early Adolescent Development
ELE 3000	Instructional Strategies for the Elementary Classroom
ELE 3290	Science in the Elementary and Middle School
ELE 3340	Social Studies for the Elementary and Middle School
ELE 3350	Language Arts in the Elementary and Middle School
ELE 4000	Practicum in Elementary Curriculum and Instruction
ENG 3401	Methods of Teaching Composition in the Secondary School
ENG 3402	Methods of Teaching Literature in the Secondary School
ENG 4801	Integrating the English Language Arts
ENG 4903	Young Adult Literature.
HST 3000	Health Concepts for Teachers.
KSS 3000	Fitness Concepts for Teachers.
KSS 3600	Introduction to Elementary School Physical Education
MATH 1420	Mathematics for Elementary Teachers I.
MATH 2420G	Mathematics for Elementary Teachers II.
MATH 3420	Teaching Mathematics in Grades PreK-6.
MUS 3420	Music in Elementary Schools.
SED 2000	Inquiry Into Teaching.
SED 3330	Instructional Tasks in the Secondary School
SPE 2000	Disabilities in the Context of Education and the Life Span.
SPE 3000	Education of Individuals with Exceptional Learning Needs
SPE 3100	Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs
SPE 3200	Learning Differences of Individuals with Mild/Moderate Exceptional Learning Needs.
SPE 3201	Observation of Individuals with Severe to Mild/Moderate Exceptional Learning Needs Across Severity Levels.

SPE 3500	The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum.
SPE 3600	Behavioral Principles in Special Education
SPE 3700	Individualized Independence Curriculum and Materials
SPE 4530	Facilitating Language in Individuals with Exceptional Learning Needs
SPE 4600	Community Services and Communication with Families of Learners with Exceptional Learning Needs.
SPE 4700	Individualized General Curriculum and Materials
SPE 4730	Curriculum Adaptation and Consultation for Individuals With Exceptional Learning Needs.
SPE 4800	Diagnosis and Assessment of Learners with Exceptional Learning Needs.
SPE 4900	Instructional Strategies for Individuals with Exceptional Learning Needs.
SPE 4901	Practicum with Individuals with Exceptional Learning Needs.
STG 4000	Multicultural/Disabilities Practicum
STG 4001	Student Teaching
STG 4001	Student Teaching

Appendix A

Provide the syllabus for ONE section of every course. If a course below is a Secondary methods course, please provide a syllabus for every section of the course if the methods course is grade-level specific, like 'Teaching in the High School'. If the course is subject specific, like 'Teaching High School Mathematics', please upload only one syllabus.

Course Number	Name
ELE 3280	Developmental Reading in the Elementary and Middle School.
ELE 4880	Diagnostic-Prescriptive Reading Instruction