STUDENT TEACHING PLACEMENT PROCEDURES
SCHOOL OF EDUCATION
June 29, 2017

STUDENT TEACHING PLACEMENT PROCESS

You must complete and submit your online General Enrollment Information for Preclinical and Clinical Placements form (student teaching application), prior to submitting the additional materials detailed below, which are required for student teaching placement. The composite components of these separate student teaching placement materials must subsequently be received by the Director of Student Placement, one year in advance of your scheduled student teaching semester. Please consult the Benedictine University Master Academic Calendar for submission deadlines.

In addition to the online General Enrollment Information form (student teaching application), there are three documents requisite for student teaching placement: 1) Student Teaching Agreement form; 2) Criteria for Student Teaching Checklist; and 3) Student Teacher Placement Packet. Directions for the completion of each of these documents follow. All three of these documents must be approved by your academic advisor, and then submitted to the Director of Student Placement, prior to the posted Student Teacher Placement Packet deadline for the term in which the you desire to student teach.

STUDENT TEACHING PLACEMENT GUIDELINES

Placement is processed by the School of Education Office, not by the candidate. The Director of Placement will make all contacts with schools and forward the Student Teacher Placement Packet to them, on the candidate’s behalf. Candidates and their representatives (e.g., friends; family members) are not allowed to make contact with schools, in search of a placement.

The following placement procedures will be followed:

1. Upon receipt of your three advisor-approved student teaching placement documents delineated above, a placement will be sought for you by the the Director of Student Placement. Every effort will be made to secure placements for candidates in close proximity to where they will be residing during their student teaching experience, with no guarantee that a candidate will be placed at a specific school or in a specific school district. In addition, all placements must be no farther than 25 miles from the BU campus.

   ➢ Please be advised that it is the School of Education’s policy not to place a candidate where they have: a) attended school as a student; b) completed a preclinical experience; c) are or have been employed; d) have a relative employed; or e) have children who attend that school.

2. When a placement has been tentatively approved, you will be informed in writing, and provided with a Tentative Student Teaching Placement Form and a Verification of Student Teaching Placement Form. The Placement Form will provide information regarding your tentative school placement, cooperating teacher, and contact person.

   You should contact the person designated on the Placement Form, within 48 hours, to arrange a meeting and/or an interview (as indicated on the form). Do not expect the contact person to return your call immediately -- be patient. The purpose of this meeting is to receive final placement approval (if granted) and to establish your student teaching schedule. If final approval is granted, you must acquire the appropriate signatures on the Verification Form and return the form to the Director of Student Placement, in the School of Education Office, within one week.
Note: Please treat all interviews as formal job interviews, and dress accordingly. Come to the interview prepared to answer questions regarding your teaching philosophy, prior experience working with/instructing children and youth, content knowledge in your major field of study, etc. It is further recommended that you research the potential placement district and school on their respective websites, to ascertain key information prior to your interview (e.g., current district and school initiatives; school curriculum relevant to your content area of study; school mascot; school activities that you might contribute to; etc.).

3. **Caution:** All pre-placement contacts with schools and school districts are to be made by the Director of Student Placement, in collaboration with designated school district administrative personnel. Your initial notification regarding your student teaching placement must, therefore, come from the Director. Should any school personnel (e.g., Principal; Department Chair; teacher; etc.) contact you directly, without your prior notification from the Director of Student Teaching Placement, you are to contact the Director immediately.

**SUBMISSION OF STUDENT TEACHING APPLICATION AND PLACEMENT MATERIALS**

Submit your completed *General Enrollment Information for Preclinical and Clinical Placements* (student teaching application) online, and prepare the three additional documents requisite for student teaching placement: 1) *Student Teaching Agreement*; 2) *Criteria for Student Teaching Checklist*; and 3) *Student Teacher Placement Packet*. You should then schedule an appointment to review your three placement documents with your academic advisor, at least **four weeks prior to the placement packet due date**. This will allow adequate time for you to make any modifications recommended by your advisor, prior to the packet due date.

Late placement packets will be accepted only in very extenuating circumstances, and must be accompanied by a typed petition addressed to the School of Education Department Chair explaining those circumstances. Candidates are cautioned that petitions for the acceptance of late placement packets will not be automatically approved.

**ADDITIONAL INFORMATION**

For additional information, please consult your Education Advisor or the Director of Student Placement, KN 258, (630) 829-6293.
GUIDELINES FOR COMPLETING STUDENT TEACHING PLACEMENT DOCUMENTS

The three student teaching placement documents must be submitted together to the Director Student Placement, prior to the posted Student Teacher Placement Packet due date for the term in which you plan to student teach. Instructions for the completion of the Student Teaching Agreement and Criteria for Student Teaching Checklist appear below. Guidelines regarding the content and format of the Student Teacher Placement Packet follow this information.

Student Teaching Agreement

This form must be completed and signed by the candidate and their Education advisor. Secondary Education majors must additionally have the form signed by their content area advisor. “Candidate’s Suggestions for Placement” should indicate broad geographic areas for potential placement that total at least 6-8 different cities encompassing multiple school districts. All recommended areas must be within 25 miles of the BU campus. [Note: Do NOT list specific schools or school districts as “suggestions.”]

Criteria for Student Teaching Checklist

This form must be completed and signed by the candidate and their Education advisor. The information on this form is used to determine an applicant’s eligibility for a student teaching placement. Please note that approval of the Student Teacher Placement Packet does not indicate approval to student teach. The approved packet initiates the process of eligibility to student teach, with final approval made by the Teacher Education Committee (TEC).

Each candidate must write a plan of action at the bottom of the Checklist, detailing what he or she will do to remove all deficiencies identified on the Checklist. Please know that all deficiencies indicated on this form must be removed, before a student teaching placement will be sought for the candidate. It is consequently recommended that you keep a copy of this document for your personal files.

Additional Requirements for Student Teaching Placement

1. Candidates must be admitted to the Teacher Education Program (TEP), before a student teaching placement can be sought for them. A key requirement for acceptance into the TEP is successfully passing the Test of Academic Proficiency (TAP), or the appropriate ACT/SAT test.

2. Candidates must pass their ILTS Content-Area test(s) by the deadlines indicated below, before a student teaching placement will be sought for them. Candidates who fail to pass all requisite ILTS tests by the deadlines stipulated may have to postpone their student teaching experience, until the semester following the initial target semester.

   a) Candidates Who Student Teach During the Fall Term: Fall candidates’ ILTS content area tests must be passed by March 15 of the spring term preceding their intended student teaching experience (i.e., five months prior to the start of their experience).

   b) Candidates Who Student Teach During the Spring Term: Spring candidates’ ILTS content area tests must be passed by May 30 of the year preceding their intended student teaching experience (i.e., seven months prior to the start of their experience).

[Note: It is an ISBE requirement that all teacher candidates pass the Teacher Performance Assessment (edTPA), before an Illinois teaching license will be granted. Candidates who subsequently fail to pass the edTPA prior to their BU graduation will have “Graduated without Licensure” indicated on their BU transcript.]
STUDENT TEACHING AGREEMENT
Print this form and complete with advisor

1. Placement is determined solely by the Director of Placements. Any candidate who attempts to make his or her own placement at a school or in a district will forfeit the opportunity to student teach at that school or in that district.

2. No changes will be made in a placement, once it has been confirmed. Any candidate who subsequently chooses not to student teach at their assigned placement must wait until all other student teaching candidates have been placed, before an alternative placement will be sought for them. [Note: Candidates who elect not to student teach at their assigned placement will not be guaranteed a second placement.]

3. The candidate must furnish or arrange for his/her own transportation.

4. The candidate is expected to devote full time to the professional semester. This will necessitate that the candidate that the student plan in advance to free himself/herself from outside activities requiring a substantial time and energy commitment (e.g., extracurricular BU activities; outside employment).

5. A candidate who files an application and placement packet, but then decides not to student teach, must officially withdraw from the student teaching course with the Registrar, then notify his or her Education advisor and the Director of Student Placement in writing.

6. Every effort will be made to secure placements candidates in close proximity to where they will be residing during the student teaching experience, with no guarantee that a candidate will be placed at a specific school or in a specific school district. Additional guidelines follow:
   A. If none of your prior preclinical sites were multicultural, your student teaching placement must be in a multicultural school setting.
   C. Student placement at a private or parochial school will only be considered, if all preclinical hours were completed in public school settings.
   D. Whereas every effort will be made to place candidates at a site in close proximity to their residences, circumstances may dictate that a placement be made at a quality school site somewhat farther away.
   E. All student teaching placements must be located within 25 miles of the BU campus.

CANDIDATE’S SUGGESTIONS FOR PLACEMENT: (Indicate at least 6-8 different cities or communities)
Geographic Preferences

Approval of this Student Teacher Placement Packet does not indicate approval to student teach. The approved packet initiates the process of approval to student teach by the Teacher Education Committee.

SIGNATURES

Applicant: 1. Affirming the accuracy of the data contained herein and my understanding of the requirements and conditions for student teaching and for placements; and,

2. Allowing my Benedictine University transcript to be sent to the cooperating district at their request.

_____________________________  _______________________
Signature                   Date

Education Advisor: Indicating approval of these placement materials
_____________________________  _______________________
Signature                   Date

Content Area Advisor: Indicating final approval of these placement materials
_____________________________  _______________________
Signature                   Date
# CRITERIA FOR STUDENT TEACHING – UNDERGRADUATE

*Print this form and complete with advisor*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>IP</th>
<th>Projected Semester of Completion</th>
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<td>EDUC 200 (PC 1)</td>
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<td>EDUC 234 (PC 2)</td>
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<td>EDUC 236 (PC 3)</td>
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<td>Senior Standing (90 semester hours)</td>
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<td>3.0 GPA in Education Courses</td>
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<td>Major Course Requirements</td>
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<tr>
<td>18 Semester Hour Emphasis (Elementary/Optional)</td>
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<td>General Education Requirements</td>
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<td>Admission into the Teacher Education Program (TEP)</td>
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<tr>
<td><strong>ILTS Content Area Test(s) Passed</strong></td>
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</table>

*Fall candidates:* All requisite tests must be passed by **March 15** of the spring term preceding the fall placement.

*Spring candidates:* All requisite tests must be passed by **May 30** of the year preceding the spring placement.

## Plan of Action

The student teaching candidate must detail what he or she will do to remove all deficiencies indicated above:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Projected date when all deficiencies will be removed: ____________________

Advisor Comments:

________________________________________________________________________
________________________________________________________________________

**I, ___________________________ , am aware of the deadlines for passing the ISBE basic skills TAP/SAT/ACT and Content Area Test(s) detailed on page 3 of the *Student Teacher Placement Procedures* document. _____Student initial**

______________________________  ________________________________
Student’s Signature & Date      Education Advisor’s Signature & Date
# CRITERIA FOR STUDENT TEACHING – GRADUATE

*Print this form and complete with advisor*

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<tr>
<th>Criteria</th>
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<th>No</th>
<th>IP</th>
<th>Projected Semester of Completion</th>
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<td>General Education Requirements</td>
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<td>Completion of All Professional Courses with a Grade of “B” or Higher</td>
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<td>3.0 Cumulative GPA</td>
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</tbody>
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*Fall candidates: All requisite tests must be passed by March 15 of the spring term preceeding the fall placement.  
*Spring candidates: All requisite tests must be passed by May 30 of the year preceeding the spring placement.

## Plan of Action

The student teaching candidate must detail what he or she will do to remove all deficiencies indicated above:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Projected date when all deficiencies will be removed: __________________________

Advisor Comments:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

**I, ________________________________, am aware of the deadlines for passing the ISBE basic skills TAP/SAT/ACT and Content Area Test(s) detailed on page 3 of the Student Teacher Placement Procedures document. ______ Student initial**

Student’s Signature & Date  Education Advisor’s Signature & Date
STUDENT TEACHER PLACEMENT PACKET

INSTRUCTIONS

You must submit all components of your Student Teacher Placement Packet to the Director of Student Placement, one year in advance of your scheduled student teaching semester. Consult the Benedictine University Academic Calendar for the scheduled placement packet deadline.

Submit your completed Student Teacher Placement Packet to your academic advisor, and then schedule an appointment to meet with your advisor, at least four weeks prior to the placement packet due date. This will allow adequate time for you to make any modifications recommended by your advisor, prior to the Placement Packet due date. Following your advisor’s approval of your placement materials, you should submit a copy of your Student Teacher Placement Packet to the Director of Student Placement, by the posted due date.

Please prepare your typed placement packet with clarity, neatness, and without grammatical or mechanical errors. The packet will be viewed by personnel at the schools in which a placement is being sought, therefore, you want to present yourself as a professional. The four components of your placement packet (cover page, resume, educational statement, and transcripts) must be compiled and presented in the following order:

A. Cover Page (see “Candidate for Student Teaching” form that follows)

   The Student Teacher Placement Packet form that follows constitutes your placement packet’s cover page. This form must be neatly typed. Please provide all requested information, and ensure that it fits on one page (e.g., shorten the lines, if necessary, to keep it to one page).

B. Resume (see the attached sample Resumes for the required format you must use).

   Begin your Resume on a separate page. Make sure that all margins are appropriately aligned and that correct grammar and spelling is used throughout. You should further ensure that all content headings go directly above (over) the content they refer to, on the same page as that content. A heading should never be the last line on a page. You should additionally avoid having pages of your resume with only 2-3 lines at the very top (with the remainder of the page blank). If this occurs, you should try to fit these few lines on the previous page (e.g., reduce the resume font size by one point; reduce the side margins to .8”).

   The first components of your resume should be (in order) Education, Teaching and Related Experience, and Additional Work Experience, as per the sample resumes provided. The remaining components may be comprised of one or more of the sample headings indicated (e.g., Activities and Service; Awards and Recognition; Memberships; Professional Development; Special Talents and Skills). Use only the headings that are appropriate to your personal experience. For example; if you have membership in professional organizations, list them under the heading “Memberships.” If you have no professional memberships, however, don’t use the heading “Memberships” on your resume. You should never have a heading with blank space underneath.

   The Benedictine University Career Development Center (CDC) recommends that you type your resume in Microsoft Word, so that it can be easily updated and modified for inclusion with future job applications. Although most new teacher resumes are two pages in length, candidates with extensive educational experiences (e.g., as a paraeducator; substitute teacher; etc.) may need to extend their resume to three pages. Two important considerations regarding the length of your resume follow: 1) include only information of educational relevance to future employers (no hobbies, social interests, etc.); and 2) never try to reduce the length of your resume by using a font size to smaller than 10 point or margins narrower than .8”. [Note: Resume and job search resources from the CDC can be found at: http://www.ben.edu/academic-career-enrichment-center/career-support/professional-preparation.cfm.]
C. Educational Statement

Limit your statement to one page, typed double-spaced (or 1.5-spaced). Begin your statement on a separate page with your name centered at the top of the page, and the heading “Educational Statement” typed underneath…as in the example below:

JANE ADDAMS
Educational Statement

Be sure to check your statement for spelling and grammatical errors. It is also important that what you write is consonant with current evidence-based practices in the field of Education. Your Educational Statement will be read by school and district personnel. Take the time to produce a statement that you would want potential employers to read!

Your Educational Statement should be 3-4 paragraphs in length, with composite components conveying the following information:

• A description of your qualities/skills/attributes, which you believe render you qualified to become an effective teacher (i.e., traits that you possess which will make you an effective teacher). You might want to include a brief description of the reasons why you chose to become a teacher in this section.

• Information regarding your experience relating to instructing and assisting students, with a focus on the students versus merely "what I did." Emphasize what you learned, through your experience observing veteran teachers and working with diverse students and how you will subsequently apply that knowledge as a future teacher.

• Your philosophy of teaching (including instructional strategies and methodologies you would use…and why). This should be a self-reflective statement of your beliefs about teaching and learning. It should also discuss how you will put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom.

• A closing statement, that emphasizes what you believe you can contribute to the success of your school and your students. This component could either be presented as the final paragraph in your statement, or included at the end of your philosophy of teaching.

D. University Transcripts (unofficial).

- All candidates need to submit an unofficial Benedictine University transcript. [This transcript must be obtained from Mrs. Sally Shore in the School of Education office.]

- Graduate candidates need to submit both an unofficial transcript showing their undergraduate degree and an unofficial Benedictine University transcript. [This transcript must be obtained from Mrs. Sally Shore in the School of Education office.]

- Both undergraduate and graduate candidates need to submit transcripts from all additional colleges and universities at which four or more courses were completed.

June 29, 2017
### Personal Data:

- **School Address**: __________________________
- **Home Address**: __________________________
  - City: __________________
  - State: _______
  - Zip Code: _______
- **Phone**: __________________________
- **Email**: __________________________
- **Cell Phone**: __________________________

*Indicate where you will reside during the semester student teaching experience: __________________________

### Indicate Level and Area:

**Undergraduate Program**: Major: __________________________ Minor: __________________________

**Graduate Program**: Major: __________________________

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<th>Secondary Education</th>
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<td>Content area:</td>
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<td>Intermediate (3-5)</td>
<td>Junior/Middle School (6-9)</td>
</tr>
<tr>
<td>Upper (6-8)</td>
<td>Senior High (9-12)</td>
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<tr>
<td>Other ______</td>
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</tbody>
</table>

**K-12**: Physical Education [ ] Music [ ] *(must include elementary school plus middle and/or high school)*
- [ ] Elementary School (1-5)
- [ ] Middle/Jr. High School (6-8)
- [ ] High School (9-12)

**Special Education** *(High Incidence Disabilities (e.g., LD/BD/Mild ID/ASD)*
- [ ] Elementary School (1-5)
- [ ] Middle/Jr. High School (6-8)
- [ ] High School (9-12)

### GPA:

**Undergraduate Student**:
BU cumulative GPA: _____ on a _____ point scale for _____ semester hours;
_____ GPA for undergraduate BU major *(refer to courses listed in University Catalog)*;

**Graduate Student**:
BU cumulative GPA: _____ on a _____ point scale for _____ semester hours;
Indicate GPA from undergraduate degree:
_____ on _____ point scale for _____ semester hours.

**Undergraduate and Graduate Student**:
Total semester hours completed *(all institutions)*: _____
Sample Resumes for Student Teaching Candidates

2017-2018

Three sample resumes for student teaching candidates to use as format models for their Student Teacher Placement Packet follow. Although separate examples of content appropriate for Elementary/Special Education majors, Secondary Education Majors, and PE/Music Education majors are provided, the format remains the same across all resumes. It is consequently recommended that candidates refer to all three examples, when writing their personal resumes. Additional guidelines for resume writing can be found on page 7 of the Student Teaching Placement Procedures document.
FORMAT FOR RESUME
(Sample for Elementary & Special Education)

SARAH IBRAHIM
11 S. North Park Avenue
Villa Park, IL  60422
(630) 555-4321
sarah_ibrahim@ben.edu

EDUCATION

2016-present  Benedictine University  Bachelor of Arts Degree
               Lisle, IL                     Anticipated: May, 2018
               Major:  (Elementary or Special Education)
               Minor:  (Complete as Applicable)

2014-2016  College of DuPage  Associate of Arts Degree
           Glen Ellyn, IL               Major:  Liberal Arts

2010-2014  Hinsdale South High School  Diploma
           Darien, IL

TEACHING AND RELATED EXPERIENCE

Spring, 2017  Preclinical Experience  Lincoln Elementary School
             Naperville, IL

Participated in a second grade classroom, facilitated and taught lessons, and assessed student progress. Emphasis was placed on teaching small groups of students with and without disabilities, understanding teacher/learner behavior, and assisting in the adaptation of curricular materials for students with disabilities.

2014-2017  Volunteer Tutor  Highland Elementary School
           Downers Grove, Illinois

Provided after-school academic tutoring in reading and math, to students in second through fifth grades, including both typical students and students with disabilities.

Summer 2016  Camp Counselor  Tapawingo Girl Scout Camp
              Metamora, IL

Coordinated arts and crafts activities for campers ages 8-12 years. Taught beginning swimming lessons to campers ages 6-10 years.

ADDITIONAL WORK EXPERIENCE

2014-2016  Day Care Provider  Private Home
           Naperville, IL

Provided in-home, after school day care for two children, ages 8 and 10 years. Provided academic tutoring and homework assistance to the children.
ACTIVITIES AND SERVICE

Benedictine University (BU) Volleyball Team (2016-present), Captain (2017)
Volunteer Reading Tutor, BU Student Success Center (2016-2017)
Best Buddies, BU Chapter (2016 – present)
BU Cultural Fair Committee (2016-2017)
Walk for Autism, BU Eagles Speak Team (2017)
Volunteer Coach, Special Olympics (2013-present)
Volunteer, Loaves and Fishes (2013-present)

AWARDS AND RECOGNITION

BU Leadership Award
BU Spirit Award
Itard Scholarship in Education
BU Dean's List (4 semesters)
Student Council for Exceptional Children (SCEC), Treasurer (2017)
Meritorious Service Award, DuPage Special Olympics Committee (2016)
Poster Session Presenter, 2017 Illinois Council for Exceptional Children Fall Convention

[Note: List only post-high school level achievements]

MEMBERSHIPS

Kappa Delta Pi (KDP), International Education Honorary Society
Illinois Education Association (IEA), BU Student Chapter
Illinois Reading Council (IRC)
Secondary Reading League (SRL)
Prairie Area Reading Council (PARC)
International Council for Exceptional Children (CEC)
Autism Society of Americas (ASA)

PROFESSIONAL DEVELOPMENT

Indian Prairie School District 204, Workshop on Curriculum-Based Measurement, Naperville, IL.
April, 2017.
Paul H. Brooks Inclusive Education Webinar Series, “Planning for Full Participation and Learning in the
Donka, Inc., Workshop on Assistive Technology, April, 2016.
32nd Annual Reading Conference, Concordia University, River Forest, IL. February, 2016.

SPECIAL TALENTS AND SKILLS

Fluent in Urdu
Basic Proficiency in American Sign Language (ASL)
Crisis Prevention Intervention (CPI) Certified
Specialized Training in Augmentative and Alternative Communication (AAC) Devices
Excellent Skills as a Collaborator and a Team Player

[Note: Use only the headings on this page that are appropriate to your personal experience. For example; if you
have membership in professional organizations, list them. If you have no professional memberships, don’t use
the heading “MEMBERSHIPS” on your resume. You should never have a heading with blank space underneath.]
FORMAT FOR RESUME
(Sample for Secondary Education)

MATT LINCOLN
123 Springfield Drive
Wheaton, IL 60045
(630) 555-1234
mattlincoln@ben.edu

EDUCATION

2015-present  Benedictine University  Bachelor of Science Degree
Lisle, IL  Anticipated: May, 2016
Major: Biology
Minor: Secondary Education

2014-20156  College of DuPage  Associate of Arts Degree
Glen Ellyn, IL  Major: Liberal Arts

2010-2014  Glenbard East High School  Diploma
Lombard, IL

TEACHING AND RELATED EXPERIENCE

2017  Preclinical Experience  Downers Grove South High School
Downers Grove, IL

Participated in grade 9-10 Science classes, assisting in the instruction of introductory
Biology. Emphasis was placed on teaching small groups, setting up and supervising lab
work, understanding teacher/learner behavior, and adapting curricular materials.

2017  Preclinical Experience  Madison Junior High School
Naperville, IL

Participated in grade 7-8 science classes, assisting in the instruction of Earth/Space
Science and Physical Science. Emphasis was placed on assisting the teacher with lab
activities, facilitating small group activities, and constructing Science unit wall displays.

2016  Nature Specialist  Tapawingo Girl Scout Camp
Metamora, IL

Nature specialist responsible for instructional and experimental programs. Emphasis
was placed on teaching and implementing environmental safety program, supervising
nature expeditions and teaching conservation.

2014-2016  Assistant Coach  Naperville YMCA
Naperville, IL

Volunteer coach for Sharks Swimming Program. Emphasis was placed on being a
collaborative member of the coaching team, instilling sportsmanship to students, and
teaching/coaching students for skill development.

ADDITIONAL WORK EXPERIENCE

2016 –Present  Science Lab Assistant  Benedictine University, Department of Biological Sciences
Lisle, Illinois

Assisted in the setting up and taking down of Biology I labs, introduced topics at the
beginning of class, provided assistance to students during lab time, and graded papers.
2014 -2016  

Teller  
First National Bank of Naperville  
Naperville, Illinois  

Responsible for account transactions, including assisting with customer deposits and withdrawals, account payments, and human relations.

ACTIVITIES AND SERVICE

Benedictine University (BU) Swimming Team (2015-present), Captain (2017)  
Volunteer, Waubonsie Valley High School Science Fair (2016-present)  
Volunteer Math Tutor, BU Student Success Center (2016-2017)  
Student Recruiter, BU Admissions Office (2016-2017)  
BU Homecoming Committee (2015)  
Volunteer, Downers Grove Food Pantry (2011-2016)

AWARDS AND RECOGNITION

Conrad Gesner Scholarship  
BU St. Benedict Transfer Student Award  
BU Leadership Award  
BU Dean's List (4 semesters)  
Outstanding Transfer Student, Biology Department  
Volunteer of the Year, Downers Grove Food Pantry  
Presenter, 2017 Associated Colleges of the Chicago Area (AACA) Math Talks Symposium

[Note: List only post-high school level achievements]

MEMBERSHIPS

Kappa Delta Pi (KDP), International Education Honor Society  
National Association for Research in Science Teaching (NARST)  
National Science Teachers Association (NSTA)  
Illinois Association of Biology Teachers (IABT)  
Illinois Education Association (IEA), BU Student Chapter

PROFESSIONAL DEVELOPMENT

Northern Illinois University, Chemical Hazards Training, DeKalb, IL. June, 2017.  
Northern Illinois University, Radiation Training, DeKalb, IL. May, 2016.  

SPECIAL TALENTS AND SKILLS

Fluent in Spanish  
Current in American Red Cross CPR and Blood Borne Pathogen Training  
Experience in the Use of Diverse Assistive Technology and Instructional Software  
Proficient in the Integration of Classroom Technology into Instruction  
Experience Using Math Software Programs (Maple, GeoGebra, Python, RGui)  
Excellent Interpersonal and OLeadership Skills

Note: Use only the headings on this page that are appropriate to your personal experience. For example; if you have membership in professional organizations, list them. If you have no professional memberships, don't use the heading "MEMBERSHIPS" on your resume. You should never have a heading with blank space underneath.
FORMAT FOR RESUME
(Sample for Music & Physical Education)

Abigail Smith
6789 School Street
Oak Forest, IL 60123
(708) 555-4321
Abigail_smith@ben.edu

EDUCATION

2014-present  Benedictine University  Bachelor of Science Degree
               Lisle, IL  Anticipated: May, 2016
               Major: Physical Education
               Minor: Music

2010-2014  Oak Forest High School  Diploma
           Oak Forest, IL

TEACHING AND RELATED EXPERIENCE

2017  Preclinical Experience  Thomas Jefferson Junior High School
      Woodridge, IL

Participated in grades 6-8 Physical Education classes, assisting in the instruction of
Health and skill related fitness and general sports activities. Emphasis was placed on
physical activity, cooperative game play, and team building.

2016  Preclinical Experience  Lincoln Elementary School
      Pinebluff, IL

Participated in Physical Education classes for students in grades K-5. Focus was on
assisting the head teacher, learning how to give clear directions, understanding the
teacher-student dynamic, and preparing the gym for class.

2014-2016  Volunteer Head Coach  Orland Park Youth Association
           Orland Park, IL

Volunteer coach for grades 9-12 girls soccer. Emphasis was placed on encouraging
sportsmanship among players, teaching/coaching students for skill development, and
teaching applied offensive and defensive soccer strategies.

ADDITIONAL WORK EXPERIENCE

2016 –Present  Camp Counselor  Benedictine University Volleyball Camp
                Lisle, Illinois

Taught soccer skills to young athletes in grades K-8. Emphasis was on the instruction
of proper volleyball technique in the skills of passing, setting, attacking, and serving, as
well as making the sport of volleyball enjoyable to all participants.

2013 -2015  Private Violin Teacher  Private Residence
            Orland Park, Illinois

Private violin teacher responsible for providing instruction to elementary and junior high
school violin students. Emphasis was placed on teaching fundamentals of violin,
assessing student progress, and creating plans of instruction.
ACTIVITIES AND SERVICE

Benedictine University (BU) Soccer Team (2014-present), Co-Captain (2017)
BU Student Athletic Advisory Committee (SAAC) (2016-present)
BU Chamber Music Ensemble (2016-present)
BU Everybody Matters (Bully Prevention Club) (2015-present)
Volunteer, Loaves and Fishes (2015-present)
Volunteer Reading Tutor, BU Student Success Center (2015-2016)

AWARDS AND RECOGNITION

BU Presidential Scholarship
BU Spirit Award
Arthur J. Schmitt Future Leaders Scholar
BU Deans List (5 semesters)
Northern Athletic Collegiate Conference (NACC) Scholar Athlete Award
Northern Athletic Collegiate Conference (NACC) First Team All-Conference in Soccer
Presenter, BU Undergraduate Research, Scholarship, and the Arts (URSA) Conference

[Note: List only post-high school level achievements]

MEMBERSHIPS

Kappa Delta Pi (KDP), International Education Honor Society
Pi Kappa Lambda (PKL) National Music Honor Society
National Association for Sport and Physical Education (NASPE)
Illinois Association for Physical Education, Recreation, and Dance (IAPHERD)
National Association for Music Education (NAfME)
Illinois Music Education Association (ILMEA)

PROFESSIONAL DEVELOPMENT

Interlochen Center for the Arts, Adult Chamber Music Camp, Traverse City, MI. August, 2017.
American Alliance for Physical Education, Recreation and Dance (AAPERD) State Convention, Schaumburg, IL. April, 2017.

SPECIAL TALENTS AND SKILLS

Basic Proficiency in Conversational Polish
Current Red Cross First Aid and CPR Certification
American Sport Education Program (ASEP) Certified Youth Soccer Coach
Proficiency in the Use of Microsoft Office Programs (Excel, Word, Publisher, Powerpoint)
Strong Leadership and Organizational Skills

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6-29-17