TEACHER LICENSURE REQUIREMENTS IN FOREIGN LANGUAGES

Director: Dr. Karen Lichtman, Watson Hall 112, 815-753-6443, klichtman@niu.edu
Assistant Director: 

Declaring Teacher Licensure: Undergraduates majoring in French, German, or Spanish, and graduate students in French and Spanish, may pursue teacher licensure. Students are officially admitted to the program when they are eligible to enroll in ILAS 301 by virtue of passing the Test of Academic Proficiency (TAP) or substituting an ACT+writing score of 22 or above, including a combined English/Writing score of 19+ (for tests taken before 9/1/2015) or a writing score of 16+ (after 9/1/2015).

Preliminary Meeting
☐ Fill out the Teacher Licensure Program Preliminary Review Form
☐ Meet with one of the departmental teacher licensure advisors listed above to discuss the Course Checklist.
☐ Fill out the FERPA Release Form during this meeting.
☐ When ready, fill out the application for ILAS 201 (the first clinical course) by the deadline (approximately October 15th or March 15th). Get tested for tuberculosis (TB) and return your negative test slip with the application.

Semester 1: ILAS 201 (preferably fall but also available spring)
☐ Complete a Criminal Background Check as required by the district(s) you are placed in.
☐ Maintain a GPA of 2.75 or above overall and 3.0 or above in the Foreign Language classes (you need to have a ‘B’ in FLFR 301, in FLGE 301, or FLSP 301). The program does not accept any grades below a C in education or content area courses.
☐ Attend one of NIU’s Test of Academic Proficiency (TAP) preparation workshops if necessary (register at http://www.teachercertification.niu.edu/teachercertification/)
☐ Pass all subsections of the Test of Academic Proficiency (TAP) prior to the application deadline for ILAS 301 (approximately October 31st or March 15th). TAP registration: http://www.il.nesinc.com/. Or, substitute an ACT+writing score.

Semester 2: Program Admission – ILAS 301 (preferably spring but also available fall)
☐ Enroll in FLMT 490 (spring only) concurrently with ILAS 301.
☐ Complete a Criminal Background Check as required by the district(s) you are placed in & renew TB test if necessary.
☐ Score Advanced Low (Target score) or Intermediate High (Acceptable score) on the Oral Proficiency Interview (OPI) at the end of 490 or before 491. We recommend taking the OPI immediately after a Study Abroad experience or after the most advanced conversation course. The Teacher Licensure Directors will inform you of the times when NIU offers the test. Check the ACTFL Language Testing Office website (www.languagetesting.com) for information and fees.
☐ Start work on Professional Development Log.
☐ Pass the Content Area Test (French, German or Spanish) after completing the required civilization and culture course(s), but before student teaching. Register at http://www.il.nesinc.com/
Semester 3: FLMT 401 (fall only)

- Enroll in FLMT 491 (fall only) and FLAL 400 concurrently with FLMT 401
- Complete a Criminal Background Check as required by the district(s) you are placed in & renew TB test if necessary.
- Strongly suggested (department may be able to pay): join a professional organization:
  - AATG (American Association of Teachers of German, http://northernillinois.aatg.org/)
  - AATF (American Association of Teachers of French, http://www.frenchteachers.org/)
  - AATSP (American Association of Teachers of Spanish, http://www.aatsp.org/)
- Retake OPI if necessary (student must pay) to improve score to a minimum of Intermediate High.
- **Apply for graduation the semester before student teaching** which will give you time to address any unexpected problems that might arise (http://www.reg.niu.edu/regrec/graduation/application.shtml).

Semester 4: Student Teaching – FLPT 485/585 (preferably spring but also available fall)

- Fill out the **Student Teacher Information Sheet** and bring two copies to the Student Teaching Orientation (the Friday before classes start)
- Complete a Criminal Background Check as required by the district(s) you are placed in & renew TB test if necessary.
- Complete your final edTPA as assigned, and upload it to Pearson Education.
- Achieve a passing score on the edTPA in order to be granted licensure. Unsatisfactory scores (below the cut score established by the State of Illinois) will require remediation before a teaching license can be granted.
- Complete your **Professional Development Log** and **Final Reflective Essay** by the last meeting of FLPT 485, during exam week.
- **Licensure.** You will receive an email from ISBE with detailed information about how to apply for a teaching license after student teaching grades have been posted. Do not attempt to apply for licensure until you receive this email. Students who are not U.S. citizens may receive a license but must attain American citizenship within six years in order to remain certified. Order a transcript in advance to be mailed to you after student teaching grades are posted.

**IMPORTANT WEBSITES TO CONSULT**

- Foreign Languages Teacher Licensure Program (http://www.niu.edu/forlangs/teacher_cert/index.shtml)
- College of Liberal Arts and Sciences Teacher Licensure Programs (http://www.clas.niu.edu/tcert/)
- NIU Office of Educator Licensure and Preparation (http://niu.edu/educator-licensure/)
Foreign Language Teacher Licensure Program
Preliminary Review Form

Candidates for the teacher licensure program must complete this form and submit it to Dr. Karen Lichtman at klichtman@niu/Watson Hall 112, or the Assistant Director of Teacher Licensure. The advisors will not evaluate any materials in detail prior to receipt and review of this completed form.

Name ___________________________ Date ______________

Z-ID# _______________________________________________________

Address ____________________________________________________

Email (NIU) ________________________________________________

Email (other) ______________________________________________

Phone/cell _________________________________________________

Undergraduate degree earned (if applicable), where and when earned
__________________________________________________________

Language _________________________________________________

Admission requirements: Please answer the questions below in order to identify how many of the program admission requirements you currently meet.

1. Grade in intermediate grammar class (301 and 302, if applicable, in your language): ________ ________ Program requirement is B.

2. GPA in your major language: ________ Program requirement is 3.00.

3. Overall GPA: ________ Program requirement is 2.75.

4. ACT score: ________ Did you take the Writing section? ________ Date ______________

   A score of 22 or above on the ACT+writing, with a combined English/writing score of 19+ (for tests taken before 9/1/2015) or a writing score of 16+ (after 9/1/2015) can be substituted for the Test of Academic Proficiency.

   Have you taken the Basic Skills Test or Test of Academic Proficiency? ________

   Did you pass it? ________ Date ______________

5. Have you taken ILAS 201 yet? ________ Grade: S / U

6. Do you have any grades of D or F in your language or in courses required for teacher licensure? __________________________ Only grades of C or above are accepted.

Why are you interested in becoming a teacher of your language?
Do you have any prior experience in teaching or a related field?

Do you have access to transportation and enough flexibility in your work and school schedule to observe classes at schools for clinicals?

<table>
<thead>
<tr>
<th>Oral Skills Self-Assessment Rubric (OSSAR)</th>
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<tr>
<td><strong>Can I do this in my target language?</strong></td>
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<tr>
<td>1. I can narrate in detail in the Future (e.g., plans after graduation, future vacations, preparation for a study abroad program...)</td>
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<td>2. I can participate in conversations about current and public interests (e.g., local, national and international events.)</td>
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<td>3. I can produce paragraph length discourse using appropriate vocabulary and grammar.</td>
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<td>4. I can participate in conversations about personal interests (e.g., hobbies, academic major, music, art, pets...)</td>
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<td>5. When I describe something, I can combine and link sentences into connected discourse of paragraph length.</td>
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<td>6. I can fully participate in formal conversations about school activities.</td>
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<td>7. I can participate in conversations about leisure activities (e.g., sports, parties...)</td>
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<td>8. When narrating in the past, I can express verbal aspect (i.e., Preterit vs. Imperfect.)</td>
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<td>9. I can be understood when speaking to native speakers (even if repetition or restatement is occasionally needed).</td>
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<td>10. I can use connectors such as subordinating conjunctions and adverbial expressions (e.g., therefore, although, as soon as, in spite of, when, meanwhile ...)</td>
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<td>11. I can express desire, hope, advice and other emotions using the appropriate verb form (i.e., Subjunctive)</td>
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<td>12. I can handle a variety of communicative tasks using the appropriate vocabulary.</td>
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<td>13. I can participate in most informal conversations.</td>
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14. I can talk in detail about my work (e.g., how I got the job, job duties, typical work day...)

15. I can speak fluently without unnatural pauses or hesitations.

16. I can participate in situations with unanticipated complications (e.g., losing one’s luggage, reporting a car accident, and the like.)

17. When I narrate an event, I can combine and link sentences into connected discourse of paragraph length.

18. I can describe in detail in the Present (e.g., description of a city, a pet’s tricks, a friend’s personality...)

19. I can describe in detail in the Past (e.g., describe the host family while living abroad, a visit to a museum...)

20. I can narrate in detail in the Past (e.g., a trip, an adventure, an anecdote, my daily routine while living abroad...)

21. I can narrate in detail in the Present (e.g., relate a story from a movie or book.)

22. When I am in the middle of a conversation and I can’t remember or don’t know a word, I make myself understood by rephrasing the idea with more familiar words.

23. I can use connectors such as ordinal numbers (e.g., first, second ... etc.)

24. I use rephrasing and circumlocutions when I am presented with a complication or unexpected turn of events within a familiar context (e.g., computer problems, accidents, injuries, landlord situations...)

25. I can participate in conversations about home activities (e.g., explaining a recipe, how to play a game...)

Please attach unofficial transcripts of any undergraduate or graduate coursework you have taken that does NOT appear on MyNIU. And, please sign the Authorization for the Release of Non-Directory Student Information on the next page.

Return all materials to:

Teacher Licensure Advisor  
Department of Foreign Languages and Literatures  
Northern Illinois University  
112 or 114 Watson Hall  
DeKalb, IL 60115  
FL-Teachercert@niu.edu

For program use— Dispositions at entry:  1. U/A/T    2. U/A/T    3. U/A/T

Recommendations:
Authorization for the Release of Non-Directory Student Information

I, _______________________________________________ (name of Student) hereby authorize the Foreign Languages & Literatures Secondary Teacher Licensure Program (University department or employee) to disclose to the following person or agency (“Recipient”- please identify the individuals or class of individuals or entities to whom the disclosure is made): School districts, high schools, middle schools, and appropriate school personnel the following information from education records pertaining to me and maintained by Northern Illinois University (specify the records that may be disclosed): transcripts (official and unofficial), letters and forms of reference, program evaluations (including: Cooperating Teacher Evaluations, Teacher Candidate Evaluations, and other program evaluation forms), Program Awards information, and verbal recommendations.

The purpose of this disclosure is: to distribute applications for and secure clinical placement positions as required by state policy for licensure; provide assistance in obtaining employment in the schools through solicited recommendations (verbal or written).

I understand that education records pertaining to me and maintained by Northern Illinois University may be protected under the Family Educational Rights and Privacy Act (FERPA). I certify that this Authorization to release information from such education records has been given freely and voluntarily. I may revoke this Authorization at any time by providing written notice of such revocation to the University department or employee who maintains the records subject to this Authorization. I understand and accept that any such revocation shall not affect disclosures previously made by Northern Illinois University in reliance upon this Authorization and prior to the receipt of any such written revocation.

The Recipient of the information designated in this Authorization will be informed at the time of disclosure that the information disclosed about me may not be re-disclosed to others as a result of this Authorization unless I independently authorize such re-disclosure.

I have read this Authorization for the Release of Information and understand its terms and provisions. I hereby give authorization for the disclosure of information set forth in this form.

Signature of Student _______________________________ Date________________

Printed Name of Student: ___________________________ Z-ID: ______________
The Costs of Becoming a Teacher

Obtaining a first professional certificate or license in any profession takes a great deal of training and education, but there are some very real costs associated with it as well. Becoming a teacher requires multiple expenditures throughout your program of study and we want you to be aware of them for purposes of future planning and to help you achieve your goal of becoming a teacher. The total costs are not trivial but they are a required part of the overall expense of joining the profession; while we cannot predict all contingencies (having to take a test multiple times, needing more than one Criminal Background Check, etc.) to the best of our ability, these are the estimated costs associated with becoming a teacher in Illinois:

**Sophomore Year**
1. Illinois State Board of Education Test of Academic Proficiency | TAP (paid to Pearson/NCS), $125 per administration.
2. One Criminal Background Check | CBC (ISBE-mandated), $65 (avg. fee, although these fees vary widely).*
3. One Tuberculosis Test (TB Test), at University Health Services, $10 (if you opt for your own insurance plan; if NIU Health Plan is used this cost is billed to student insurance; costs higher if obtained elsewhere).

**Junior Year**
1. Illinois State Board of Education, Content Test (paid to Pearson/NCS), $86 per paper administration or $144 computer-based administration.
2. Two Criminal Background Checks | CBC (ISBE-mandated), $65 (avg. fee), total $130.
3. One Tuberculosis Test (TB Test), at University Health Services, $10

**Senior Year**
1. Illinois State Board of Education, Additional Content Test for additional endorsement area (paid to Pearson/NCS), $86 per paper administration or $144 computer-based administration.
2. One Tuberculosis Test (TB Test), at University Health Services, $10
3. Teacher Performance Assessment | edTPA (paid to Pearson), $300.
4. One Criminal Background Check | CBC (ISBE-mandated), $65 (avg fee).
5. Possible retake of the Oral Proficiency Interview (OPI) ($55)

**Teaching License Registration Fee**
1. Once you have graduated and/or completed your program you will have to pay ISBE $100 to activate your teaching license.

**Total Costs: $1058 over three years.**

If you have any questions about these costs please speak to your program advisor, to the Financial Aid Office (finaid@niu.edu), or to the University Office of Teacher Certification (teachercertification@niu.edu).

* While we have included four CBCs in our estimates, some programs are structured so that students may be required to have as many as ten, adding an additional $390. All costs for CBCs are estimates only.