



become full time employees; they should be prepared to work for all communities of Chicago. Therefore, to ensure that all students have access to one of strongest resources, the work of CPS

understand that there are systems in our society that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions;

view and value their students as individuals within the context of their families and communities;

(who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students;

will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication;

intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities;

ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large.

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

: a state or regionally accredited higher education program authorized to prepare individuals to fulfill all of the requirements to receive an Illinois standard teaching certificate as outlined in the Illinois Administrative Code.

A variety of early and ongoing field-based opportunities in which "pre-service teachers" may observe, assist, tutor, instruct and/or conduct research. Pre-service teachers must complete 5 or more hours observing in a classroom and/or school environment. These hours are often required by IHE to obtain credit toward an education preparation program as outlined in the Illinois Administrative Code.

An Institute of Higher Education that contains an educator preparation program.

: An active participant in a CPS program/initiative who is enrolled in an accredited University's School of Education and in process of receiving teacher certification from a state board of education, and who has direct contact with CPS students. In other words, "pre-service teachers" refer to all university students who participate in CPS field experience and/or student teaching as outlined in the Illinois Administrative Code.

: An active participant in a "Pre-Service Teaching Program" where a candidate shall demonstrate mastery of skills and techniques including, but not limited to planning,

organization, evaluation, parent relations and competence in subject matter areas as outlined in the Illinois Administrative Code.

4. Promptly advise a CPS Talent Office Representative, CPS School Program Coordinator and the IHE Liaison of any participating student teacher performance issues that could negatively impact the participating student teacher's ability to achieve the objectives of the IHE Program,
5. Complete evaluations for each assigned participating student teacher during the semester of the participating student teacher's student teaching placement using IHE evaluation templates provided by IHE in accordance with program and state guidelines.

As pre-service teachers matriculate through the program and become full-time, licensed teachers, they should receive mentor teachers in CPS to continue the cycle of learning and development, see Teacher Induction and Mentoring Policy, Section 504.6.

A prospective pre-service teacher is responsible for the cost of any necessary fingerprint background check. An individual is ineligible to be a pre-service teacher in Chicago Public Schools, until the individual is cleared by CPS Background Check team. IHEs must cooperate with the Board in coordinating the completion of the participating pre-service teacher's background check as outlined in the program guidelines.

All prospective pre-service teachers are required to demonstrate evidence of physical fitness to perform duties assigned and freedom from infectious disease as outlined in Illinois State Code 105 ILCS 5/24-5. The Talent Office must update and post the specific evidence required during the application window. This evidence may include negative tuberculosis tests, proof of applicable vaccinations, physical and health screening, immunization records, or as may be defined.

Prospective pre-service teachers must execute a Chicago Public Schools' confidentiality agreement (relating to confidential student and school records) before they can be placed at a Chicago Public School.

The Talent Office must have a Student Teaching Master Agreement in place with all IHEs that desire to place Pre-Service Teachers in the district. The Talent Office and Law Department will coordinate with the IHE to complete the Student Teaching Master Agreement as outlined in the program guidelines. The Master Agreement must be approved by the Board before a pre-service teacher is eligible to start service at a Chicago Public School.

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