Good afternoon:

The National Council on Teacher Quality works to ensure that every child has an effective teacher. To that end, we collect information on the institutions that play a key role in shaping the teaching profession, including school districts and teacher preparation programs across the country. Check out our School District Guide for information that could prove useful to you.

The purpose of this request is to examine how teacher preparation programs work with districts during the critical student teaching placement process for elementary, secondary, and special ed candidates. What role do the institutions play in ensuring a quality placement for their candidates? What characteristics do they seek in potential cooperating teachers? (The data will only be used to learn more about the program’s role—not to evaluate the district.)

In an effort to learn more, we request the following documents from the Rockford Public School District as provided for by the Illinois Freedom of Information Act, Illinois’s regulation regarding open records:

- A list of institutions for whom you’ve placed student teachers within the last 2 years

The following documents for the institutions listed below concerning elementary, secondary and/or special ed teacher prep candidates:

- **Rockford College**
  - One copy of any student teaching agreement (aka student teaching contract, memoranda of understanding)
  - A blank copy of any letter, or other document from the institution, sent to principals or districts, specifying minimum criteria for cooperating teachers and/or explaining the process by which cooperating teachers are selected.
  - A blank copy of any forms or applications which principals or districts return to the institutions to provide information about potential cooperating teachers.
  - A blank copy of any forms or applications completed by prospective cooperating teachers and returned to the teacher prep program.
  - A copy of emails or less formal means of communication with the institution which shed light on the student teaching placement process (including how cooperating teachers are selected)
  - District specific student teaching handbooks, guidelines, agreements, letters, forms, and applications communicated to institutions which shed light on the student teaching placement process

In response, you may send e-files to me at cclark@nctq.org, or mail it to my attention at:

National Council on Teacher Quality
Attn: Chelsea Clark
1120 G Street, NW
Suite 800
Washington, DC 20005

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

If the Rockford Public School District 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,

Chelsea Clark  
Data Collection Analyst  
cclark@nctq.org  
971-274-8216