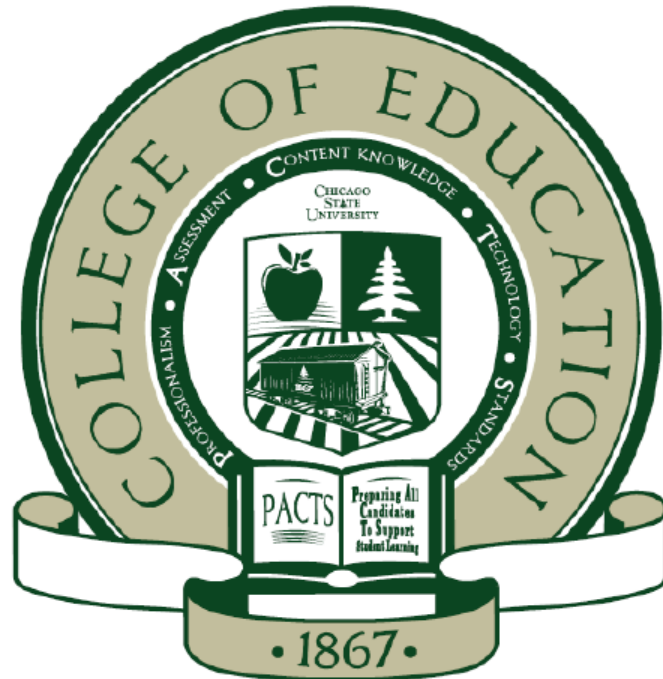


STUDENT TEACHING HANDBOOK



Spring 2012

**COMMUNITY OUTREACH & FIELD PLACEMENT
SERVICES**

Education Building, Room 322

Phone (773) 995-2392 - Fax (773) 995-2393 – Email: cofps@csu.edu

Web URL: <http://www.csu.edu/collegeofeducation/COFPS/>

Updated Fall 2011 by Office of Community Outreach & Field Placement Services, ED 322
Chicago State University
9501 South King Drive
Chicago, IL 60628
Office: (773) 995 - 2392
Fax: (773) 995 - 2393

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Community Outreach and Field Placement Services Staff:

Margaretann G. Connell
Coordinator
mconnell@csu.edu
773-995-3970

DeWitt T. Scott
Assistant Coordinator
dscott33@csu.edu
773-995-2129

Cassandra Riley
Administrative Secretary
criley@csu.edu
Office: (773) 995 - 2392
Fax: (773) 995 - 2393
Email: cofps@csu.edu

David Hansberry, Facilitator
Pre-Clinical Field Experiences
ED 315
dahannsbe@csu.edu
(773) 995-2005

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Introduction--The Purpose of Student Teaching

Student teaching is the final component of the pre-clinical experience. Candidates are required to complete 16 weeks of observing, planning, teaching and managing the classroom.

The purpose of the Student Teaching/Clinical Practice experience is to provide an opportunity for candidates to apply educational theory in an off-campus classroom setting. The student teacher is responsible for guiding and directing the learning of students under the supervision and direction of a competent, certified teacher (field-based supervisor). As a result of the study of educational theory and its application in the school assignment, the student teacher will develop a philosophy of education appropriate for a democratic society. Student Teaching is a cooperative venture between Chicago State University and school systems (public and private) that involve a team approach to the development of a new teacher.

The Chicago State University Student Teaching Program is designed to provide the student teacher with a carefully structured, closely supervised experience in classroom teaching. Student teaching, the culmination of the teacher education preparation program, is one of the most important experiences and often the most memorable one in the development of a teacher. Student teaching provides opportunities for aspiring teachers to observe experienced teachers, practice newly emerging teaching skills, and apply knowledge gained from university coursework to the actual context of elementary and secondary schools. It is also a time to reflect upon the social, psychological and pedagogical aspects of classroom and school life.

Success in student teaching depends upon the depth of the candidate's commitment and willingness to learn and profit from this experience. It also depends on the willing cooperation and expertise of individuals who direct, support and guide the student teacher. This handbook is offered as a guide to all participants in this venture. It is intended to guide field experience and clarify policies, procedures, rules, and responsibilities that promote the professional development of novice teachers. This guide is made available to all individuals involved in the student teaching field experience, including but not limited to the student teacher, campus based supervisor and cooperating teacher.

Philosophical Principles

University Mission and Vision Statements

Chicago State University is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development, including social justice, leadership and entrepreneurship.

The University commits to the following core values:

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Pride in self, community and the university
- Lifelong learning

College of Education Mission and Vision

The College of Education assists in accomplishing the University mission through its mission to offer quality programs and services that prepare education professionals [teachers, counselors, diagnosticians, leaders, librarians, information specialists, leisure personnel and others] to plan, organize, deliver, assess, support and oversee instruction and related activities. Further, the College is committed to fostering effective practices in settings with significantly diverse populations.

We envision the College as a global leader that informs and transforms education through the development and delivery of practice-based programs for education professionals who (a) demonstrate best practices in teaching and learning, (b) reveal knowledge through research and scholarship, and (c) provide service through outreach efforts.

College Core Values

The following core values characterize daily operations in the College:

Commitment to Excellence -- The competent candidate is committed to excellence in teaching and assessment.

Global Preparedness -- The competent candidate is prepared to succeed in a global environment and similarly prepares students for a global society.

Caring and Collaboration -- The competent candidate shows respect for others (as characterized by empathy, tone of voice, body language, personal appearance, etc.) that results in empowering collaborative relationships.

Creative and Critical Thinking -- The competent candidate knows and employs research-based best practices and uses the tools to stimulate creativity and critical thinking among learners.

Reliability and Integrity -- The competent candidate consistently adheres to moral and ethical standards that reflect reliability and integrity.

Life-Long Learning and Scholarship -- The competent candidate designs, delivers and fosters activities that support human learning, growth, and development across the life span.

Promotion of Well Being -- The competent candidate knows, reflects on and ensures that collaboration with all is grounded in sensitivity to individual dignity and done in a positive and nurturing environment.

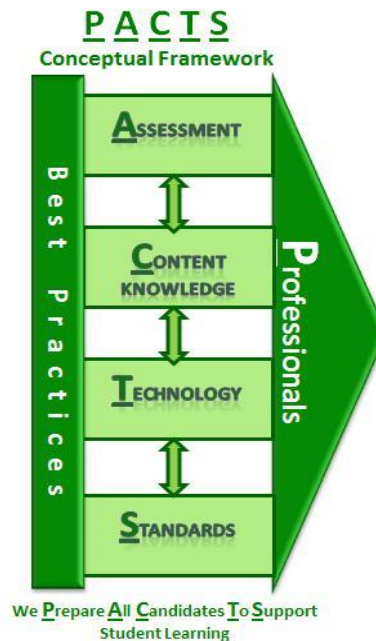
Mission of Community Outreach & Field Placement Services Office

The mission of the Office of Community Outreach and Field Placement Services, COFPS flows from the mission of Chicago State University and the College of Education. Using provisions set forth by the Illinois State Board of Education (ISBE) to prepare professional education personnel, the COFPS assists academic and support units in the College in preparing all candidates to support student learning. COFPS operates on the belief that all children can learn. We are committed to the preparation of highly qualified teachers to work with diverse learners in different geographical settings, in rural, urban, suburban and international arenas. It is also the unit's belief that all candidates are lifelong learners and can be prepared as knowledgeable and competent education professionals who will succeed in supporting student learning.

P-A-C-T-S Conceptual Framework

Our *P—A—C—T—S Conceptual Framework* provides the shared vision, mission, philosophy, purpose, goals and standards for preparing educators to work in P-12 schools. It communicates the knowledge bases, including theories, research, and the wisdom of practice. Five critical themes synthesize our conceptual framework to express what we do on a daily basis to prepare our candidates: (P) Professionals, (A) Assessment, (C) Content knowledge, (T) Technology and (S) Standards. The themes, represented by the PACTS acronym, express how our teacher educators and other personnel prepare our candidates to support students learning. On a daily basis, we use best practices as the platform from which we:

1. Develop knowledge, skills and dispositions that characterize professional education personnel;
2. Assess our candidates' competencies and prepare them to assess the abilities of students;
3. Develop content and pedagogical knowledge among our candidates;
4. Model the use of technology as tools that prepare candidates to effectively and efficiently facilitate learning;
5. Adhere to standards when designing and redesigning programs to insure best practices inside and outside the classroom.



Our P--A--C --T --S acronym serves an added purpose of offering five alphabetical indicators for the College's motto: **We Prepare All Candidates To Support Student Learning.** Teaching and learning are informed by Standards to maximize the candidate's preparedness and to maintain the effectiveness of the unit.

Expectations for Candidate Dispositions

When candidates enroll in the College, they are provided a list of the Dean's expectations for pedagogical and general dispositions of professional education personnel. At the beginning of their study and at intervals throughout their tenure in the College, candidates periodically self-assess their acquisition and mastery of these dispositions. Faculty also conducts entry, mid- and exit level disposition assessment of candidate dispositions. The pedagogical and general dispositions are provided in Appendix B and are categorized as follows:

Pedagogical Dispositions

- Area 1 – Classroom Delivery and Demeanor (Including Differentiation)
- Area 2 – Collaboration
- Area 3 – Creative and Critical Thinking
- Area 4 – Life-long Learning and Scholarship

General Dispositions

- Area 1 – Relationships with Others
- Area 2 – Reliability

Area 3 – Willingness to Collaborate

Area 4 – Reflective Practice

Area 5 – Personal Appearance

Student Teaching Provisions

Eligibility Criteria

The teacher education program at Chicago State University has established critical guidelines for student teaching to ensure program integrity and to provide quality educational experiences. To be eligible for student teaching, the candidate must have:

- _____ 1. been admitted into the College of Education.
- _____ 2. passing scores on the Illinois Tests of Basic Skills and the Certification Content-Area Test and submitted proof of passing the certification test.
- _____ 3. completed all program course work, all university course and departmental requirements.
- _____ 4. attained a minimum GPA of 2.5 which is required in all coursework required in the program (Program GPA); all coursework in the area of specialization or concentration (with the exception of Art Education, which requires a minimum GPA of 3.0); and all coursework in professional education (with the exception of Elementary Education and Early Childhood Education, which require a minimum GPA of 3.0). A CSU cumulative GPA of 2.0 in all courses completed at CSU in an undergraduate program is also required for graduation.
- _____ 5. completed a minimum of 100 clock hours of pre-clinical field experience.
- _____ 6. passed the Illinois Certification Content-Area Test for the subject area(s) to be taught.
- _____ 7. a current tuberculin PPD (also known as purified protein derivative) showing negative results.
- _____ 8. a signed copy of Article 21 of the Illinois School Code on file in the Community Outreach & Field Placement Services.
- _____ 9. current documentation on file that shows a cleared background check at the State and Federal levels.
- _____ 10. successful completion of the Illinois Department of Children and Family Services (DCFS) Mandated Reporting Training and Certification.

11. successful completion of the School Safety Training Module. The online Safety Training Module can be accessed at <http://www.csu.edu/collegeofeducation/schoolsafety/SchoolSafetyTrainingInstructions.htm>.

Placement Procedures

The Coordinators of COFPS will assign student teaching sites that provide a wide range of experiences in various geographical settings that include multi-cultural and exceptional populations, have curricula and developmentally appropriate programs consistent with the requirements of the University, and provide an environment our candidates. Distance traveled will be given special consideration. Since many factors are involved in making student teacher placements, changes in placements typically will not be made once sites have been confirmed.

Student teachers will not be assigned to a school at which they have worked, are working, or where any of their family members currently work. Exceptions to this provision are made for students who have been approved for the Option Program. (Contact The Community Outreach & Field Placement Services Office for information on the Option Program). Student teachers will not be assigned to a school where any of their children currently attend. Student teachers are responsible for their own transportation.

To ensure the best possible experience for student teachers, field-based supervisors must: be state certified in the subject being taught, have 5 years of experience in the subject area being taught, have a Master's degree or completion of 30 hours of graduate work, and be rated as an excellent teacher based on annual rating.

Attendance at Field and University Sites

There is no provision for absence during student teaching. The student teacher should be present and prompt each day he/she is assigned to the school. In case of unexpected absence (illness, death in immediate family, or other extreme circumstances), the field-based supervisor, site administrator, and the campus-based supervisor should be notified immediately. **No more than five (5) absences can be made up. All make-up days must be within five (5) days after the scheduled end of the student teaching experience. More than five absences will result in an incomplete or a failing grade.** Student teachers must sign-in at the time of arrival and sign-out at the time of departure daily.

Site-based attendance may include institute days, report card pick-up days and other activities scheduled at the school site.

Attendance is also required at student teaching seminars that are scheduled on campus. Student teaching seminars are usually held on Wednesday afternoons, but may vary by

program. Consult your academic department to verify which day you are expected on campus to attend the seminar.

Attendance is validated using Student Teacher Time Report document (Appendix A).

Length of Day

Each student teacher must remain in the school the number of hours per day required of teachers in the school in which he/she is assigned. This includes parent conferences and other activities related to student teaching. Hours not spent in teaching must be spent engaged in some educationally related task.

Sixteen-Week Student Teaching Schedule

The following shows the fall 2011 student teaching schedule. This 16-week schedule is subject to change depending on the year and opening day of the various schools.

Regular Track:	January 17 –May 11, 2012
1 st 8 Weeks:	January 17 –March 9, 2012
2 nd 8 Weeks :	March 12 - May 11, 2012

Substitute Teaching

The student teacher is not allowed by state mandate to serve as a substitute teacher during the student teaching experience. The cooperating teacher is expected to be available to oversee activities of the student teacher all times while he or she is interfacing with student learners.

Course Load while Student Teaching

No courses may be taken with student teaching without prior approval from the academic department. On occasion, a candidate may be granted special permission to take a course while student teaching. Consult your academic department to determine if there are courses that have been approved to be completed with student teaching. Candidates seeking permission to complete a course with student teaching must first file a petition in the College of Education. The Admissions and Standards Committee will review the petition. Candidates are thereafter notified in writing of the Committee's decision whether a course may be taken while student teaching.

Teaching Responsibilities

Student teachers, field-based and campus-based supervisor create unique learning situations that vary according to time lines, etc. Consideration should be given to the

uniqueness prior to the student teacher assuming teaching responsibilities. The following is a recommended time line that can be modified and adjusted for the required 16 weeks of student teaching.

Week 1--This first phase of student teaching is a period of guided observations and field-based supervisor modeling. While getting to know the learners, the student teacher candidate should observe the teacher and the students in the classroom and reflect on the following:

- a) How does the physical environment affect student learning?
- b) What preparations does the teacher make before teaching a subject?
- c) What is the daily routine? How do students react to changing it?
- d) How does the teacher focus the class and create interest for learning?

During week one, learn as much as possible about the school such as the philosophy, policies, rules, curriculum, learning outcomes, and individual students. Work with your field-based supervisor and individual students or small groups. Begin to work on your designated subject to teach.

Week 2--Begin teaching one subject following the field-based supervisor's plans and record keeping. Begin to take on other teaching responsibilities and management in the everyday classroom routine, with the field-based supervisor's permission, such as attendance.

Week 3--Assume planning, teaching and record-keeping responsibilities. Have all plans approved by your field-based and campus-based supervisor. Begin teaching a second class.

Week 4--Continue to phase in teaching an additional class/subject until you are assuming teaching responsibilities for the full day.

Weeks 5 - 16

Elementary - By this time, you should be assuming full responsibility for the classroom. Your field-based supervisor will be leaving the classroom for periods of time so that you can assume this responsibility. This includes planning, preparation, teaching and evaluation.

Secondary - Continue to phase in additional classes and responsibilities. Your field-based supervisor will be leaving the classroom for periods of time so that you can assume this responsibility.

The last week of each placement should consist of relinquishing teaching and other class responsibilities back to the field-based supervisor, final conferences and culminating activities. Student teacher seminar attendance is a requirement for the entire 16 weeks.

Time Reports

Student Teacher Time Report should reflect the amount of time spent each week in observation, participation in classroom activities, teaching, related teacher responsibilities and preparation for teaching. As teaching responsibilities increase, observation time should proportionally decrease. The Student Teacher Time Report must be accurately completed by the student teacher, initialed by the field-based supervisor, and submitted to the campus-based supervisor for weekly review.

Evaluations

The process of evaluating student teachers has been cross-referenced with the eleven Illinois Professional Teaching Standards and the course requirements for student teaching. The process is performance based and encourages the student teacher to set goals, reflect on his/her teaching process, and to revise instruction accordingly.

This process is continuous. The Student Teacher Weekly Evaluation Report will be completed by the field-based supervisor and submitted to the campus-based supervisor weekly for review. The evaluation gives the student teacher feedback to identify strengths and weaknesses and allows the student teacher to make needed adjustments in his/her teaching style. The written reports enable the supervisors to offer guidance, determine progress, give help, and enrich the student teacher's teaching experience.

Because each supervisor is viewing the student teacher from a different perspective, evaluation comments and ratings may vary; therefore, the supervisors will discuss with the student teacher how they will use these criteria in assessing the student teacher's progress. The student teacher is responsible for submission of the weekly evaluation report to the campus-based supervisor.

Campus-based supervisors will visit and observe the student teacher four to eight times evenly distributed throughout the term. Observation evaluations that address the student's teaching effectiveness with suggestions for further improvement are completed and shared with the student teacher.

Grading

The final grade in student teaching may be an A, B, or F. It is based on successful completion of 16 weeks of the student teaching experience and meeting the Illinois Professional Teaching Standards, Core Technology Standards and Core Language Arts Standards as evidenced by a passing score on the Assessment of Professional Teaching

(APT) Test. The final grade is reported on the Student Teacher Final Evaluation Report form found in Appendix I.

All candidates must pass the Assessment of Professional Teaching (APT) Test in order to receive a passing grade (A or B) for student teaching. Candidates are not permitted to graduate or recommended for teacher certification if they have not passed the APT test. The deadline to take the test prior to completion of student teaching is:

- ✓ **Fall semester student teaching – Final November test date**
- ✓ **Spring semester student teaching – Final February test date**

Guidelines for Campus Based Supervisors Issuing “I” Grades for Student Teachers Who Have Not Passed the APT Test

Campus-based supervisors should not issue final grades for students who have not passed the appropriate APT Test! These students must receive grades of “Incomplete.” The following procedure should be followed when a student has not passed the APT test:

1. Enter a grade of “I” electronically.
2. **DO NOT** submit an “I” Grade Contract to the Registrar’s Office.
3. Complete an “Official Change of Grade” form:
 - a) Complete all information requested on top half of form.
 - b) Indicate grade student has earned (**Change Grade from "I" to ____**).
NOTE: If there is any other reason student is receiving an “I” grade in addition to not passing the APT test, indicate that in “Reason for Change” and keep a copy for your records.
 - c) Sign and date the form.
 - d) Submit completed form to the certification counselor for your department, who will in turn forward a copy of the form to the COFPS Office.
 - e) Candidates will have four (4) months from the end of student teaching to remove the “I” grade by passing the APT.

These guidelines are designed to streamline the process of changing an “I” grade when a student passes the APT Test. As such, faculty will not have to be contacted for the change of grade to be submitted. The certification counselor should submit the grade change to the Registrar and communicate the change to the COFPS. If faculty have indicated any additional reason for the “I” grade, the “Change of Grade” form will be returned to the faculty member.

Satisfactory Progress during Student Teaching

The grade of I (Incomplete) may be submitted for candidates who show potential for

passing the APT test and completing the program, but need additional preparation. .

Candidates who are given a grade of “I” because they show potential, but need additional training will be asked to complete a remediation agreement. Remediation agreements are individual educational programs developed based on specific needs of the candidate. A student teacher that demonstrates unsatisfactory progress or a deficiency in one or more areas may be referred by their campus-based supervisor to the Community Outreach & Field Placement Services to:

- a) complete a required remediation agreement, which may include auditing of specific courses, or
- b) receive an incomplete grade, and complete a remediation agreement prior to reassignment.

The student teacher who does not progress to the level where he/she can teach a full load for a minimum of four (4) weeks but shows potential, may also be referred to the COFPS Office for remediation. Remediation plans may result in an extension of the number of weeks required to successfully complete the student teaching experience.

Dispositions/Professionalism

Student teaching marks a culminating step toward becoming a professional educator. The student teacher, therefore, is expected to demonstrate the attitudes and actions of an education professional. In addition to the Dean’s Expectations on Pedagogical and General Dispositions, provided in Appendix B, student teachers are expected to:

- a) conform to cooperating school’s rules and policies;
- b) extend basic rules of courtesy to teachers, pupils, school staff, and the broader school community;
- c) meet the standard professional dress code, personal appearance, and professional behavior;
- d) demonstrate professional ethics (refrain from engaging in negative conversations with or about staff, pupils, principal and/or parents); and
- e) place school responsibilities ahead of personal wishes.

During the experience, student teachers will possibly have access to confidential records and other highly personal information. Such information is confidential and knowledge must be safeguarded and used for professional purposes only. *Please exercise professional judgment regarding confidential matters at all times.*

Professional Code of Conduct Policy

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to enter the profession of teaching prepared to help all children learn. This includes adherence to a Professional Code of Conduct, which is formally assessed at the following four checkpoints in all teacher education programs leading to initial certification, and at other appropriate checkpoints identified in the college's non-teacher education programs:

- a) enrollment in professional courses containing field hours
- b) admission to the College of Education
- c) admission to student teaching
- d) graduation and/or certification

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to):

academic integrity; accountability; appropriate language; civility; cleanliness; fairness; honesty; justice; non-discriminatory behavior; professional ethics; punctuality; reliability; respect; trustworthiness, and other aspects of professional behavior

Candidates observed violating any aspect of the Professional Code of Conduct can be given the opportunity to correct their behavior after consulting with the party who has observed the violation or with the party's or candidate's academic department. If the problem is not successfully resolved, the party observing the violation, his or her academic department, or the candidate's academic department, can make a referral to the College of Education's Admissions and Standards Committee (ASC) for a final resolution.

Candidates who have a history of violating the Professional Code of Conduct (whether the violations are resolved or unresolved) can be referred to the Admission and Standards Committee at the discretion of a concerned member of the University community. The ASC will review the referral and render a decision regarding the candidate's status in the program, in accordance with standard ASC referral review procedures.

Responsibilities

The student teaching experience entails responsibilities on the part of the candidate, field-based supervisor and campus-based supervisor. The responsibilities for each of the three

parties that follow list a few of the many expectations for the three parties in in the tripartite arrangement.

Student Teacher Responsibilities

The student teacher, under the guidance and supervision of an experienced teacher, puts into practice all that was learned in previous coursework. The student teacher is responsible for meeting all eleven of the Illinois Professional Teaching Standards. This means the student teacher will:

- a) display a competent knowledge of the curriculum and subject matter/content.
- b) present accurate concepts and information.
- c) present material at the appropriate level for the learner.
- d) develop meaningful application of subject matter.
- e) integrate content areas.
- f) demonstrate ability to select and prioritize concepts for learning.
- g) complete and submit all daily lesson plans and requirements.
- h) plan lessons that encourage students to become actively involved in their learning.
- i) consider the interests, background experiences, diversity, needs, and abilities of individual students in planning lessons.
- j) utilize available resources for lesson enhancement.
- k) pre-plan for effective classroom management.
- l) maintain consistent and reasonable expectations for behavior, while establishing a climate that is positive and productive.
- m) demonstrate appropriate teaching techniques.
- n) connect classroom learning to realistic life situations relevant to the students.
- o) demonstrate effective communication skills (avoid slang).
- p) use multiple and diverse assessment methods including self-evaluation.
- q) exercise flexibility, adjust/modify willingly.
- r) exhibit enthusiasm for the many facets of teaching.
- s) demonstrate a professional attitude, commitment, responsibility, and spirit of service.
- t) accept criticism without argument.
- u) exhibit a professional appearance and demeanor.
- v) attend assemblies, in-service meetings and report card pick-up days.
- w) provide feedback.

Maintain an honest, open relationship with your supervisors. Ask questions about anything you do not understand or about which you need more information. Share your concerns and or anxieties with your supervisors. Let them know when you need help. Talk with your campus-based supervisor if you question out-of-the ordinary situations.

Now is a good time to prepare your credential file. To prepare the file, you should secure letters of recommendation from major teachers, field-based supervisor and campus-based supervisor. These should be placed in your professional portfolio. Career Development sponsors seminars throughout the year on resume writing and interviewing skills.

Field-Based Supervisor Responsibilities

The field-based supervisor plays a critical role in preparing a future teacher. The field-based supervisor will serve as a teacher, mentor, model, coach, counselor, supervisor, evaluator and collaborator throughout the student teaching experience. Each of these roles is important.

Being prepared and preparing your students-learners for the student teacher will be helpful. Notifying students' parents of the student teacher is also helpful. It is also helpful to plan a tentative timeline of experiences that includes a balance of:

- a) observation - variety of teaching styles;
- b) participation - individual, small groups, large groups;
- c) planning - daily, weekly, lessons, units;
- d) teaching - parts of the class, entire class, all day; and
- e) other activities - meetings, conferences, in-service programs and reports.

As the student teacher gradually assumes classroom responsibilities, the field-based supervisor is asked to:

- a) make sure student teacher understands your class procedures, organization, management techniques and requirements.
- b) model and explain effective student discipline strategies.
- c) review and make suggestions for lesson plans.
- d) encourage the student teacher to be creative and to use a variety of teaching methods and materials.
- e) observe and critique the student's teaching strategies.
- f) complete and send for weekly review, the Student Teacher Time Report (Appendix A), the Student Teacher Weekly Evaluation Report (Appendices K and L) based on the Illinois Professional Teaching Standards, and the Weekly Comments and Suggestion Report (Appendices M and N.)
- g) keep the campus-based supervisor updated on the student teacher's progress. Concerns need to be referred as early as possible in order to determine how the student teacher can be assisted to succeed.

The student teacher needs to be involved as soon as possible and is encouraged by the university to take initiative. The student teacher needs to have full teaching responsibility of the classroom for a minimum of four weeks (elementary) or more (secondary).

The field-based supervisor is asked to eventually leave the student teacher alone in the classroom for extended periods of time to help ease the transition to full-time teaching responsibilities. This does not imply that the student teacher will be alone all day.

For every one Chicago State student assigned to classroom as a student teacher, the class teacher receives one three hour credit waiver that is transferable to another teacher at the school. The recipient must have a bachelor's degree. Please refer to Appendix O to read the Tuition Waiver Policy.

Campus-Based Supervisor Responsibilities

The campus-based supervisor is the primary liaison between the University and the cooperating school and is charged with establishing and maintaining good working relationships between both parties. The supervisor will facilitate the student teacher's transition from university student to teacher.

In order to evaluate the student teacher, the supervisor will visit the student teacher four (4) to eight (8) times evenly distributed throughout the term. Complete the Campus-Based Supervisor's Observation Reports (Appendices D, E, and F) and discuss the contents with the student teacher. During these visits, the campus-based supervisors will also meet with the field-based supervisor, as needed.

The campus-based supervisor will strive to make the student teaching experience as beneficial as possible. To do this the campus-based supervisor will:

- a) make an initial visit to the school the first week of student teaching to review expectations, school policies and requirements.
- b) conduct conferences as needed.
- c) provide course requirements, lesson plan format and other appropriate resources to help with instructional concerns.
- d) visit, observe, evaluate, and hold conferences with the student teacher, field-based supervisor and other parties as needed.
- e) refer student teachers who demonstrate unsatisfactory progress or a deficiency in one or more areas to the Community Outreach & Field Placement Services.
- f) review and initial the Student Teacher Time Report (Appendix A), the Student Teacher Weekly Evaluation Report (Appendices I and J) based on the Illinois Professional Teaching Standards, and the Weekly Comments and Suggestion Report (Appendices M and N.)
- g) evaluate the Professional Teaching Portfolio using the COE 6A Scoring Guide for the Professional Teaching Portfolio (Appendix H).
- h) evaluate the candidate's dispositions using the COE 6B Scoring Guide for the Professional Dispositions (Appendix I).

- i) submit all permanent record file copies of the student teaching documentation (Appendices A, C, D, E, F, G, H, I, J, K, L, M and N) at mid-term and at the final. For those student teachers that will complete their experiences in two different settings, (i.e., Early Childhood and Elementary Education and some Special Education students) the reports are to be completed for the first eight weeks session; this report set will be submitted again at the close of 16 weeks.
- j) submit mid-term and final grade reports.

Placement Information: Field Experience Agreement and Field-Based Supervisor (Mentor) Selection

After a site verbally agrees to accept teacher candidates, a Field Experience Agreement document is signed that outlines the roles and responsibilities of the participating parties between Chicago State University and the school or school district. Although every effort is made to negotiate the placement of candidates with teachers, the lead administrators identify the cooperating teacher/mentor to serve as the Field-Based Supervisor (FBS). Steps are being taken to work cooperatively with selected schools to develop a *clinical immersion* partnership that allows joint involvement of the university and the school in the selection of cooperating teachers. Currently, the university requests that the school follows the same guidelines for selecting cooperating teachers as used for selecting master teachers. Chicago State University retains the right to terminate a placement if the qualifications of the FBS does not meet or exceed requirements. The signed agreement document is placed on file in the Community Outreach & Field Placement Services and at the school or school district placement site.

Feedback and Reporting

At the mid-point (8 weeks) and conclusion of the 16-week student teaching experience, teacher candidates are asked to provide feedback of their campus-based supervisor(s), field-based supervisor(s) and the field experience site (Appendices P, Q, and R.) Data collected is reviewed and compiled to assist the College of Education and the Community Outreach & Field Placement Services in selecting future placement sites, field-based supervisors and campus-based supervisors.

Assessment and Evaluation

Performance Requirements

The primary goal of the Chicago State University Teacher Education Program is to present a carefully designed curriculum to help prospective elementary and secondary teachers become reflective practitioners. Much work has been done to define what effective teachers do, regardless of their specialty areas. The focus is on candidates being able to effectively deliver instruction and to gage their impact on the student learner and

the learning environment and account for this impact. This requirement calls for teachers have an integrated understanding of content and to use learner-centered approaches to the organization of the classroom, classroom management, teaching strategies and assessment techniques. The knowledge and performance indicators in the Illinois Professional Teacher Standards that follow define competencies that candidates are expected to demonstrate during the student teaching experience. These standards are used as the basic framework for assessing and evaluating candidate performance prior to and throughout the student teaching experience. You are expected to frequently review and become thoroughly familiar with the knowledge and *performance indicators* set forth in the standards. Further, you are expected to apply these standards daily as you complete your student teaching experience.

Illinois Professional Teaching Standards

IPTS Standard 1 - Content Knowledge

The teacher understands the concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators: The competent teacher:

- a) understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
- b) understands the processes of inquiry central to the discipline.
- c) understands how student's conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- d) understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

Performance Indicators: The competent teacher:

- a) evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- b) uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- c) engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- d) designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- e) anticipates and adjusts for common misunderstandings of the discipline(s) that

- impede learning.
- f) uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
 - g) facilitates learning experiences that make connections to other content areas and to life and career experiences.

IPTS Standard 2 - Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicators: The competent teacher:

- a) understands how students construct knowledge, acquire skills, and develop habits of mind.
- b) understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- c) understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
- d) understands that differences in approaches to learning and performance interact with development.
- e) understands how to include student development factors when making instructional decisions.
- f) knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

Performance Indicators: The competent teacher:

- a) analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
- b) stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- c) introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

IPTS Standard 3 - Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicators: The competent teacher:

- a) understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
- b) understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- c) understands how individual experiences, talents, and prior learning, as well as language, culture, family, and community values, influence students' learning.
- d) understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligence, and performance modes.
- e) understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- f) understands personal cultural perspectives and biases and their effects on one's teaching.

Performance Indicators: The competent teacher:

- a) facilitates a learning community in which individual differences are respected.
- b) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
- c) uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- d) uses cultural diversity and individual student experiences to enrich instruction.
- e) uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- f) identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- g) identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.
- h) demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

IPTS Standard 4 - Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicators: The competent teacher:

- a) understands the Illinois Academic Standards, curriculum development, content,

- learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- b) understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
 - c) understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
 - d) understands when and how to adjust plans based on student responses and other contingencies.
 - e) understands how to integrate technology into classroom instruction.
 - f) understands how to review and evaluate educational technologies to determine instructional value.
 - g) understands how to use various technological tools to access and manage information.
 - h) understands the uses of technology to address student needs.

Performance Indicators: The competent teacher:

- a) establishes expectations for student learning.
- b) applies principles of scope and sequence when planning curriculum and instruction.
- c) creates short-range and long-term plans to achieve the expectations for student learning.
- d) creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- e) creates multiple learning activities that allow for variation in student learning styles and performance modes.
- f) incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- g) creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- h) develops plans based on student responses and provides for different pathways based on student needs.
- i) uses teaching resources and materials that have been evaluated for accuracy and usefulness.
- j) accesses and uses a wide range of information and instructional technologies to enhance student learning.
- k) uses IEP goals and objectives to plan instruction for students with disabilities

IPTS Standard 5 - Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self- motivation.

Knowledge Indicators: The competent teacher:

- a) understands principles of and strategies for effective classroom management.
- b) understands how individuals influence groups and how groups function in society.
- c) understands how to help students work cooperatively and productively in groups.
- d) understands factors that influence motivation and engagement and how to help students become self-motivated.
- e) knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.
- f) knows applicable laws, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.
- g) knows strategies for intervening in situations to prevent crises from developing or escalating.
- h) knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

Performance Indicators: The competent teacher:

- a) maintains proper classroom decorum.
- b) maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
- c) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- d) analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- e) organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- f) engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

IPTS Standard 6 - Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge Indicators: The competent teacher:

- a) understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- b) understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
- c) knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
- d) understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.
- e) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators: The competent teacher:

- a) evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.
- b) uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and learning resources.
- c) monitors and adjusts strategies in response to learner feedback.
- d) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- e) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- f) uses a wide range of instructional technologies to enhance student learning.
- g) develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.
- h) uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.
- i) uses technology appropriately to accomplish instructional objectives.
- j) adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.

- k) implements and evaluates individual learning objectives.

IPTS Standard 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicators: The competent teacher:

- a) understands communication theory, language development, and the role of language in learning.
- b) understands how cultural and gender differences can affect communication in the classroom.
- c) understands the social, intellectual, and political implications of language use and how they influence meaning.
- d) understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators: The competent teacher:

- a) models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- b) uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- c) creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- d) communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- e) uses a variety of communication modes to effectively communicate with a diverse student population.
- f) practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- g) communicates using a variety of communication tools to enrich learning opportunities.

IPTS Standard 8 – Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicators: The competent teacher:

- a) understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- b) understands the purposes, characteristics and limitations of different kinds of assessments.
- c) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- d) understands how to use the results of assessment to reflect on and modify teaching.
- e) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- f) knows legal provisions, regulations, and guidelines regarding assessment (an inclusion in statewide assessments) of individuals with disabilities.
- g) knows methods for monitoring progress of individuals with disabilities.
- h) knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicators: The competent teacher:

- a) uses assessment results to diagnose student-learning needs, align and modify instruction, and design teaching strategies.
- b) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- c) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- d) maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- e) uses appropriate technologies to monitor and assess student progress.
- f) collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- g) uses various types of assessment procedures appropriately, including the

- adaptation of procedures for individual students in specific contexts.
- h) uses technology appropriately in conducting assessments and interpreting results.
 - i) uses assessment strategies and devices that are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

IPTS Standard 9 - Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents, and the community to support student learning.

Knowledge Indicators: The competent teacher:

- a) understands schools as organizations within the larger community context.
- b) understands the benefits, barriers and techniques involved in parent/family relationships.
- c) understands school and work-based learning environments and the need for collaboration with business organizations in the community.
- d) understands the collaborative process.
- e) understands collaborative skills that are necessary to carry out the collaborative process.
- f) understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.
- g) understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Performance Indicators: The competent teacher:

- a) initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- b) works with colleagues to develop an effective learning climate within the school.
- c) participates in collaborative decision-making and problem solving with other professionals to achieve student success.
- d) develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.

- e) works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well-being.
- f) identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- g) acts, as an advocate for student needs.
- h) collaborates in the development of comprehensive individualized education programs for students with disabilities.
- i) coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.
- j) collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- k) implements and monitors individual students' programs, working in collaboration with team members.
- l) demonstrates the ability to co-teach and co-plan.

IPTS Standard 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow.

Knowledge Indicators: The competent teacher:

- a) understands that reflection is an integral part of professional growth and improvement of instruction.
- b) understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
- c) understands major areas of research on the learning process and resources that are available for professional development.
- d) understands teacher's attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

Performance Indicators: The competent teacher:

- a) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- b) collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

- c) participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- d) actively seeks and collaboratively shares a variety of instructional resources with colleagues.
- e) assesses his or her needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

IPTS Standard 11 - Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicators: The competent teacher:

- a) understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- b) understands how school systems are organized and operate.
- c) understands school policies and procedures.
- d) understands legal issues in education.
- e) understands the importance of active participation and leadership in professional education organizations.
- f) is familiar with the rights of students with disabilities.
- g) knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
- h) knows identification and referral procedures for students with disabilities.

Performance Indicators: The competent teacher:

- a) contributes knowledge and expertise about teaching and learning to the profession.
- b) follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- c) follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- d) initiates and develops educational projects and programs.
- e) actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- f) participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.
- g) demonstrates commitment to developing the highest educational and quality-of-

- life potential of individuals with disabilities.
- h) demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
 - i) promotes and maintains a high level of integrity in the practice of the profession.
 - j) complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.
 - k) uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

Curriculum Development and Implementation

Lesson planning is critical for successful teaching. Writing helps clarify ideas and provide an order for covering content. Lesson plans must meet the expectations of the university, school, field-based and campus-based supervisors and be aligned with the Illinois Professional Teaching Standards. All candidates are required to write lesson plans that include expected measurable outcomes for student along with accompanying instructional strategies and assessments appropriate for meeting the diverse needs of the pupils in the classroom.

Lesson plans are to be prepared for each subject taught. These plans should be submitted on a timely basis and be approved by both the field-based and campus-based supervisors prior to teaching any lesson. It is the student teacher's responsibility to make lesson plans available to the campus-based supervisor upon a site visit.

Formative and Summative Assessment and Evaluation

The scoring guides in the Appendix are to be used by the candidate, campus based supervisor and field based supervisor as assessment and evaluation guides. Lesson plans are evaluated using the COE 3: Planning Scoring Guide found in Appendix C. Individual lessons taught in the classroom setting are evaluated using the COE 4: Effective Practice Scoring Guide, also known as Form A-1, which is found in Appendix E. Additional narratives or observations can be recorded using Form B, found in Appendix F.

All candidates are required to conduct an action research curriculum project that documents their **Impact on Student Learning / Learning Environment**. As such, candidates write a 10-day curricular unit, develop a plan that to measure pre- and post-student achievement, teach components of that unit, and documents in writing their impact on the student learner and the learning environment through pre-/post-assessment and evaluation mechanisms. This project is evaluated using the COE 5: Impact on Student Learning / Learning Environment Scoring Guide, also known as Form A-2, which is found in Appendix G. The product of this action research should be provided as

a written report that can be extended into a senior thesis or other similar culminating project that may be required for the program.

Professional Teaching Portfolio and Dispositions

Candidates are required to demonstrate and provide evidence of meeting all standards at or above the proficient level. Many programs require a Developmental Teaching Portfolio prior to student teaching, and all programs require a Professional Teaching Portfolio during the student teaching clinical experience. Currently, the COE requires the use of **LiveText®** (see example below) throughout the entire program to help capture candidate work samples and provide an interactive assessment platform for professors and candidates. Workshops to assist faculty and students in using LiveText® are facilitated through the Teachers Development & Reading Center (TDRC) and the Center for Integrating Technology in Education (CITE) laboratory. LiveText® can be accessed at <https://c1.livetext.com>.

All candidates are required to submit their electronic Professional Teaching Portfolio as a final requirement for both student teaching and for the program as a capstone activity. The portfolio is designed to capture candidate work samples from the entire educational experience. The evidence is a mixture of required documents plus artifacts chosen by the candidate to demonstrate that they meet or exceed the acceptable level criteria for each of the eleven IPTS standards. In addition, candidates are asked to capture work samples from the student teaching experience and include the Impact on Student Learning / Learning Environment Curriculum Project Report in the portfolio. The portfolio also requires that the candidate meaningfully reflect on their growth in each area over time as they move towards the target threshold. The portfolio is assessed using the COE 6: Professional Portfolio and Dispositions Scoring Guide found in Appendix H.

Appendices –Assessment and Evaluation Instruments and Other Pertinent Documents

Appendix A. Student Teacher Time Report—Formative Evaluation

Appendix A. Student Teacher Time Report

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

STUDENT TEACHER TIME REPORT

Student _____ UID# _____ Term _____

School _____ Grade Level (s) Taught _____ Subjects Taught _____

Field Based Supervisor _____ Campus-Based Supervisor _____

Directions: Keep an accurate record of the time spent each week in the various categories described on this time card. Report time in each category to the nearest half-hour. Ask your field-based supervisor to verify this record each week by writing his/her initials in the appropriate column. The time distribution will fluctuate. The time distribution will be evaluated weekly in conference with your field-based and campus-based supervisors.

This completed card is to be submitted with all other forms to the campus-based supervisor at the end of the student teaching experience.

STUDENT TEACHER TIME REPORT

The nature of the Student Teaching Program suggests the following categories of experience.

- 1. Observations - Record the time spent watching teachers work.
- 2. Participation - Record the time spent assisting teachers or pupils.
- 3. Teaching - Record the time spent in complete charge of the classroom.
- 4. Related Activities - Record the time in activities such as assemblies, case study, conferences, supervisory duties, grading papers, record keeping, preparing for teaching, etc.

ACTIVITY	WEEKS																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	

Campus-Based Supervisor's Signature

Date

Appendix B. Pedagogical Dispositions Guide—Formative Evaluation

Directions for Use: Professional education candidates are expected to use the *Pedagogical and General Dispositions Guides* shown below to self-assess individual dispositions at intervals throughout their tenure in the professional education preparation program at Chicago State University. Faculty will also use the items listed below to assess candidates' dispositions at intervals throughout their tenure in the program. The dispositions are based on standards set forth by the Illinois State Board of Education in the Illinois Professional Teacher Standards (IPTS).¹

Pedagogical Dispositions Guide

Area 1--Classroom Delivery and Demeanor (including differentiation) (IPTS #s 2, 3, 5, 6, 7, 8)	Inclination (Unacceptable)	Application (Target)
1. Candidate respects and relates well to people of diverse backgrounds		
2. Candidate understands student needs and matches needs to services or products		
3. Candidate challenges bias and intolerance		
4. Candidate engages in efforts to promote educational equity for all students.		
5. Candidate accommodates diverse patterns of learning within the classroom environment		
6. Candidate assesses individual student needs and applies effective instructional strategies		
7. Candidate is always prepared to deliver lessons		
8. Candidate employs "best practice" pedagogical techniques to deliver instruction		
9. Candidate uses a variety of techniques to continuously assess and evaluate student learning		
10. Candidate demonstrates, through classroom and clinical performance, the belief that all students are capable of learning and can succeed		
Area 2—Collaboration (IPTS #s 7, 9 & 11)	Inclination (Unacceptable)	Application (Target)
1. Candidate demonstrates the interpersonal skills, professionalism, and interest in working cooperatively with peers, parents, school leaders, and the community		
2. Candidate models effective communication strategies in asking questions, listening, giving directions, probing for understanding and helping others to express their ideas		
3. Candidate refrains from challenging authority		
Area 3--Creative and Critical Thinking (IPTS #s 5, 6 & 7)	Inclination (Unacceptable)	Application (Target)
1. Candidate demonstrates the ability to identify the elements of problems, prioritizes, and propose appropriate solutions		
2. Candidate designs an instructional environment that encourages and challenges students to analyze and develop creative solutions to		

¹ Accessed at <http://www.isbe.net/profprep/PDFs/ipts.pdf>. See Page 3 for Illinois Professional Teaching Standards.

problems		
3. Candidate demonstrates the ability to present and model multiple perspectives of issues		
Area 4--Life Long Learning and Scholarship (IPTS #s 2, 7, 10, & 11)	Inclination (Unacceptable)	Application (Target)
1. Candidate continually seeks to improve professional skills and knowledge		
2. Candidate demonstrates the understanding that knowledge is dynamic and, by example, shows that knowledge requires a commitment to life-long learning		
3. Candidate demonstrates the ability to stimulate student curiosity in learning endeavors		
4. Candidate engages in professional development activities based upon reflection of personal performance		
5. Candidate engages in activities to understand current research related to pedagogical practices and new knowledge in his/her instructional content areas		
Area 5—Caring (IPTS #s 3, 5 & 11)		
1. Candidate demonstrates integrity and is responsive to the welfare of his/her students		
2. Candidate fosters a positive classroom climate based on trust, respect, and mutual responsibility		

General Dispositions Guide—Formative Evaluation

Area 1--Relationships with Others (IPTS #s 2, 7, 9, 10 & 11)	Inclination (Unacceptable)	Application (Target)
1. Candidate possesses a sense of humor		
2. Candidate is willing to voice unpopular views		
3. Candidate cultivates and maintains positive informal networks		
4. Candidate thinks clearly and stays focused under pressure		
5. Candidate acts ethically		
6. Candidate admits mistakes and confronts unethical actions in others		
7. Candidate seeks out relationships that are mutually beneficial		
8. Candidate takes tough, principled stands		
9. Candidate is attentive to emotional cues		
10. Candidate shows sensitivity and understands perspectives of others		
11. Candidate builds rapport and keeps others in the loop		
12. Candidate offers and receives constructive feedback and identifies the need for further growth		
13. Candidate mentors, coaches, challenges, and fosters skills in others		
14. Candidate increases satisfaction and loyalty		
15. Candidate makes and maintains personal friendships among associates		
16. Candidate offers appropriate assistance		
17. Candidate effectively gives and takes, registers emotional cues, and attunes messages		
18. Candidate spots potential conflict, brings disagreements into the open and de-escalates the conflict		
19. Candidate encourages debate and open discussion		
20. Candidate orchestrates win-win situations		
21. Candidate demonstrates an understanding of effective verbal and non-verbal communication		
22. Candidate uses language and delivery techniques appropriate to the audience		
Area 2--Reliability (IPTS #s 4, 5 & 7)	Inclination (Unacceptable)	Application (Target)
1. Candidate builds trust through reliability and authenticity		
2. Candidate meets commitments and keeps promises		
3. Candidate is always prepared		
4. Candidate is on-time		
Area 3--Willingness to Collaborate (IPTS #s 7, 9 & 10)	Inclination (Unacceptable)	Application (Target)
1. Candidate seeks out fresh ideas		
2. Candidate actively seeks out opportunities to fulfill the group's mission		
3. Candidate can mobilize others		
Area 4--Reflective Practice (including self-assessment) (IPTS #s 3, 7 and 10)	Inclination (Unacceptable)	Application (Target)
1. Candidate observes emotions		
2. Candidate recognizes that feelings affect performance		
3. Candidate has a guiding awareness of values and goals		
4. Candidate is aware of personal strengths and weaknesses		

5. Candidate holds him- her- self accountable		
6. Candidate adapts responses and tactics		
7. Candidate is results-oriented		
8. Candidate strives to improve performance when necessary		
9. Candidate finds a sense of purpose in the larger mission		
10. Candidate operates from hope of success rather than feeling of failure		
11. Candidate sees setbacks as the result of manageable circumstances, not personal flaws		
12. Candidate is reflective and learns from experience		
13. Candidate uses the group's core values in choices and decisions		
14. Candidate demonstrates an understanding of diverse world views and is sensitive to group differences		
Area 5--Personal Appearance (IPTs #s 7, 9, & 11)	Inclination (Unacceptable)	Application (Target)
1. Candidate possesses self-assurance		
2. Candidate manages feelings and emotions		
3. Candidate is always well-groomed and appropriately dressed		
4. Candidate is composed and positive		

Appendix C. Planning Report—Formative Evaluation

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

PLANNING REPORT

COE 3

Candidate: _____ Program: _____

Semester of Program Completion: _____ Concentration: _____

Please rate the candidate in the following areas:

Unacceptable Acceptable Target

	Unacceptable	Acceptable	Target
COE 3.1 - Goals/Objectives			
COE 3.2 - Assessment of Outcomes			
COE 3.3 - Implementation/Instruction			
COE 3.4 - Resources			
COE 3.5 - Environment			
COE 3.6 - Delivery			
COE 3.7 - Collaboration			
COE 3.8 - Reflection			
COE 3.9 - Professionalism			

Comments:

Program Signature: _____ Date: _____

Appendix D Planning Report Scoring Guide

CHICAGO STATE UNIVERSITY

PLANNING REPORT

COE 3

	Unacceptable	Acceptable	Target
3.1 Goals / Objectives	Goals and objectives are not clearly stated, or not aligned to the assessment or the implementation/instruction. Goals and objectives are not considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequence of the accomplishment that should reasonably be attained.	Goals and objectives are present, aligned to the assessment and implementation/instruction. Goals and objectives are considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequence of the accomplishment that should reasonably be attained.	Goals and objectives form an explicit path for learning or project completion that continues to serve the population during implementation/instruction and assessment. Goals and objectives are consistently considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequence of the accomplishment that should reasonably be attained.
3.2 Assessment of Outcomes	Does not create authentic assessments that use technology resources. The assessment of outcomes is not developed or does not follow a format to assess adequately the outcomes.	Creates authentic assessments that may use technology resources. Most instruments and the overall assessment plan assess adequately the outcomes and give the assessor reliable and valid information.	Creates authentic assessments that effectively use technology resources. All assessment instrumentation is well constructed, valid and reliable. It is used at several points in the process so that excellence is achieved through both formative and summative evaluation.
3.3 Implementation / Instruction	Does not create authentic learning experiences that use technology resources. Steps of the implementation process lack clarity. Steps do not include adequate group management or are inappropriate for the population.	Creates authentic learning experiences that use technology resources. All steps of the implementation process are clearly defined. Steps of the process are appropriate for the group size and age level.	Creates authentic learning experiences that effectively use technology resources. All steps of the implementation process are clear and motivating. Alternatives are given in anticipation of some difficulties. Steps to guide groups provide opportunities for active participation, a sense of accomplishment and ownership.
3.4 Resources	Resources are outdated, inappropriate or insufficient in quantity.	Resources meet the needs of the population and enhance the learning process and may involve the use of technology.	Resources are highly effective, innovative and motivating and effectively involve the use of technology.
3.5 Environment	The selected cognitive, psychomotor affective and physical environment contributes to a low level of achievement.	The cognitive, psychomotor, affective and physical environment contributes to a satisfactory level of achievement that may include a technology-infused model.	The cognitive, psychomotor, affective and physical environment contributes to a high level of achievement and includes a technology-infused model.
3.6 Delivery	Does not utilize instructional strategies that encourage students' development of critical thinking, problem solving, and performance skills.	Models and utilizes a variety of instructional strategies, which may include technology, that encourage students' development of critical thinking, problem solving, and performance skills. Uses a variety of instructional strategies to meet the needs of diverse learners.	Models and utilizes a variety of instructional strategies including the appropriate use of technology to meet individual needs and encourage students' development of critical thinking, problem solving, and performance skills. Uses a wide variety of instructional strategies to meet the needs of diverse learners.
3.7 Collaboration	The plan does not call for collaboration at any level.	The plan calls for participant collaboration that may include the use of technology.	The plan calls for outside collaboration and participant collaboration, during, before and/or after the conclusion of the process that includes the use of technology.
3.8 Reflection	No time for reflection of participant evaluation is given in the plan.	The plan calls for participant reflection as well as implementer reflection. This approach may use technology.	The plan demonstrates how reflection will be used for directing further learning or improvement and calls for self-reflection of participant as well as reflection of the plan. This approach uses technology.
3.9 Professionalism	No professional growth or sharing of the learning is planned.	The plan calls for a setting of a new professional goal at least by the conclusion of implementation of the plan.	The plan declares a professional goal along with the project goals and states the degree to which the professional goal will be met.

Appendix E. Effective Practice Observation Report—Formative and Summative Evaluation Instruments

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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EFFECTIVE PRACTICE OBSERVATION REPORT

COE 4 Form A-1

Candidate: _____ Semester: _____

School: _____ Subject/Grade Level: _____

Field-based Supervisor: _____ Campus-based Supervisor: _____

Date of Visit: _____ Visit #: _____ Mid-point/ Exit-point (circle one)

Diverse Student Learner Population: (Check all that apply)

Physical Cognitive EBD Gifted ELL ESL Other:
 African-American Native American Latino-Hispanic Asian-American Caucasian Other:

Candidate was involved in these ways: (Check all that apply)

Observed: Class Lesson Testing Procedures Management Activities
 Monitored/Assisted: Class Activities Room Management
 Tutored: Individual Students Paired Groups Small Groups
 Coached: Individual Students Paired Groups Small Groups
 Taught Lesson: Small Groups Cooperative Groups Collaborative Groups
 Jig-saw Groups Ability Groups Whole-Class
 Other: _____

Please rate the candidate in the following areas:

N/A Unacceptable Acceptable Target

	N/A	Unacceptable	Acceptable	Target
COE 4.1 - Subject Matter / Content Knowledge				
COE 4.2 - Human Development & Learning				
COE 4.3 - Diversity				
COE 4.4 - Planning				
COE 4.5 - Learning Environment				
COE 4.6 - Delivery				
COE 4.7 - Communication				
COE 4.8 - Assessment				
COE 4.9 - Collaborative Relationships				
COE 4.10 - Reflection & Professional Growth				
COE 4.11 - Professional Conduct				

FBS Signature: _____ Date: _____

CBS Signature: _____ Date: _____

Candidate Signature: _____ Date: _____

EFFECTIVE PRACTICE OBSERVATION REPORT

COE 4 Form A-1

	Unacceptable	Acceptable	Target
4.1 Subject Matter - Content Knowledge	Does not create learning experiences that make content meaningful for all students.	Creates acceptable learning experiences in a variety of settings to make content meaningful for all students.	Creates superior learning experiences in a variety of settings to make meaningful content for all students.
4.2 Human Development & Learning	Does not provide learning opportunities that support the intellectual, social, and personal development of all students.	Provides learning opportunities that support the intellectual, social, and personal development of all students.	Provides superior learning opportunities that support the intellectual, social, and personal development of all students.
4.3 Diversity	Does not create instructional opportunities adapted to diverse learners.	Creates acceptable instructional opportunities adapted to diverse learners, which includes the use of technology.	Creates superior instructional opportunities adapted to diverse learners, including the equitable use of available technology.
4.4 Planning for Instruction	Does not design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Designs acceptable instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Designs superior instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
4.5 Learning Environment	Does not create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	Creates acceptable learning environments that many include digital tools and resources to encourage positive social interaction, active engagement in learning, and self-motivation.	Uses digital tools and resources to demonstrate fluency in technology systems and transfer of current knowledge to new technologies and situations to encourage positive social interaction, active engagement in learning, and self-motivation.
4.6 Instructional Delivery	Does not utilize instructional strategies that encourage students' development of critical thinking, problem solving, and performance skills.	Models and utilizes a variety of instructional strategies, which may include technology, that encourage students' development of critical thinking, problem solving, and performance skills.	Models and utilizes a variety of instructional strategies including the appropriate use of technology to meet individual needs and encourage students' development of critical thinking, problem solving, and performance skills.
4.7 Communication	Does not foster active inquiry, collaboration, and supportive interaction in the classroom.	Fosters active inquiry, collaboration, and supportive interaction in the classroom.	Expertly fosters active inquiry, collaboration, and supportive interaction in the classroom.
4.8 Assessment	Does not utilize various formal and informal assessment strategies to support the continuous development of all students.	Utilizes various formal and informal assessment strategies to support continuous development of all students. This may include the use of current and emerging tools and resources.	Selects, creates, and utilizes various formal and informal assessment strategies that use current and emerging tools and resources as appropriate to support continuous development of all students.
4.9 Collaborative Relationships	Does not develop and maintain collaborative relationships with colleagues, parents/guardians, and the community.	Develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.	Actively develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.
4.10 Reflection & Professional Growth	Does not reflect on or evaluate how choices and actions affect students, parents and other professionals in the learning community; does not actively seek opportunities to grow professionally.	Reflects on and evaluates choices and actions affecting students, parents and other professionals in the learning community; actively seeks opportunities to grow professionally.	Continually reflects on and effectively evaluates choices and actions affecting students, parents and other professionals in the learning community; actively seeks and maximizes opportunities to grow professionally.
4.11 Professional Conduct	Does not maintain standards of professional conduct or provide leadership to improve student learning and well being.	Maintains standards of professional conduct and provides leadership to improve student learning and well being.	Consistently maintains standards of professional conduct and provides leadership to improve student learning and well being.

Appendix F. Observation Narrative Report—Formative and Summative Evaluation Instruments



Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

OBSERVATION NARRATIVE REPORT

Form B

Candidate: _____ Semester: _____

School: _____ Subject/Grade Level: _____

Field-based Supervisor: _____ Campus-based Supervisor: _____

Date of Visit: _____ Visit #: _____ Mid-point/ Exit-point (circle one)

Part A: Areas of Strength

Part B: Concerns/Suggestions

Part C: Other Observations

FBS Signature: _____ Date: _____

CBS Signature: _____ Date: _____

Candidate Signature: _____ Date: _____

**Appendix G. Impact on Student Learning & Environment Report—
Formative and Summative Evaluation**

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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**IMPACT ON STUDENT LEARNING / ENVIRONMENT REPORT COE 5 Form A-2
Candidate Work Sample (CWS) Unit Project**

Candidate: _____ **Semester:** _____

School: _____ **Subject/Grade Level:** _____

Field-based Supervisor: _____ **Campus-based Supervisor:** _____

Diverse Student Learner Population: (Check all that apply)

Physical Learning Cognitive EBD Gifted ELL ESL Other:
 African-American Native American Latino-Hispanic Asian-American Caucasian Other:

Project Design Options: (Check all that apply)

Individual Paired Groups Small Groups Cooperative Groups Collaborative Groups Jig-saw Groups
 Ability Groups Whole-class Group Other:

Please rate the candidate in the following areas:

Unacceptable Acceptable Target

	Unacceptable	Acceptable	Target
STAGE 1: PLANNING & PREPARATION			
COE 5.1 - Vision / Goals			
COE 5.2 - School Culture & Instructional Program			
COE 5.3 - Family & Community Relations			
COE 5.4 - Assessment Plan			
COE 5.5 - Planning / Design			
STAGE 2: IMPLEMENTATION & DECISION-MAKING			
COE 5.6 - Student & Staff Needs			
COE 5.7 - Professional Dispositions			
COE 5.8 - Using Technology to Inspire Student Learning			
COE 5.9 - Implementation / Decision-Making			
COE 5.10 - Management Skills			
STAGE 3: ANALYSIS & REFLECTION			
COE 5.11 - Analysis - Teaching & Learning			
COE 5.12 - Self-Assessment / Reflection			

FBS Signature: _____ **Date:** _____

CBS Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

Appendix H. Impact on Student Learning & Environment-Form A-2

IMPACT ON STUDENT LEARNING / ENVIRONMENT REPORT

COE 5 Form A-2

	Unacceptable	Acceptable	Target
5.1 Vision / Goals	Does not articulate or facilitate a vision of learning that promotes student success.	Articulates and facilitates a vision of learning that promotes student success.	Facilitates a shared vision of learning with students and colleagues that promotes student success.
5.2 School Culture & Instructional Program	Does not demonstrate the knowledge or skills needed to facilitate a positive culture for learning or an effective instructional program.	Facilitates a positive culture and an effective instructional program conducive to diverse student learning and professional growth of staff.	Utilizes leadership and collaboration skills to create a positive culture and an effective instructional program conducive to diverse student learning and professional growth of staff.
5.3 Family & Community Relations	Does not collaborate with diverse family, community members and stakeholders to promote student success.	Collaborates with diverse family, community members and stakeholders to promote the student success using clear and accurate oral and written language skills.	Utilizes strong human relations, oral and written communication skills to seek out and collaborate with diverse family, community members and stakeholders to promote the success of all students.
5.4 Assessment Plan	Does not demonstrate the ability to develop an assessment plan.	Develops an assessment plan that is aligned to learning goals, describes indicator criteria, and includes options for reasonable accommodations / modifications.	Develops a sound assessment plan that includes multiple assessment modes that is aligned to learning goals, provides for ongoing assessment (pre-/during/post-), describes clear indicator criteria, and includes options for reasonable accommodations / modifications.
5.5 Planning / Design	Does not demonstrate the ability to plan or prepare assigned activities.	Plans and prepares assigned activities in an accurate and appropriate manner to promote the success of all students.	Effectively plans and prepares assigned activities in an accurate and appropriate manner using a variety of strategies, activities, and resources in order to promote the success of all students.
5.6 Student & Staff Needs	Does not demonstrate flexibility and responsiveness to diverse student and staff needs and/or does not demonstrate clear and accurate oral and written communication skills.	Consistently demonstrates flexibility and responsiveness to diverse student and staff needs using clear and accurate oral and written language skills.	Utilizes strong interpersonal, oral and written communication skills to respond to and/or follow-up with diverse student and staff needs.
5.7 Professional Dispositions	Does not demonstrate integrity, fairness, or professional ethics.	Consistently demonstrates integrity, fairness and professional ethics.	Interpersonal relations and teaching/administrative duties are carried out with integrity, fairness, and in an ethical manner.
5.8 Using Technology to Inspire Student Learning	Does not create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	Creates acceptable learning environments that may include digital tools and resources to encourage positive social interaction, active engagement in learning, and self-motivation.	Uses digital tools and resources to demonstrate fluency in technology systems and transfer of current knowledge to new technologies and situations to encourage positive social interaction, active engagement in learning, and self-motivation.
5.9 Implementation / Decision-Making	Does not demonstrate an ability to perform assigned activities to promote the success of students.	Performs assigned activities in a manner that promotes the success of students (e.g. basing decisions on sound professional practice, establishing congruence between modifications and learning goals, and making real-time adjustments.)	Exceptionally performs assigned activities in a manner that promotes the success of all students (e.g. basing decisions on sound professional practice, establishing congruence between modifications and learning goals, and making adjustments during implementation.)
5.10 Management Skills	Does not demonstrate the knowledge or skills needed to effectively manage the organization, operations, and resources.	Demonstrates effective management of the organization, operations, and resources for a safe and efficient learning environment.	Utilizes collaboration, coordination, and communication skills for the effective management of the organization / learning environment, operations, and resources for a safe and efficient learning environment.
5.11 Analysis - Teaching & Learning	Does not demonstrate the knowledge or skills needed to effectively respond to issues affecting teaching and learning.	Uses assessment data to demonstrate the impact on student learning / environment. Understands and effectively responds to issues affecting teaching and learning.	Uses assessment data to clearly demonstrate the impact on student learning / environment. Suggests and implements strategies for improving teaching and learning based on the ongoing analysis of assessment data.
5.12 Self-Assessment / Reflection	Does not demonstrate the ability to meaningfully reflect on the impact of student learning / environment.	Reflects on activities and describes the impact of the planned activities on student learning / environment. Describes implications for future activities and professional growth.	Reflects on assigned activities in a manner that promotes the success of all students. Clearly describes and interprets the impact of the planned activities on student learning / environment using the analysis of assessment data. Describes meaningful implications for future activities and professional growth.

Appendix I. Professional Portfolio Report—Formative Evaluation throughout Tenure in Program; Summative Evaluation at End of Program

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 320
Chicago, Illinois 60628-1598
TEL 773-995-3988 • FAX 773-995-2473

PROFESSIONAL PORTFOLIO REPORT

COE 6A

Candidate: _____ Program: _____

Semester of Program Completion: _____ Concentration: _____

Please rate the candidate in the following areas:

Unacceptable Acceptable Target

	Unacceptable	Acceptable	Target
COE 6.0 - Philosophy			
COE 6.1a - Subject Matter – Content Knowledge [Narrative]			
COE 6.1b - Subject Matter – Content Knowledge [Evidence]			
COE 6.2a - Human Development & Learning [Narrative]			
COE 6.2b - Human Development & Learning [Evidence]			
COE 6.3a - Diversity [Narrative]			
COE 6.3b - Diversity [Evidence]			
COE 6.4a - Planning [Narrative]			
COE 6.4b - Planning [Evidence]			
COE 6.5a - Learning Environment [Narrative]			
COE 6.5b - Learning Environment [Evidence]			
COE 6.6a - Delivery [Narrative]			
COE 6.6b - Delivery [Evidence]			
COE 6.7a - Collaboration [Narrative]			
COE 6.7b - Collaboration [Evidence]			
COE 6.8a - Assessment [Narrative]			
COE 6.8b - Assessment [Evidence]			
COE 6.9a - Collaborative Relationships / Partnerships [Narrative]			
COE 6.9b - Collaborative Relationships / Partnerships [Evidence]			
COE 6.10 - Professional Growth Reflection Statement [Narrative]			

Comments:

Program Signature: _____ Date: _____

Appendix J—Professional Portfolio & Dispositions Scoring Guide

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 320
Chicago, Illinois 60628-1598
TEL 773-995-3988 • FAX 773-995-2473

PROFESSIONAL PORTFOLIO & DISPOSITIONS REPORT

COE 6

	Unacceptable	Acceptable	Target
<i>Part A: Professional Portfolio</i>			
6.00 Philosophy	States an opinion that is not based on cited research or is clearly not grounded in best practices.	Relates cited research based theory to classroom best practices for meeting student's needs. Describes beliefs about child development, planning, instruction, assessment and learning environments.	Relates cited research based theory to school and classroom best practices for meeting student's needs and professional development. Describes beliefs about child development, planning, instruction, assessment and learning environments. Describes beliefs about teacher work and professional conduct with students, parents and school personnel.
6.1a Subject Matter - Content Knowledge [Narrative]	<ol style="list-style-type: none"> 1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators. 2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear. 3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals. 	<ol style="list-style-type: none"> 1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators. 2) Connects competencies demonstrated in the evidence to specific indicators. 3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals. 	<ol style="list-style-type: none"> 1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators. 2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence. 3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.
6.1b Subject Matter - Content Knowledge [Evidence]	<ol style="list-style-type: none"> 1) Is sparse and does not reflect breadth of content knowledge and/or, 2) Does not demonstrate an understanding of the central concepts and methods of inquiry and/or, 3) Does not demonstrate the candidate creates learning experiences in a variety of settings that make the content meaningful to all students. 4) There is a need to improve in this area. 	<ol style="list-style-type: none"> 1) Sufficiently covers and reflects many elements of the content knowledge. 2) Demonstrates an understanding of the central concepts and methods of inquiry that may include technology. 3) Demonstrates candidates creates learning experiences in a variety of settings that make the content meaningful to all students. 	<ol style="list-style-type: none"> 1) Is plentiful and reflects most elements of the content knowledge. 2) Demonstrates candidate consistently understands the central concepts and methods of inquiry, including technology. 3) Demonstrates candidate creates superior learning experiences in a variety of settings that make the content meaningful to all students.
6.2a Human Development & Learning [Narrative]	<ol style="list-style-type: none"> 1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators. 2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear. 3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals. 	<ol style="list-style-type: none"> 1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators. 2) Connects competencies demonstrated in the evidence to specific indicators. 3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals. 	<ol style="list-style-type: none"> 1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators. 2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence. 3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.

6.5a Learning Environment [Narrative]	<p>1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators.</p> <p>2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear.</p> <p>3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals.</p>	<p>1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators.</p> <p>2) Connects competencies demonstrated in the evidence to specific indicators.</p> <p>3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals.</p>	<p>1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators.</p> <p>2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence.</p> <p>3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.</p>
6.5b Learning Environment [Evidence]	<p>1) Is sparse and does not reflect the breadth of environmental issues that effect planning and instruction and/or;</p> <p>2) Does not demonstrate candidate applies understandings of individual and group motivation and behavior and/or;</p> <p>3) Does not demonstrate candidate creates acceptable learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>4) There is a need to improve in this area.</p>	<p>1) Sufficiently covers and reflects many elements of environmental issues that effect planning and instruction.</p> <p>2) Demonstrates candidate applies understandings of individual and group motivation and behavior.</p> <p>3) Creates acceptable learning environments that many include digital tools and resources to encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>1) Is plentiful and reflects most elements of environmental issues that effect planning and instruction.</p> <p>2) Demonstrates candidate consistently applies understandings of individual and group motivation and behavior.</p> <p>3) Uses digital tools and resources to demonstrate fluency in technology systems and transfer of current knowledge to new technologies and situations to encourage positive social interaction, active engagement in learning, and self-motivation.</p>
6.6a Delivery [Narrative]	<p>1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators.</p> <p>2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear.</p> <p>3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals.</p>	<p>1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators.</p> <p>2) Connects competencies demonstrated in the evidence to specific indicators.</p> <p>3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals.</p>	<p>1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators.</p> <p>2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence.</p> <p>3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.</p>
6.6b Delivery [Evidence]	<p>1) Is sparse and does not reflect the breadth of instructional delivery and/or;</p> <p>2) Demonstrates candidate understands few instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and/or;</p> <p>3) Demonstrates candidate utilizes few instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>4) There is a need to improve in this area.</p>	<p>1) Sufficiently covers and reflects many elements of instructional delivery.</p> <p>2) Models and utilizes a variety of instructional strategies, which may include technology, that encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>3) Demonstrates candidate utilizes a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>1) Is plentiful and reflects most elements of instructional delivery.</p> <p>2) Models and utilizes a variety of instructional strategies including the appropriate use of technology to meet individual needs and encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>3) Demonstrates candidate utilizes a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills to meet individual student needs.</p>

<p>6.7a Communication [Narrative]</p>	<p>1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators. 2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear. 3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals.</p>	<p>1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators. 2) Connects competencies demonstrated in the evidence to specific indicators. 3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals.</p>	<p>1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators. 2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence. 3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.</p>
<p>6.7b Communication [Evidence]</p>	<p>1) Is sparse and does not reflect the breadth of communication skills and/or; 2) Demonstrates an ineffective knowledge base and use of written, nonverbal, and visual communication techniques and/or; 3) Does not demonstrate use of communication to foster active inquiry, collaboration, and supportive interaction in the classroom. 4) There is a need to improve in this area.</p>	<p>1) Sufficiently covers and reflects many elements of communication. 2) Demonstrates use of knowledge of effective written, verbal, nonverbal and visual communication techniques. 3) Demonstrates use of communication - which may include the use of technology - to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>1) Is plentiful and reflects most elements of communication. 2) Demonstrates candidate utilizes knowledge of effective written, verbal, nonverbal and visual communication techniques in a variety of successful combinations. 3) Masterfully utilizes communication - including the use of technology - to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>6.8a Assessment [Narrative]</p>	<p>1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators. 2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear. 3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals.</p>	<p>1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators. 2) Connects competencies demonstrated in the evidence to specific indicators. 3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals.</p>	<p>1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators. 2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence. 3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.</p>
<p>6.8b Assessment [Evidence]</p>	<p>1) Is sparse and does not reflect the breadth of assessment and/or; 2) Does not demonstrate an understanding of various formal and informal assessment strategies and/or; 3) Does not demonstrate the ability to use formal and informal assessment to support the continuous development of all students. 4) There is a need to improve in this area.</p>	<p>1) Sufficiently covers and reflects many elements of assessment. 2) Demonstrates an understanding of various formal and informal assessment strategies. 3) Demonstrates an ability to use formal and informal assessment to support the continuous development of all students. This may include the use of current and emerging tools and resources.</p>	<p>1) Is plentiful and reflects most elements of assessment. 2) Demonstrates a profound understanding of various formal and informal assessment strategies. 3) Demonstrates an ability to select, use and create superior formal and informal assessment strategies that use current and emerging tools and resources as appropriate to support the continuous development of all students.</p>

6.9a Collaborative Relationships / Partnerships [Narrative]	<ul style="list-style-type: none"> 1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators. 2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear. 3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals. 	<ul style="list-style-type: none"> 1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators. 2) Connects competencies demonstrated in the evidence to specific indicators. 3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals. 	<ul style="list-style-type: none"> 1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators. 2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence. 3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.
6.9b Collaborative Relationships / Partnerships [Evidence]	<ul style="list-style-type: none"> 1) Is sparse and does not reflect the breadth of collaborative partnerships/relationships and/or; 2) Does not demonstrate a personal understanding of the community's role in education and/or; 3) Does not demonstrate an ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being. 4) There is a need to improve in this area. 	<ul style="list-style-type: none"> 1) Sufficiently covers and reflects many elements of collaborative relationships / partnerships. 2) Demonstrates candidate understands the many roles of the community in education. 3) Demonstrates an ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being which may include the use of technology. 	<ul style="list-style-type: none"> 1) Is plentiful and reflects most elements of collaborative relationships / partnerships. 2) Demonstrates a consistent understanding of the many roles of the community in education. 3) Demonstrates an ability to actively develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being which includes the use of technology.
6.10 Professional Growth Reflection Statement	<p>Insufficient information or portrays a lack of appreciation or understanding for the comprehensive portfolio assessment of teacher competencies.</p>	<p>Contains an overview of:</p> <ul style="list-style-type: none"> 1) personal learning experiences toward meeting teacher competencies; 2) evidence contained in the portfolio that may include the use of technology to evaluate and reflect on current research and professional practices on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning; and 3) candidate's strengths and goals for learning. 	<p>Contains clear, insightful statements that connect personal learning experiences to an overview of the evidence contained in the portfolio that may include the use of technology to evaluate and reflect on current research and professional practices on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. Strengths achieved and goals set through self-reflection and evaluation are evident. Strengths achieved and goals set through self-reflection and evaluation are evident.</p>

PROFESSIONAL DISPOSITIONS

COE 6

	Unacceptable	Acceptable	Target
Part B: Professional Dispositions			
6.11a Dispositions - Personal Integrity	The candidate is disrespectful or shows a lack of respect for personal integrity and other related values, including caring, fairness, honesty, responsibility, and social justice and needs guidance in those educational activities. The candidate does not complete the majority of duties or assignments on time.	The candidate respects and displays personal integrity and other related values, including: caring, fairness, honesty, responsibility, and social justice, and is guided by those in all educational activities. The candidate is prompt to complete the majority of all duties and assignments.	The candidate respects, displays and promotes personal integrity and other related values, including: caring, fairness, honesty, responsibility, and social justice, and is guided by those in all educational activities. The candidate is prompt and completes duties and assignments and volunteers to assist.
6.11b Dispositions - Content Knowledge	The candidate does not engage in a continuous process of seeking new knowledge, and sees knowledge as stagnant. This lack of value for knowledge makes it difficult for the candidate to share the value of such knowledge with students or to motivate them with a positive approach to learning.	The candidate is engaged in a continuous process of seeking new knowledge, understands the nature and the dynamics of knowledge, shares the value of such knowledge with students and motivates them with a positive approach to learning.	The candidate is engaged in a continuous process of seeking new knowledge, understands the nature and the dynamics of knowledge, shares the value of such knowledge with students and motivates them with a positive approach to learning. The candidate engages in integrating new knowledge to further areas of study.
6.11c Dispositions - Diverse Learners	The candidate does not demonstrate awareness of diverse patterns of learning, and generally uses only the modes he/she is most comfortable with during instructional strategies.	The candidate understands, respects, and appreciates diverse patterns of learning, and effectively accommodates such diversity by utilizing a wide variety of instructional strategies to meet student needs.	The candidate understands, respects, and appreciates diverse patterns of learning, and effectively accommodates such diversity by utilizing a wide variety of instructional strategies to meet student needs. The candidate understands, respects, and appreciates diverse patterns of learning, and effectively accommodates such diversity within a broad system of instructional strategies. The candidate seeks to broaden his/her personal views in an effort to promote an appreciation of diversity.
6.11d Dispositions - Pedagogy	The candidate does not appreciate, understand or employ the most effective pedagogical methods available in the field, and is unable to deliver knowledge using effective instructional strategies.	The candidate appreciates, understands and employs the most effective pedagogical methods available in the field, and delivers knowledge using effective instructional strategies.	The candidate appreciates, understands and employs the most effective pedagogical methods available in the field, and delivers knowledge using, refining and adding new pedagogical methods of effective instructional strategies.
6.11e Dispositions - Reflective Appraisal	The candidate does not engage in a process of continuous appraisal of the effects of his/her instructional actions on students and the larger society, resulting in lack of effective response to students' needs.	The candidate is engaged in a process of continuous appraisal of the effects of his/her instructional actions on students and the larger society to meet the needs of the student.	The candidate is engaged in a process of continuous appraisal of the effects of his/her instructional actions on students and the larger society and works to affect change when issues bias, poor practices or unfairness is detected.
6.11f Dispositions - Educational Advocacy	The candidate is not involved in the immediate and the larger systems of education around him/her. He/she does not relate to and/or collaborate with colleagues, parents, and the community at large.	The candidate is involved in the immediate and the larger systems of education around him/her by relating to and collaborating with students, colleagues, parents, and the community at large.	The candidate actively takes on leadership roles in the immediate and the larger systems of education around him/her by relating to and collaborating with students, colleagues, parents, and the community at large in the classroom, school or professional organizations.
6.11g Dispositions - Artifacts & Reflection Statement [Evidence]	1) Is sparse and does not reflect the breadth of dispositions and/or; 2) Does not demonstrate a personal understanding of dispositions and/or; 3) Does not demonstrate an ability to develop and maintain appropriate responses to complex situations. 4) There is a need to improve.	1) Sufficiently covers and reflects many elements of appropriate dispositions. 2) Demonstrates a personal understanding of dispositions. 3) Demonstrates an ability to develop and maintain appropriate responses to complex situations.	1) Is plentiful and reflects most elements of dispositions. 2) Demonstrates a consistent personal understanding of dispositions. 3) Demonstrates an ability to actively develop and maintain appropriate responses to complex situations.

Appendix K. Student Teacher Evaluation Report—Summative Evaluation

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

STUDENT TEACHER EVALUATION REPORT

Candidate: _____ Semester: _____
 School: _____ Subject/Grade Level: _____
 Field-based Supervisor: _____ Campus-based Supervisor: _____
 Semester: _____ Grade: (circle one) **A B F** Midterm/ Final (circle one)

(Please grade by checking (X) in the appropriate column)

Illinois Professional Teaching Standards	A	B	F
1. Content Knowledge			
2. Human Development and Learning			
3. Diversity			
4. Planning for Instruction			
5. Learning Environment			
6. Instructional Delivery			
7. Communication			
8. Assessment			
9. Collaborative Relationships			
10. Reflection and Relationships			
11. Professional Conduct and Leadership			

Comments:

A letter of recommendation may accompany this form.

CBS Signature: _____ Date: _____

Appendix L. Student Teacher Weekly Evaluation Report (Weeks 1-8)—Formative & Summative Evaluation

STUDENT TEACHER WEEKLY EVALUATION REPORT (WEEKS 1-8)

Student Teacher _____ UID # _____ School _____ Field Based Supervisor _____

Grade Level _____ Subject Taught _____ Campus-Based Supervisor _____

Student teaching, an in-depth, direct teaching experience, in a school setting, is conducted as a culminating field-based experience for the teacher education program. Field-Based Supervisors are required to submit this weekly evaluation of the student teaching experience based the Illinois Professional Teaching Standards.

Please use the following rubric to indicate the level at which the student is performing at this time. (You may wish to refer to the ISBE Professional Standards: knowledge and performance indicators included in the student teacher packet.)

- 5 The student teacher's performance demonstrates excellent progress, consistently going beyond basic competencies.
- 4 The student teacher's performance demonstrates very good progress for a student at this level.
- 3 The student teacher's performance demonstrates competence and meets the basic expectations for a student at this level.
- 2 The student teacher's performance demonstrates some progress, but requires improvement.
- 1 The student teacher's performance is inadequate and requires drastic improvement.
- N Not Applicable or Not Observed.

Illinois Professional Teaching Standards	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
#1. Content Knowledge: The teacher understands the concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.								
#2. Human Development and Learning: The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.								
#3. Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.								
#4. Planning for Instruction: the teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.								

Illinois Professional Teaching Standards:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
#5. Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.								
#6. Instructional Delivery: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.								
#7. Communication: The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.								
#8. Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.								
#9. Collaborative Relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents, and the community to support student learning.								
#10. Reflection and Professional Growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow.								
#11. Professional Conduct: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well being.								
Field-Based Supervisor's Initials								

Student Teacher: _____

White: Community Outreach & Field Placement Services **Yellow:** Campus-Based Supervisor **Pink:** Student Teacher **Gold:** Field-Based Supervisor

Appendix M. Student Teacher Weekly Evaluation Report (Weeks 9- 16)

Student Teacher _____ UID# _____ School _____ Field Based
Supervisor _____

Grade Level _____ Subject Taught _____ Campus-Based
Supervisor _____

Student teaching, an in-depth, direct teaching experience, in a school setting, is conducted as a culminating field-based experience for the teacher education program. Field-Based Supervisors are required to submit this weekly evaluation of the student teaching experience based the Illinois Professional Teaching Standards.

Please use the following rubric to indicate the level at which the student is performing at this time. (You may wish to refer to the ISBE Professional Standards knowledge and performance indicators included in the student teacher packet.)

- 5 The student teacher’s performance demonstrates excellent progress, consistently going beyond basic competencies.
- 4 The student teacher’s performance demonstrates very good progress for a student at this level.
- 3. The student teacher’s performance demonstrates competence and meets the basic expectations for a student at this level.
- 2 The student teacher’s performance demonstrates some progress, but requires improvement.
- 1 The student teacher’s performance is inadequate and requires drastic improvement.
- N. Not Applicable or Not Observed.

Illinois Professional Teaching Standards	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
#1. Content Knowledge: The teacher understands the concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.								
#2. Human Development and Learning: The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.								
#3. Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.								

#4. Planning for Instruction: the teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.								
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Illinois Professional Teaching Standards:	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
#5. Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.								
#6. Instructional Delivery: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.								
#7. Communication: The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.								
#8. Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.								
#9. Collaborative Relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents, and the community to support student learning.								
#10. Reflection and Professional Growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow.								
#11. Professional Conduct: The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well being.								
Field-Based Supervisor's Initials								

Student Teacher: _____

White: Community Outreach & Field Placement Services Yellow: Campus-Based Supervisor Pink: Student Teacher Gold: Field-Based Supervisor

Appendix N. Weekly Comments and Suggestions (Weeks 1-8)—Formative and Summative Evaluation

WEEKLY COMMENTS AND SUGGESTIONS (WEEKS 1-8)

Student Teacher _____ UID # _____ School _____ Field Based Supervisor _____

Grade Level _____ Subject Taught _____ Campus-Based Supervisor _____

Week 1	Week 2	Week 3	Week 4
Week 5	Week 6	Week 7	Week 8

Field-Based Supervisors and Campus-Based Supervisors need to initial the text box each week after writing/reading comments.

White: Community Outreach & Field Placement Services **Yellow:** Campus-Based Supervisor **Pink:** Student Teacher **Gold:** Field-Based Supervisor

Appendix O. Weekly Comments and Suggestions (Weeks 9-16)--Formative and Summative Evaluation

WEEKLY COMMENTS AND SUGGESTIONS (WEEKS 9-16)

Student Teacher _____ UID # _____ School _____ Field Based Supervisor _____

Grade Level _____ Subject Taught _____ Campus-Based Supervisor _____

Week 9	Week 10	Week 11	Week 12
Week 13	Week 14	Week 15	Week 16

Field-Based Supervisors and Campus-Based Supervisors need to initial the text box each week after writing/reading comments.

White: Community Outreach & Field Placement Services Yellow: Campus-Based Supervisor Pink: Student Teacher Gold: Field-Based Supervisor

Appendix P. Tuition Waiver Award Procedure

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

TUITION WAIVER POLICY

Through the Community Outreach & Field Placement Services (CO/FPS) in the College of Education, Chicago State University offers a tuition waiver to schools and field-based supervisors who aid students in meeting specific course and state requirements for field experience. The purpose of the field experience is to:

- Acquaint candidates with the educational system;
- Encourage candidates to identify their strengths and weaknesses by interacting with educators;
- Introduce candidates to a variety of teaching strategies and/or functions and duties associated with school business management and operations; and,
- Enable candidates to integrate theoretical concepts with practical experiences.

Field requirements are completed through observations, tutoring, teaching aiding, internships, student teaching, and practicum experience within the school setting.

Criteria

- For local elementary or secondary school district personnel.
- For every fifty hours that Chicago State students are classroom observers, the school is given one three-hour credit waiver to distribute.
- For every two Chicago State students assigned to a classroom as tutor or teachers aids, the class teacher receives one three hour credit waiver that is transferable to another teacher at the school.
- For every one Chicago State students assigned to classroom as a student teacher, the class teacher receives one three hour credit waiver that is transferable to another teacher at the school.
- Recipient must have a bachelor's degree

Submission Procedures

The Course Schedule Request form, signed by an advisor, tuition waiver letter or PRE-CLINICAL EXPERIENCE form with proper signatures must be submitted to CO/FPS, ED 322, where an APPLICATION FOR EDUCATIONAL BENEFITS will be completed and signed by the director of CO/FPS.

1. If you are not a current student, please go to the Graduate Office (Library 239) to be admitted to the university. The \$25.00 admission fee will not be waived.
2. Please contact your academic advisor to register. Go online to www.csu.edu to register. Please print your class schedule. Only one waiver may be used each semester.
3. Go to the Community Outreach & Field Placement Services, (ED 322). Submit your tuition waiver card/award letter and receive an application for educational benefits. Please bring your CSU/State Issued Identification.
4. Take the application, a copy of the award letter, proof of "Good Standing at CSU," and a copy of your grades from CSU Xpress, to ADM 306, Academic Affairs Office, Cook Administration Building.
5. Next, go to ADM 207, Financial Aid. You will receive a payment voucher.
6. Take the voucher to the cashier, ADM 211.
7. Don't forget your CSU ID. Thank You.

Appendix Q: Feedback Report on My Campus Based Supervisor—Summative Evaluation

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL. 773-995-2392 • FAX 773-995-2393

FEEDBACK REPORT ON MY CAMPUS-BASED SUPERVISOR

Major _____

Check all that apply: ___ Graduate ___ Undergraduate ___ Certification

All College of Education teacher preparation programs emphasize that teachers should thoughtfully reflect and continue to grow throughout their professional careers. For university supervisors, one source for supporting this professional growth is feedback from candidates about their experiences. Please complete both the checklist and comment sections for this feedback form and return to the Community Outreach & Field Placement Services, ED 322 before the close of the semester. In accordance with university policy, your university supervisor will receive a copy of this evaluation after you have completed the field experience requirements and have received your grade.

University Supervisor _____ Semester: Fall ___ Spring ___ Year _____

My University Supervisor worked with me in the following ways:

1. Planning (check all that apply)

- discussed my field experience with me
- defined his/her specific expectations and requirements for my field experience
- provided me with a written syllabus that outlined these expectations and requirements
- worked with my cooperating teacher/site supervisor and me to plan my individual program needs and schedule
- provided samples of the lesson plan format required by my program

2. Climate (check all that apply)

- created a professional atmosphere that supported open communication, dialogue, and discussion
- shared advice and constructive feedback with me on a regular basis
- kept in contact with me, as necessary, between visits and provided me with directions for contacting him/her in case of emergency
- encouraged my personal and professional growth as a developing teacher

3. Teaching (check all that apply)

- visited me an average of at least once every two-three weeks
- reviewed my lesson plans before observing me
- observed me teach one or more classes or activities during each visit
- conferred with my cooperating teacher and me during each visit, or scheduled another time to do so
- provided me with appropriate professional literature and other instructional resources, if necessary
- helped me interpret my plans and experiences in light of sound educational theory, research and practices
- arranged for other resources/support to help me with specific instructional problems, if necessary
- worked with me, my cooperating teacher, my program faculty, and other faculty if special concerns arose.

4. Reflection (check all that apply)

- provide ongoing feedback and helped me revise my goals as necessary
- completed at least four written observations, gave me a copy, and discussed these observations with me
- completed my mid-term and final evaluations
- conducted mid-term and final conferences with my cooperating teacher and me to evaluate my progress

General Comments and Suggestions:

I recommend this supervisor for future candidate placements.

I do not recommend this supervisor for future candidate placements.

Please write suggestions to help with future field experience students, especially for any items that were not checked above on the backside of this page:

Appendix R. Feedback Report On My Campus-Based Supervisor—Summative Evaluation

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

FEEDBACK REPORT ON MY FIELD-BASED SUPERVISOR

Major _____

Check all that apply: Graduate Undergraduate Certification

Chicago State University and the College of Education emphasize that teachers should thoughtfully reflect and continue to grow throughout their professional careers. For cooperating teachers and field-based supervisors, one source for supporting this professional growth is feedback from candidates about their experiences. Please complete both the checklist and comments sections of this feedback form and return to the Community Outreach & Field Placement Services, ED 322. Your feedback will not be shared individually with your cooperating teacher/field based supervisor. It will become part of a general summary that the College of Education will reflect on after you have completed your experience and received your final grade. Thank you for our assistance.

Field-Based Supervisor _____ Semester: Fall ___ Spring ___ Year _____

My Field-Based Supervisor worked with me in the following ways:

1. Academic Resources: (Check all that apply)

- provided me with textbooks and instructional manuals and resources
- provided me with a school curriculum guide and/or handbook
- made me aware of their school assessment plan
- made me aware of and provided me with the opportunity to use audio/ visual equipment
- made me aware of and provided me with the opportunity to use computer technology for tutorial, remedial, or enrichment activities
- made me aware of and provided me with the opportunity to use computer technology for instructional presentations
- made me aware of and provided me with the opportunity to attend workshops and/or institutes

2. Experiences (check all that apply)

- gave me an orientation to the school
- made me aware of their school philosophy and mission statement
- provided me with the opportunity to experience working with students of different backgrounds and cultures
- provided me with the opportunity to experience working with students who are academically challenged
- provided me with the opportunity to interact with parents at such times as Open House and parent conferences
- provided me with the opportunity to be creative and to experiment with my own teaching strategies and techniques
- provided me with the opportunity to meet with the principal/department chairperson
- provided me with the opportunity to be observed and/or evaluated by the principal/department chairperson
- made me feel a part of the professional staff

General Comments and Suggestions:

- I recommend this supervisor for future candidate placements.
- I do not recommend this supervisor for future candidate placements.

Please write suggestions to help with future field experience students, especially for any items that were not checked above on the backside of this page:

Appendix S. Feedback Report On My Field-Placement Site—Summative Evaluation

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
TEL. 773-995-2392 • FAX 773-995-2393

FEEDBACK REPORT ON MY FIELD PLACEMENT SITE

Major _____

Check all that apply: Graduate Undergraduate Certification

The College of Education Teacher Preparation Programs emphasize that all educators should thoughtfully reflect and continue to grow throughout their professional careers. Please complete both the checklist and comment sections of this feedback form and return to the Community Outreach & Field Placement Services, ED 322. Your responses will not be shared individually with these school sites; however, your feedback will help us determine the appropriateness of schools selected for future field experiences. Thank you for your assistance.

Site Name: _____ Semester: Fall Spring Year _____

My Placement Site:

1. Provided These Academic Resources:

- provided me with textbooks and instructional manuals and resources
- provided me with a school curriculum guide and/or handbook
- made me aware of their school site assessment plan
- made me aware of and provided me with the opportunity to use audio/ visual equipment such as video and overheads
- made me aware of and provided me with the opportunity to use computer technology for tutorial, remedial, or enrichment activities
- made me aware of and provided me with the opportunity to use computer technology for instructional presentations
- made me aware of and provided me with the opportunity to attend workshops and/or institutes

2. Provided These Experiences:

- gave me an orientation to the school
- made me aware of their school/ philosophy and mission statement
- provided me with the opportunity to experience working with students of different backgrounds and cultures
- provided me with the opportunity to experience working with students who are academically challenged
- provided me with the opportunity to interact with parents at such times as Open House and parent conferences
- provided me with the opportunity to be creative and to experiment with my own teaching strategies and techniques
- provided me with the opportunity to meet with the principal/department chairperson/others
- provided me with the opportunity to be observed and/or evaluated by the principal/department chairperson/others
- made me feel a part of the professional staff

General Comments and Suggestions:

- I recommend this supervisor for future candidate placements.
- I do not recommend this supervisor for future candidate placements.

Please write suggestions to help with future field experience students, especially for any items that were not checked above on the backside of this page:

College Directory of Programs and Advisors

Program	Advisor	Room	E-mail	Phone
Bilingual Education				
Career & Technical Education (CTE)	Joanne Kolacki	ED 223	jkolacki@csu.edu	773-821-2432
<ul style="list-style-type: none"> • Business Education Option 	Joanne Kolacki	ED 223	jkolacki@csu.edu	773-821-2432
<ul style="list-style-type: none"> • Family & Consumer Sciences Option 	Joanne Kolacki	ED 223	jkolacki@csu.edu	773-821-2432
<ul style="list-style-type: none"> • Industrial Technology Education Option 	Joanne Kolacki	ED 223	jkolacki@csu.edu	773-821-2432
Early Childhood Education	Danielle Barfield	ED 324	dbarefie@csu.edu	773-995-2390
<ul style="list-style-type: none"> • Child Studies Option 	Danielle Barfield	ED 324	dbarefie@csu.edu	773-995-2390
Elementary Education	Jennifer Jackson	ED 210	Jjacks65@csu.edu	773-821-2837
Health and Physical Education	Joanne Kolacki	ED 223	jkolacki@csu.edu	773-821-2432
Middle School Education	Jennifer Jackson	ED 210	Jjacks65@csu.edu	773-821-2837
Recreation	Joanne Kolacki	ED 223	jkolacki@csu.edu	773-821-2432
Secondary Education Options Programs K-12 and 6-12: Art ,Biology, Chemistry, English, Geography, History, Math, Music, Social Studies, Physics	Various Content Area Advisers in College of Arts and Sciences	Various Offices in Business & Health Sciences, Harold Washington and Science Buildings.		995-3600 and request to be connected with the department for the respective program.

**Community Outreach &
Field Placement Service Office**

Margaretann G. Connell
Coordinator
mconnell@csu.edu
(773) 995-3070

DeWitt Scott
Assistant Coordinator
dscott33@csu.edu
(773) 995-2129

Cassandra Riley
Administrative Secretary
criley@csu.edu
(773) 995-239
Room: ED 322

Certification Counselors

Barbara Belisle
Alternative Route and Graduate Certification
Counselor
bbelisle@csu.edu
(773) 995-2492
Room: ED 203

Melissa Baker
Secondary Education (K-12 & 6-12)
mbaker20@csu.edu
(773) 821-2455
Room: ED 201A

Debra Bell-Griffin
Elementary Education
dbell26@csu.edu
(773) 995-3688
Room: ED 210

**Teacher Development
Center/Professional Education and
Development Services**

Dr. Nancy Grim
Assistant Dean
ngrim@csu.edu
(773) 995-3971

Steve Damarjian
LiveText® Data Coordinator
livetext@csu.edu
(773) 995-2097
Room: ED 200

**Center for Integrating Technology Into
Education**

Lou Moore
Director
lmoore29@csu.edu
(773) 995-2348
Room: ED 306A

Alvin Richards
Technical and Networking Support
aricha25@csu.edu
(773) 995-2297
Room: ED203A

Graduate Programs

Doctoral Studies

Dr. Carol Schultz
Chairperson, Associate Professor
cschultz@csu.edu
(773)995-2092

Graduate Programs in Education

(Graduate Programs in Higher Education, Instructional Foundations, Physical Education, Special Education and Reading)

Dr. Cathryn Busch
Chairperson, Professor
cbusch@csu.edu

Library, Information and Media Studies

Dr. John Agada
Director, Professor
jagada@csu.edu
(773) 995-2503

College Administration

Dr. Sylvia Gist
Dean of Education
ED 320
s-gist@csu.edu
(773) 995-3988

Dr. Kimberly Edwards
Assistant Dean
COE Sexual Harassment & Discrimination Officer
ED 316
(773) 995-2218

Dawn Liddicoatt
Assistant to the Dean for Certification
and Accreditation
ED 218
m-liddicoatt@csu.edu
(773) 995-2810

Brief History of Chicago State University

Chicago State University's (CSU) roots reach deeply into Illinois' proud history of public education. Founded in 1867 in Blue Island, Illinois, as an experimental teacher training school, CSU is the state's second oldest public university in Illinois.. As Chicago became more ethnically, socially and economically diverse during the 20th century, CSU also changed by responding to demands of the Postwar World War II Era with a renewed commitment to innovation, diversity, academic excellence and community service.

From its meager beginnings in 1867 in a leaky railroad boxcar in Blue Island, CSU has grown with Chicago and the surrounding region. During the 1960s, CSU was principally a teacher training college with a predominantly European-American student body. Today, however, CSU is located on a picturesque urban campus of 161 wooded acres on Chicago's south side, services a diverse blend of predominantly African-American and Hispanic students, and has evolved into a comprehensive doctoral level university offering 36 undergraduate and 20 graduate degree programs to over 6,800 students through its colleges of Arts and Sciences, Business, Education, and Health Sciences, and its division of Continuing Education.

CSU plays a unique role in Illinois' public education history. The University successfully recruits and graduates talented students from diverse socio-economic backgrounds and "underserved" minority students who, because of inequality of access and opportunity, have been denied many of the economic, social and educational benefits enjoyed by the wider society. The student population is approximately 87 percent minority, and 72 percent female. Unlike other Chicago and surrounding area universities, the majority of CSU students do not fit the stereotype of the "traditional" college student. Many CSU students hold full-time jobs while taking full class loads each semester, a significant number of students come from disadvantaged economic backgrounds, and nearly 75 percent of all CSU students receive financial aid (Institutional Research, 2009).

The U.S. Department of Education, Office for Civil Rights, has certified CSU as a minority serving institution (MSI), although it was founded as a majority institution. A vast number of CSU students are graduates of the Chicago Public Schools system, are first-generation college students, and live within a 15-mile radius of the campus. Many students are self-supporting, older than traditional college-aged students and have family responsibilities. Approximately 64 percent of CSU's undergraduates are between the ages of 22-49 (Institutional Research, 2009).

CSU's success in providing access, retention and graduation for non-traditional populations has continued to place the University in a pivotal role in higher education, both regionally and nationally, because there is a universal recognition of the gradual but significant ethnicity shift unfolding in Illinois and across America. Indeed, the

implications of this trend will result in more African-American, Hispanic, and Asian students matriculating as the 21st century unfolds.

During the past 142 years, CSU has renewed itself as it has adapted to the changing nature of higher education, the shifting demands of society and the expanding knowledge base of the modern era. During the 1990s, it became apparent that the new millennium would present unprecedented challenges to the University in the form of greater competition for outstanding high school graduates, new requirements for state-of-the-art computer and information technology resources, and the need for new, modern buildings to accommodate growth in the different CSU colleges. The University met these challenges by reforming its business practices, renewing the emphasis on scholarly achievement and beginning a major infrastructural improvement effort that continues today.

Notes:

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