



# CHICAGO STATE UNIVERSITY

## STUDENT TEACHING HANDBOOK



**& Guidelines for Internships and Practicums**

# Spring 2021

**Compiled by**

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*Recent Handbook Revisions/ Updates:  
Fall 2018, Spring 2019, Spring 2020*

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**\*NOTE: edTPA IS MENTIONED THROUGHOUT THIS HANDBOOK. THIS TEACHER PERFORMANCE-BASED ASSESSMENT WILL BE WAIVED FOR SPRING 2021 BASED ON COVID19 GUIDELINES. SPECIFIC INFORMATION ON REQUIREMENTS WILL BE PROVIDED IN MEETINGS AND DOCUMENTS FOR THE SPRING STUDENT TEACHER II COHORT.**

## **Introduction--The Purpose of Student Teaching**

The purpose of this handbook is to provide information on Student Teaching/Clinical Practice experience (also known as Student Teaching I & II, Practicum and internship) and provide guidelines for candidates to apply educational theory in an off-campus classroom setting. The student teacher (intern) is responsible for guiding and directing the learning of students under the supervision and direction of a competent, licensed teacher (Cooperating Teacher).

Student Teaching/internships are cooperative ventures between Chicago State University and school systems (public and private). The venture includes a team approach to the development of a new teacher. As a result of the study of educational theory and its application in the school assignment, the student teacher will develop teaching techniques and philosophical tenets appropriate for a democratic society.

Student teaching is the final component of the pre-clinical experience. Candidates are required to complete the edTPA videotaping process along with 15 weeks (or program length confirmed by College of Education for the term) of seminar, observation, planning, teaching and managing the classroom. Student teaching is designed to provide the candidate with a carefully structured, closely supervised experience in classroom teaching. This culminating experience is considered the most important and memorable experience one has as he/she develops into a teacher. The experience provides opportunities to observe experienced teachers, practice new and emerging teaching skills, and apply knowledge gained from university coursework to the actual context of elementary and secondary schools. It also affords the opportunity to reflect upon the social, psychological and pedagogical aspects of the classroom.

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 cooperation and expertise of individuals at the university and in the field who direct and support the student teacher. This handbook is offered as a guide to all participants in this venture. It is intended to direct the final component of field experience and clarify policies, procedures, rules, and responsibilities that promote the professional development of novice teachers. This handbook is made available to all individuals involved in the student teaching experience, including but not limited to the student teacher, university supervisor (US) and Cooperating Teacher (CT).

## **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's mission through its efforts 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. The College of Education is committed to fostering effective practices in varied settings with 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.

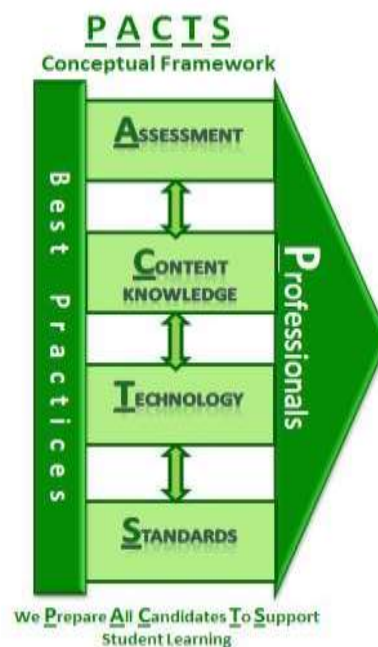
### **Mission of Community Outreach & Field Placement Services Office**

The mission of the Office of Community Outreach and Field Placement Services (COFPS) unit flows from the mission of Chicago State University and the College of Education. Using guidelines set forth by the State of Illinois and 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 promote student learning. COFPS operates on the belief that all children can learn. The staff is 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 student learning. 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 formed 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 of Education, 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 different intervals throughout their tenure in the College, candidates periodically self-assess their acquisition and mastery of these dispositions. Faculty also conduct entry, mid- and exit level disposition assessments of candidates. The pedagogical and general dispositions are provided in Live Text 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

		<u>Unacceptable</u> (1 point)	<u>Acceptable</u> (2 points)	<u>Target</u> (3 points)	Points Given
Element Assessed and Standards Aligned to it.					
<b>Part B. Professional Dispositions</b>					
<b>6.1-Learner and Learning:</b>					
6.1A	<b>Respects Diversity</b>  IPTS 1 ; INTASC 1;	The candidate does not address learners' differing strengths and needs and is not committed to using this information to further each learner's development.	The candidate adequately addresses learners' differing strengths and needs and is committed to using this information to further each learner's development.	The candidate consistently addresses learners' differing strengths and needs and is committed to using this information to further each learner's development.	
6.1B	<b>Uses Learners' Strength/ Misconceptions in planning instruction</b>  IPTS 1; INTASC 1;	The candidate does not use learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	The candidate adequately uses learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	The candidate consistently uses learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	
6.1C	<b>Takes responsibility for learners' performance</b>  IPTS 1; INTASC 1;	The candidate does not take responsibility for promoting learners' growth and development.	The candidate adequately takes responsibility for promoting learners' growth and development.	The candidate consistently takes responsibility for promoting learners' growth and development.	
6.1D	<b>Values Input/Contributions of others</b>  IPTS 1; INTASC 1;	The candidate does not value the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	The candidate adequately values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	The candidate consistently values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	
6.1E	<b>Believes all students can learn</b>  IPTS 1; INTASC 2;	The candidate does not believe that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	The candidate adequately believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	The candidate consistently believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.	

6.1F	<b>Respects all students as Individuals</b>  IPTS 1; INTASC 2;	The candidate does not respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The candidate adequately respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The candidate consistently respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	
6.1G	<b>Makes students feel valued</b>  IPTS 1; INTASC 2 ;	The candidate does not make learners feel valued and helps them learn to value each other.	The candidate adequately makes learners feel valued and helps them learn to value each other.	The candidate consistently makes learners feel valued and helps them learn to value each other.	
6.1H	<b>Values diverse languages/dialects</b>  IPTS 1; INTASC 2;	The candidate does not value diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	The candidate adequately values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	The candidate consistently values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	
		<b>Unacceptable</b> (1 point)	<b>Acceptable</b> (2 points)	<b>Target</b> (3 points)	<b>Points Given</b>
<b>Element Assessed and Standards Aligned to it.</b>					
6.1I	<b>Provides safe &amp; supportive Learning Environments</b>  IPTS 4; INTASC 3;	The candidate does not work with learners, colleagues, families, and communities to establish positive and supportive learning environments	The candidate adequately works with learners, colleagues, families, and communities to establish positive and supportive learning environments	The candidate consistently works with learners, colleagues, families, and communities to establish positive and supportive learning environments	
6.1J	<b>Values the role of Learners</b>  IPTS 4; INTASC 3;	The candidate does not values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	The candidate adequately values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	The candidate consistently values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	
6.1K	<b>Committed to Supporting Learners</b>  IPTS 4; INTASC 3;	The candidate does not support learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	The candidate adequately supports learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	The candidate consistently supports learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	

6.1L	<b>Fosters respectful communication</b>  IPTS 4; INTASC 3;	The candidate does not foster respectful communication among all members of the learning community.	The candidate adequately fosters respectful communication among all members of the learning community.	The candidate consistently fosters respectful communication among all members of the learning community.	
6.1M	<b>Good listener/observer</b>  IPTS 4; INTASC 3;	The candidate is not a thoughtful and responsive listener and observer.	The candidate is adequately a thoughtful and responsive listener and observer.	The candidate is consistently a thoughtful and responsive listener and observer.	
<b>6.2 - Content Knowledge:</b>					
6.2A	<b>Keeps abreast of new ideas</b>  IPTS 4; INTASC 4;	The candidate does not realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps does not keep abreast of new ideas and understandings in the field.	The candidate adequately realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	The candidate consistently realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	
6.2B	<b>Values Multiple perspectives</b>  IPTS 4; INTASC 4;	The candidate does not appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	The candidate adequately appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	The candidate consistently appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	
6.2C	<b>Addresses problems of bias</b>  IPTS 4; INTASC 4;	The candidate does not recognize the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	The candidate adequately recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	The candidate consistently recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	
6.2D	<b>Works towards Learner's Mastery of Content Skills</b>  IPTS 4; INTASC 4;	The candidate is not work toward each learner's mastery of disciplinary content and skills.	The candidate is adequately works toward each learner's mastery of disciplinary content and skills.	The candidate is consistently works toward each learner's mastery of disciplinary content and skills.	

		<u>Unacceptable</u> (1 point)	<u>Acceptable</u> (2 points)	<u>Target</u> (3 points)	Points Given
Element Assessed and Standards Aligned to it.					
6.2E	<b>Addresses local/Global issues</b>  IPTs 2; INTASC 5;	The candidate does not know how to use disciplinary knowledge as a lens to address local and global issues.	The candidate adequately explores how to use disciplinary knowledge as a lens to address local and global issues.	The candidate consistently explores how to use disciplinary knowledge as a lens to address local and global issues.	
6.2F	<b>Values knowledge out of her own area</b>  IPTs 2; INTASC 5;	The candidate does not value knowledge outside his/her own content area and how such knowledge enhances student learning.	The candidate adequately values knowledge outside his/her own content area and how such knowledge enhances student learning.	The candidate highly values knowledge outside his/her own content area and how such knowledge enhances student learning.	
6.2G	<b>Provides flexible learning Environments</b>  IPTs 2; INTASC 5 ;	The candidate does not value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The candidate adequately values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The candidate highly values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	
<b>6.3- Instructional Practice</b>					
6.3A	<b>Actively Engages Learners in Assessment</b>  IPTs 7; INTASC 6;	The candidate does not actively engage learners in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	The candidate adequately engages learners in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	The candidate consistently engages learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	
6.3B	<b>Aligns Instruction to Learning Goals</b>  IPTs 7; INTASC 6;	The candidate does not take responsibility for aligning instruction and assessment with learning goals.	The candidate adequately takes responsibility for aligning instruction and assessment with learning goals.	The candidate consistently takes responsibility for aligning instruction and assessment with learning goals.	
6.3C	<b>Provides effective feedback</b>  IPTs 7; INTASC 6;	The candidate does not provide timely and effective descriptive feedback to learners on their progress.	The candidate adequately provides timely and effective descriptive feedback to learners on their progress.	The candidate consistently provides timely and effective descriptive feedback to learners on their progress.	

6.3D	<b>Uses multiple assessments</b>  IPTS 7; INTASC 6;	The candidate does not use multiple types of assessment processes to support, verify, and document learning.	The candidate adequately uses multiple types of assessment processes to support, verify, and document learning.	The candidate consistently uses multiple types of assessment processes to support, verify, and document learning.	
6.3E	<b>Provides accommodations</b>  IPTS 7; INTASC 6;	The candidate does not make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate adequately makes accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	The candidate consistently makes accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	
		<b>Unacceptable</b> (1 point)	<b>Acceptable</b> (2 points)	<b>Target</b> (3 points)	<b>Points Given</b>
<b>Element Assessed and Standards Aligned to it.</b>					
6.3F	<b>Ethical Use of Various Assessments</b>  IPTS 7; INTASC 6 ;	The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	
6.3G	<b>Respects Learners Diverse needs</b>  IPTS 3; INTASC 7;	The candidate does not respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	The candidate adequately respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	The candidate consistently respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	
6.3H	<b>Plans Collaboratively</b>  IPTS 3; INTASC 7;	The candidate does not values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community	The candidate adequately values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community	The candidate consistently values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community	
6.3I	<b>Takes professional responsibility for planning</b>  IPTS 3; INTASC 7;	The candidate does not takes professional responsibility to use short- and long-term planning as a means of assuring student learning, and makes adjustments and revisions based on learner needs and changing circumstances..	The candidate adequately takes professional responsibility to use short- and long-term planning as a means of assuring student learning, and makes adjustments and revisions based on learner needs and changing circumstances..	The candidate consistently takes professional responsibility to use short- and long-term planning as a means of assuring student learning, and makes adjustments and revisions based on learner needs and changing circumstances..	

6.3J	<b>Makes adjustments based on needs</b> IPTs 3; INTASC 7;	The candidate does not believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	The candidate adequately believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances	The candidate consistently believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances	
6.3K	<b>Utilizes students' needs in planning</b> IPTs 3; INTASC 8;	The candidate does not understand and use student's diverse needs and strengths in planning and adjusting instruction.	The candidate adequately understands and uses student's diverse needs and strengths in planning and adjusting instruction.	The candidate consistently understands and uses student's diverse needs and strengths in planning and adjusting instruction.	
6.3L	<b>Utilizes students' needs in planning</b> IPTs 3; INTASC 8;	The candidate does not value different ways people communicate and encourage learners to develop and use multiple forms of communication.	The candidate adequately values different ways people communicate and encourage learners to develop and use multiple forms of communication.	The candidate consistently values different ways people communicate and encourage learners to develop and use multiple forms of communication.	
6.3M	<b>Utilizes students' needs in planning</b> IPTs 3; INTASC 8;	The candidate does not understand how the use of new and emerging technologies can support and promote student learning.	The candidate adequately understands how the use of new and emerging technologies can support and promote student learning.	The candidate proficiently understands how the use of new and emerging technologies can support and promote student learning.	
6.3N	<b>Utilizes students' needs in planning</b> IPTs 3; INTASC 8;	The candidate does not value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	The candidate adequately values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	The candidate consistently values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	
		<b><u>Unacceptable</u></b> (1 point)	<b><u>Acceptable</u></b> (2 points)	<b><u>Target</u></b> (3 points)	<b>Points Given</b>
<b>Element Assessed and Standards Aligned to it.</b>					
<b>6.4 – Professional and Ethical Practice:</b>					
6.4A	<b>Takes responsibility for student learning</b> IPTs 9; INTASC 9;	The candidate does not take responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	The candidate adequately takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	The candidate consistently takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	

<b>6.4B</b>	<b>Reflects on his/her own performance</b> <b>IPTS 9; INTASC 9;</b>	The candidate is not committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	The candidate is adequately committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	The candidate is highly committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	
<b>6.4C</b>	<b>Seeks Learning opportunities</b> <b>IPTS 9; INTASC 9;</b>	The candidate does not seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The candidate adequately seeks opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	The candidate consistently seeks opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice	
<b>6.4D</b>	<b>Understands professional expectations</b> <b>IPTS 9; INTASC 9;</b>	The candidate does not understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	The candidate adequately understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	The candidate consistently understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	
<b>6.4E</b>	<b>Shares responsibility</b> <b>IPTS 8; INTASC 10;</b>	The candidate does not share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	The candidate adequately shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	The candidate consistently shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	
<b>6.4F</b>	<b>Respects &amp; works with families</b> <b>IPTS 8; INTASC 10;</b>	The candidate does not respect families' beliefs, norms, and expectations and seeks to work collaboratively	The candidate adequately respects families' beliefs, norms, and expectations and seeks to work collaboratively	The candidate consistently respects families' beliefs, norms, and expectations and seeks to work collaboratively	
<b>6.4G</b>	<b>Takes initiative to grow</b> <b>IPTS 8; INTASC 10;</b>	The candidate does not take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The candidate adequately takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	The candidate consistently takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning	
<b>6.4H</b>	<b>Advances the profession</b> <b>IPTS 8; INTASC 10;</b>	The candidate does not take responsibility for contributing to and advancing the profession.	The candidate adequately takes responsibility for contributing to and advancing the profession.	The candidate consistently takes responsibility for contributing to and advancing the profession.	



6.4I	<b>Accepts challenge</b>  <b>IPTS 8; INTASC 10;</b>	The candidate does not accept the challenge of continuous improvement and change.	The candidate adequately accepts the challenge of continuous improvement and change.	The candidate consistently accepts the challenge of continuous improvement and change.	
<b>Total Points Given =</b>					
<b>Total Mean Score =</b>					
<b>KEY: Unacceptable = Mean Score of less than 2.0      Acceptable = Mean Score of 2.0 to 2.49      Target = Mean Score of 2.5 to 3.0</b>					

## College of Education Dress Code

Student teacher candidates shall act as role models by exemplifying the highest standard of professional appearance for the educational purposes of teaching community values and proper grooming and hygiene.

The dress and grooming of Chicago State University student teacher candidates shall be clean, neat, in a manner appropriate for their assignments, and in accordance with the following standards. *In general, anything that may cause PreK-12 students to be distracted should not be worn.* Professional dress is required at all times.

- Dresses and all outer garments shall fit properly and be of an acceptable length. Blouses and shirts should be long enough to ensure that bare skin is not exposed.
- Halters, tank tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps shall not be permitted. In addition, clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, or any controlled substances are unacceptable.
- If shirttails are made to be worn tucked in, they must be tucked in. If pants are designed to be worn with a belt, a belt or suspenders shall be worn at the proper place around the waist.
- No hats, caps or other head coverings shall be worn inside the building unless the covering is for a religious purpose or approved by the school.
- Hair shall be clean, neatly trimmed or arranged and well groomed.
- Beards and mustaches shall be allowed if they are neatly trimmed.
- Footwear shall exclude flip-flops and slippers.
- Items designed for night-wear (pajamas, night caps, etc.) shall not be worn.
- Clothing that reveals undergarments shall not be worn.
- Hemlines for skirts and dresses should be long enough not to be distracting.
- Shorts, leggings, warm-ups, spandex or similar tight pants, exercise clothes, or any garment that may appear to be an undergarment are unacceptable.
- Jeans may not be worn except on days designated by the principal or supervisor.
- Male student teacher candidates shall be expected to wear slacks and collared shirts or other appropriate professional attire. Ties are encouraged and may be required by the principal or supervisor. Acceptable alternatives for shirt and tie are polos, shirt and pullover sweater or turtleneck sweater/shirt and sport coat.
- Jewelry shall not be worn in a visible pierced area other than the ear.
- Tattoos must be covered.

### **Exceptions to Dress Code Guidelines**

1. Physical education student teacher candidates may choose to wear appropriate attire, approved by the College of Education, during the physical education instructional period.
2. Early Childhood & Art student teacher candidates shall comply with dress and grooming guidelines specified by their University Supervisors and Cooperating Teachers.
3. Exceptions to these general guidelines are to be made as necessary to allow student teacher candidates to observe religious customs or beliefs and as necessary to accommodate medical needs.

### **Student Teaching Provisions**

#### **Eligibility Criteria**

Student teaching applicants should consult with their advisors to assure that they are eligible to student teach, that courses are appropriately completed, and all pre-requisites are met or will be met prior to student teaching. Qualified candidates are required to attend a Student Teaching Application Meeting one semester preceding the term they expect to student teach. The specific dates are published via email. Students must adhere to application criteria and deadlines. Students will need to reapply the following semester if they don't meet application deadlines.

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

- \_\_\_\_1. been admitted into the College of Education.
- \_\_\_\_2. attained a minimum GPA for Program, which comprises all requisite coursework in the program, all required program coursework in the area of specialization or concentration; and all coursework in professional education
- \_\_\_\_3. completed all program course work and all university course and departmental requirements.
- \_\_\_\_4. completed a minimum of 100 clock hours of pre-clinical field experience.
- \_\_\_\_5. passed the Illinois Content-Area Test for the subject area(s) to be taught.

- \_\_\_\_6. current documentation presented to the Chicago Public Schools based on the guidelines and requirements for Student Teacher Candidates. These documents will include (and not be limited to) a cleared background check at the State and Federal levels and a current tuberculin PPD (also known as purified protein derivative) showing negative results.
- \_\_\_\_7. a signed copy of Article 21 of the Illinois School Code on file in the Community Outreach & Field Placement Services. (Part of Student Teacher Application)
- \_\_\_\_8. successful completion of the Illinois Department of Children and Family Services (DCFS) Mandated Reporting Training and Certification.
- \_\_\_\_9. successful completion of the School Safety Training Module. The online Safety Training Module can be accessed at:  
<http://www.csu.edu/collegeofeducation/students/pdf/safetymodule.pdf>
- \_\_\_\_10. candidates for student teaching must have completed all methods courses.

### **Placement Procedures**

The coordinators of COFPS will assign student teaching sites that provide a wide range of experiences in various geographical settings that include multicultural and exceptional populations, have curricula and developmentally appropriate programs consistent with the requirements of Chicago State University, and provide a diverse classroom and community environment for our candidates. Distance traveled will be given special consideration. Since many factors are considered, student teachers are not permitted to arrange for their own placement. Changes in placements typically will not be made once sites have been confirmed.

#### **B. Requirements for Student Teacher Candidates**

Student teacher candidates. Student teacher candidates will not be assigned to a school where any of their children currently attend. All candidates are responsible for their own transportation to and from the placement field site.

#### **C. Requirements for Student Teacher Candidates (Options Program):**

Full-time substitute teachers enrolled in a master's degree or non-degree licensure program for initial licensure may qualify for a student teaching option in their own classroom without relinquishing their position or salary if they meet the following criteria:

- Minimum grade point average of 3.0 in each of the following areas: all coursework required in the program, in the area of specialization or concentration, and in professional education.
- Minimum of six semesters of full-time teaching experience with total responsibility for an assigned classroom.
- Classroom assignment matching the area of licensure the semester before student teaching.
- Three positive evaluations of classroom teaching performance from the current school principal and one from the campus-based internship supervisor.
- Request from school's principal for student teaching placement in current classroom and identification of a site-based supervisor.
- Recommendations from two teaching colleagues in the school.
- Proof of professional development outside of coursework in the form of in-services, workshops, conferences, and/or membership in professional organizations.
- Portfolio of sample curriculum materials, lesson plans, and an analysis and reflection to demonstrate a meaningful impact on student learning or the learning environment.
- Completion of 50 secondary and 50 elementary field experience hours (by students in K-12 programs only).
- Minimum of 100 field experience hours in public schools if student teaching assignment is in a private school (no field experience hours can be waived for teaching experience).

For additional information about the student teaching option program, contact the Community Outreach & Field Placement Services, ED 322, (773) 995-2570.

### **Qualification of Cooperating Teacher**

To ensure the best possible experience for student teacher candidates, Cooperating Teacher must: be state certified in the subject being taught, have 3 years of experience in the subject area being taught, have a Master's degree, and be rated as an excellent teacher based on annual rating.

### **Attendance at Field and University Sites**

*Student Teaching is a 15-week (or program length confirmed by College of Education for the term) – 5- day-a-week – Full-Time - Field Experience*

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 cases of unexpected absences (illness, death in immediate family, or other extreme circumstances), the Cooperating Teacher, site administrator, and the university 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.** Teacher candidates 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 seminar. Attendance is validated using Student Teacher Time Report document (Live Text).

#### **D. Length of School 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.

#### **E. 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. 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 Cooperating Teacher, and submitted to the university supervisor for weekly review.

#### **Sixteen-Week Student Teaching Schedule (or program length confirmed by College of Education for the term)**

The following shows the spring 2021 student teaching schedule. This (proposed) 15-week schedule is subject to change depending on the year and opening day of the various schools.

**Student Teaching Calendar: – January 19 – April 30, 2021**

**University Supervisor Meeting-January 22, 2021**

**Student Teacher Orientation – January 21, 2021**

**Cooperating Teacher – TBD**

**1st Placement 8 Weeks: January 19 – March 12, 2021**

**2nd Placement 7 Weeks: March – April 30, 2021**

## **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 at all times while he or she is interfacing with student learners.

## **Course Load while Student Teaching**

Additional courses cannot be taken with student teaching without prior approval from the Admissions and Standards Committee. On occasion, a candidate may be granted special permission to take a course with 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 and the candidates are notified in writing of the Committee's decision whether a course can be taken with student teaching.

## **Classroom/Teaching Responsibilities**

Student teachers, cooperating teachers and university supervisors 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 15 weeks of student teaching.

Week 1--The first phase of student teaching is a period of guided observations and Cooperating Teacher 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 Cooperating Teacher, individual students and small groups. Begin to work on your designated subject to teach.

Week 2--Begin teaching one subject following the Cooperating Teacher's plans and record keeping. With the permission of the Cooperating Teacher, gradually take on teaching responsibilities and classroom supervision in the everyday classroom routine, such as attendance.

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

Week 4--Continue to phase in additional classes/subjects as you assume teaching responsibilities for the full day.

Weeks 5 – 15

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

**Secondary** - Continue to phase in additional classes and responsibilities. Your Cooperating Teacher will be leaving the classroom for periods of time so that you can assume full classroom responsibility.

The last week of each placement should consist of relinquishing teaching and other class responsibilities back to the Cooperating Teacher, final conferences and culminating activities. Student teacher seminar attendance is a requirement for the entire program.

## **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 Evaluation Report (COE III and COE IV) will be completed by the Cooperating Teacher and submitted electronically or hard copy if necessary. 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 each will use these criteria in assessing the student teacher's progress. The student teacher is responsible for submission of the evaluation report to the university supervisor.

University 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 the student teaching experience and meeting the Illinois Professional Teaching Standards, Core Technology Standards, Interstate Teacher Assessment and Support Consortium (InTASC) and Core Language Arts Standards as evidenced by a passing score on the edTPA\* Assessment.

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

- ✓ **Fall semester student teaching - Final submission date (as set by instructor)**
- ✓ **Spring semester student teaching - Final submission date (as set by instructor)**

### **F. Guidelines for University Supervisors Issuing "I" Grades for Student Teachers Who Have Not Passed the edTPA\* Test**

University supervisors should not issue final grades for students who have not passed the appropriate edTPA\* Assessment. These students must receive a grade of "Incomplete."

1. University Supervisors will follow the CSU guidelines for changing "I" grades. Students will be assigned a grade when they complete all requirements.
2. University Supervisor will submit a copy of the grade change to the Registrar's Office, where the "I" grade will be entered by Registrar Personnel.

## **G. "I" Grade Assignment Exceptions**

Under special circumstances, the grade of **I** (Incomplete) may be submitted for candidates who show potential for passing student teaching and completing the program or who pass the test but need additional experience in the classroom setting.

Candidates who are given a grade of "I" because they show potential, but need additional experience 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, who demonstrates unsatisfactory progress or a deficiency in one or more areas, may be referred by their university supervisor to:

- a) complete a remediation agreement, and
- b) receive an incomplete grade.

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, 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.*

## **Assessment Benchmarks and Code of Conduct**

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 licensure, 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 licensure

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 (ASC) 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, Cooperating Teacher and university supervisor. The responsibilities

for each of the three parties that follow only list a few of the many expectations for the parties in this tripartite arrangement. The list includes (but is not limited to):

### **H. 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 university supervisor if you have questions about 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 professors, field-based and university supervisors. These should be placed in your professional portfolio. In addition, career development provides resources by sponsoring seminars throughout the year on resume writing and interviewing skills.

### **Cooperating Teacher Responsibilities**

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

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 teacher candidate gradually assumes classroom responsibilities, the Cooperating Teacher is asked to:

- a) make sure teacher candidate 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 teacher candidate to be creative and to use a variety of teaching methods and materials.
- e) observe and critique the student's teaching strategies.
- f) complete the Student Teacher Time Report, the Student Teacher Evaluation Report based on the Illinois Professional Teaching Standards and InTASC Standards at least three times in a 15 week placement and two times in an eight week placement.
- g) keep the university 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 candidate needs to be involved as soon as possible and is encouraged by the university to take initiative. The student teacher candidate needs to have full teaching responsibility of the classroom for a minimum of four weeks (elementary) or more (secondary).

The Cooperating Teacher is asked to eventually leave the student teacher candidate 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 Chicago State University student assigned to a classroom as a student teacher, the classroom teacher receives one three credit hour waiver for a class that is transferable to another teacher at the school if he/she does not use it. The recipient must have a bachelor's degree. Please refer to the Tuition Waiver Policy. Or the teacher can receive Continuing Professional Development Units if that is preferred. The teacher will receive 15 CPDUs for a 7-8-week placement and 30 CPDUs for a 14-15 week placement.

### **University Supervisor Responsibilities**

The University 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 semester. Complete the University Supervisor's Evaluation by completing COE III and COE IV and other written evaluations. During these visits, the University Supervisors will also meet with the Cooperating Teacher, as needed.

The university supervisor will strive to make the student teaching experience as beneficial as possible. To do this the university 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, Cooperating Teacher and other parties as needed.
- e) review the Student Teacher Time Report.

- f) evaluate the Professional Teaching Portfolio using the COE Scoring Guide for the Professional Teaching Portfolio. (See LiveText).
- g) evaluate the candidate's dispositions using the Scoring Guide for the Professional Dispositions (see LiveText).
- h) submit all permanent record file copies of the student teaching documentation (see LiveText) at mid-term and at the final. For those student teachers candidates that will complete their experiences in two different settings, (i.e., Early Childhood, Elementary Education, Physical Education, Music, LIMS, Art 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 15 weeks.
- i) Talk to the candidate about their edTPA timeline, concerns and provide supportive feedback.
- j) submit mid-term and final grade reports.

### **Placement Information: Field Experience Agreement and Cooperating Teacher (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 Cooperating Teacher. 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 Cooperating Teacher 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 15-week student teaching experience, teacher candidates are asked to provide feedback of their university supervisor(s), Cooperating Teacher(s) and the field experience site (see LiveText.) Data collected is reviewed and compiled to assist the College of Education and the Community Outreach & Field Placement Services in selecting future placement sites, Cooperating Teachers and university 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 gauge their impact on the student learner and the learning environment and account for this impact. This requirement calls for teachers to 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 Teaching Standards and InTASC 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.

### **edTPA (Teacher Performance Assessment)-CHANGES Will OCCUR TO THIS REQUIREMENT DUE TO COVID GUIDELINES**

Authored and developed by a team of Stanford University researchers, with substantive advice from teachers and teacher educators, edTPA is designed to be used as a portfolio- based assessment for pre-service teacher candidates. Aligned with the Common Core and InTASC Standards, the edTPA assesses high leverage teaching behaviors that focus on student learning.

The edTPA is intended as a multiple measure system to assess teacher quality. Students must successfully pass edTPA to receive licensure.

The edTPA assessment identifies and collects subject specific evidence of effective teaching that is drawn from a learning segment 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from their actual teaching during a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on student learning strengths and needs. Candidates' evidence is evaluated and scored on multiple measures within five dimensions of teaching.



1. Planning Instruction and Assessment establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignments/ assessments, as well as a planning commentary that justifies the plans based on the candidate's knowledge of diverse students' learning strengths and needs. Candidates demonstrate how their plans are aligned with content standards (e.g. Common Core); build upon students' prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.

2. Instructing and Engaging Students in Learning includes one or two unedited video clips of 15---20 minutes from lessons taught in the learning segment, and an instruction commentary analyzing how the candidate engages students in learning tasks and activities. Candidates also demonstrate how they elicit and monitor student responses to develop deep subject matter understandings.

3. Assessing Student Learning includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns specific strengths and needs of two focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with various learning needs. Candidate will summarize the performance of the entire class.

4. Analysis of Teaching Effectiveness includes a commentary explaining which aspects of the learning segment were effective (for whom and why), and what the candidate would change across the lessons to improve student learning.

5. Academic Language Development is evaluated based on the candidate's ability to support students' use of language (subject specific vocabulary and processing and production of oral/written texts) to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples or video recordings of student engagement.

6. The Chicago State University Teacher Preparation Program adheres to the University policies included in the student Code of Conduct. For more information visit-

<http://www.csu.edu/dosa/dean/students/studentpolicies.htm> and click on student Code of Conduct; Article X: Student Policies and Procedures- Acts of Non-Academic Misconduct.

*Please refer to the edTPA handbook for more information on edTPA instruction.*

Stanford Center for Assessment, Learning and Equity (SCALE) June 2015

<http://edtpa.aacte.org/>  
<http://www.edtpa.com>

### **Curriculum Development and Implementation**

Lesson planning is critical for successful teaching. Writing a lesson plan helps to clarify ideas and provides a guideline for covering content. Lesson plans must meet the expectations of the university, school, field-based and university supervisors and be aligned with the Illinois Professional Teaching Standards and InTASC. All candidates are required to write lesson plans that include expected measurable outcomes for students 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 Cooperating Teacher and university supervisor prior to teaching any lesson. It is the teacher candidate's responsibility to make lesson plans available to the university supervisor upon a site visit.

### **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. All programs require a Professional Teaching Portfolio during the student teaching clinical experience. Currently, 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 provided. LiveText® can be accessed at <https://c1.livetext.com>.

All teacher candidates are required to submit their electronic Professional Teaching Portfolio as a final requirement for both student teaching and for the program during Student Teaching I. The portfolio is designed to capture candidate work samples from the entire educational experience. The evidence is a mixture of required documents chosen by the candidate to demonstrate that they meet or exceed the acceptable level criteria for each of the IPTS InTASC standards. In addition, candidates are asked to capture work samples from the student teaching experience. 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 Professional Portfolio and Dispositions Scoring Guide (see LiveText).

# Addendum

## Additional Questions on Placement Process

1. Prior to beginning his or her student teaching placement, students are required to have undergone a successful background check and fingerprinting (as well as other applicable screenings and or immunizations required) as may be required by the district.
2. Students can student teach at a parochial or private school, however, in order to do so the school:
  - a. In order to host a teacher candidate, the school must be accredited.
  - b. Students can be placed in a parochial or private school only upon request by the teacher candidate.
  - c. Supervision and evaluation of teacher candidates in a parochial or private school setting must be based on the same criteria as those teacher candidates placed in public schools.

## **EXHIBIT 1.--Student Teacher Evaluation Form (COE III)**

### **COE ASSESSMENT# III: ABILITY TO PLAN INSTRUCTION**

In assessing ability to plan instruction, the College of Education utilizes performance related to five differentiated lesson plans candidates are required to prepare and then teach during their Internship and/or Student Teaching Experience. To give you a:

#### **A. Brief Description of this Assessments and Its Use in the College:**

Candidates enrolled in the Student Teaching/Internship Experience are expected to write differentiated lesson plans and implement them in a variety of classroom settings where they are expected to work with students.

These candidates are required to plan and carry out model lesson plans in the following areas:

- ◆ Mathematics
- ◆ Reading/Literacy
- ◆ Social studies
- ◆ Science

For those students identified as having special needs the following are also required:

- ◆ Independent Living Skills; and
- ◆ Vocational Skills.

The concepts and skills covered in these model lesson plans are taught to students with diverse learning needs in a variety of elementary and high school classroom settings where the candidate is placed for the internship experience.

Candidates are observed and evaluated by a university-based supervisor and a cooperating teacher, using the **assessment of lesson planning rubric** provided in **Section B- Part III** of this report, for the purpose of determining whether the instruction provided is adapted to the needs of students including those students with exceptional learning needs.

Candidates enrolled in our program are expected to collect data needed for writing their **teacher work sample**, a key assessment project submitted as the **fifth assessment** in this report.

Candidates write a reflective statement related to each lesson plan, describing problems the students experienced, procedures they used in dealing with these issues, and critiquing how well the individuals mastered concepts taught, and the effectiveness of their instructional strategies.

Before this information can be written, candidates are taught how to systematically design and adapt their lesson plan by:

- a) Understanding how the general education teacher plans lessons;
- b) Understanding how to use a simulated student IEP to address specific goals and objectives within this general education model. This activity is done by teaching our candidates how to use the *Task Analysis* methodology to adapt specific activities in the original lesson for students with exceptional learning needs. During this process, research based instructional strategies and approaches for modifying and adapting instruction are used.

In compiling data pertaining to our candidate's ability to plan instruction, the Special Education Program (based on the rating system used by the unit) ranks candidates' performance as:

- ◆ **Target:** means the teacher candidate **has extensive knowledge/performed proficiently well** as he/she received a **total mean score between 2.5 to 3.0**;

- ◆ **Acceptable:** means the teacher candidate **has adequate knowledge/performed sufficiently well** as he/she received a **total mean score between 2.0 to 2.49**; and
- ◆ **Unacceptable:** means the teacher candidate **has limited knowledge/requires intervention** as he/she received a **total mean score below 2.0**.

Candidate performance, in relation to each standard and sub-element assessed, is also tracked and documented for the purpose of determining areas where program improvements are needed.

Information provided in **Section B - Part I, II, and III below** indicates the Illinois Professional teaching standards (IPTS), InTASC, and elements measured by this project, instructions scorers and candidates are given, and the rubric used in measuring performance.

## **B. Attachment of the Assessment Documentation, Including:**

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### **Part I: Instructions Scorers are Given:**

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# CHICAGO STATE UNIVERSITY

Office of Field Placement  
9501 S. King Drive/ED322  
Chicago, Illinois 60628-1598  
TEL 773.995.2570/FAX 773.995.2393

Dear University Supervisor/Cooperating Teacher,

Thank you so much for your willingness to be a part of the rich tradition of teacher preparation at Chicago State University's College of Education. Serving as a mentor for a student teacher makes a contribution not only to that person's development but also to the profession as a whole. If we are to prepare the kind of educational leaders our schools require, we must have the kind of nurturing, yet challenging, support that only an accomplished educator like you can give.

As a partner with the College of Education we ask you to assess your Student Teacher/Intern's ability to plan instruction using the **Lesson Planning Rubric** provided in **Part-III below**. Candidate performance, as far as this rubric is concerned, will be ranked as:

- ◆ **Target:** means the teacher candidate **has extensive knowledge/performed proficiently well** as he/she received a **total mean score between 2.5 to 3.0**;
- ◆ **Acceptable:** means the teacher candidate **has adequate knowledge/performed sufficiently well** as he/she received a **total mean score between 2.0 to 2.49**; and
- ◆ **Unacceptable:** means the teacher candidate **has limited knowledge/requires intervention** as he/she received a **total mean score below 2.0**.

Data collected through this formative assessment instrument will enable the College of Education determine how well candidates prepared through our teacher training programs demonstrate the knowledge and skills needed to effectively plan and implement instruction, and the commitment needed to afford all PreK-12 students with general and diverse learning needs access to rigorous college-and-career-ready standards. This information will, then, be used to make programmatic decisions/ changes in part, by identifying area(s) the majority of our candidates are proficient in, and area(s) candidates need more support.

Your service is invaluable, and we thank you for all that you do to help our student teachers become excellent teachers.

Sincerely,

Dr. Carolyn Theard-Griggs  
Dean, College of Education.

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### Three Differentiated Lesson Plans Completed During the Student Teaching/Internship Experience

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## **Part II: Instructions Candidates are given, for Completing their Lesson Plans during the Internship/Student Teaching Experience:**

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The purpose of this assessment, which ranks your performance as:

- ◆ **Target:** means the teacher candidate **has extensive knowledge/performed proficiently well** as he/she received a **total mean score between 2.5 to 3.0**;
- ◆ **Acceptable:** means the teacher candidate **has adequate knowledge/performed sufficiently well** as he/she received a **total mean score between 2.0 to 2.49**; and
- ◆ **Unacceptable:** means the teacher candidate **has limited knowledge/requires intervention** as he/she received a **total mean score below 2.0**.

is to determine how well you demonstrate the knowledge and skills needed to effectively plan and implement instruction, and the commitment needed to afford all P-12 students with general and diverse learning needs access to rigorous college-and-career-ready standards.

Experience gained through this project is designed to prepare you for writing more detailed instructional units for teaching students with general and diverse learning needs during your professional experience.

In particular, you will be expected to design five differentiated lesson plans, (using the **edTPA Lesson Plan Template** given below), featuring concepts related to the general education curriculum, and then, modify these lesson plans for individual students you will be working with during your Student Teaching experience.

Before you start writing your lesson plans, we will start with a discussion pertaining to how to prepare and/or design effective differentiated lesson plans by:

- a) Understanding how the general education teacher plans his or her lesson for a select group of children without disabilities; and by
- b) Understanding how to use a simulated student IEP to address specific goals and objectives.

To be more specific, you will be taught how to use the **Task Analysis** method to adapt specific activities in the original lesson plan for students with disability. During this process, research based instructional strategies and approaches for modifying and adapting instruction will be used.

Once these activities are completed, you will be asked to start writing your own lesson plans using the format given below, ensuring you describe all the information required in each section (in details). After your lesson plan is implemented, you will also be expected to write a reflective statement related to each lesson plan, describing problems the students you worked with experienced, procedures you used in dealing with these issues, and critiquing how well the individuals you worked with mastered concepts taught, and the effectiveness of your instructional strategies.

As you determine how to prepare your lesson plans and implement them, you will also be expected to collect data needed for writing your **Candidate Work Sample**, a key assessment project you will be expected to complete during your Student Teaching-1/Internship experience. Specific instructions pertaining to this project will be provided later on, when we discuss the requirements for your Student Teaching-1 experience.



In general, the lesson plan format given below outlines conceptual factors you will need to include and describe in your five differentiated lesson plans which must focus on **two or more of the following areas**:

- ◆ Literacy;
- ◆ Mathematics;
- ◆ Social studies;
- ◆ Science;
- ◆ Independent Living Skills; and
- ◆ Vocational Skills.

The concepts and skills covered in your five model lesson plans will then have to be taught to students with general and exceptional learning needs in a variety of elementary and high school classroom settings where you will be placed for your Student Teaching experience.

As you implement these lesson plans, your performance will be evaluated by a university supervisor and cooperating teacher assigned to observe you, using the lesson plan and the assessment of effective practice rubrics provided below, for the purpose of determining whether the instruction provided is adapted to the needs of students with exceptional learning needs, and whether you are utilizing appropriate instructional techniques geared towards teaching information specified in the general education curriculum and your students' individualized education plans.

After each lesson plan is implemented, you will also be expected to write a reflective statement related to each lesson plan, analyzing and critiquing how well the students you worked with mastered concepts taught, and identifying problems the students you worked with experienced, in addition to the steps/procedures you used in dealing with these problems, and how effective your instructional strategies were.

### edTPA Lesson Plan Template

Teacher Candidate: _____		Grade: _____	Date: _____	Lesson 1_ of 5_
Content Area(s): _____		Unit/Sequence of Lesson(s): _____		
Lesson Title: _____		Cooperating Teacher Approval/Date: _____		
<b>Learning Central Focus</b>				
<b>Essential Question(s):</b>	1. 2. 3.			
<b>Learning Objective(s)/Goal(s):</b>	1. 2. 3.			

<p>State Standard(s) /Learning Objective(s)/ Goal(s) (primary &amp; secondary)</p> <p>Illinois Learning Standards - <a href="https://www.isbe.net/Pages/Learning-Standards.aspx">https://www.isbe.net/Pages/ Learning-Standards.aspx</a></p>	<p><u>Primary Learning Standard(s):</u></p> <p><u>Secondary Learning Standard(s):</u></p> <p><u>Secondary Learning Standard(s):</u></p>
<p>IEP Goal(s)/(Smart Goal Format) Lesson <u>  1  </u> of <u>  5  </u></p>	
<p>Planned Support/ Accommodations/ Modifications (may be the same across lessons)</p>	
<p>Required Instructional Material/Resources:</p>	
<p>Technology:</p>	
<p><u>Academic Language</u> Need(s)/Demand(s)</p>	
<p>Language function? Demonstrate</p>	
<p>Content specific terms (vocabulary)</p>	

<p><b>What specific way(s) will students need to use language (reading, writing, listening, and/or speaking)</b></p>	<p><b><u>Reading:</u></b></p> <p><b><u>Writing:</u></b></p> <p><b><u>Listening:</u></b></p> <p><b><u>Speaking:</u></b></p>
<p><b>How will you support students/the focus learners – to use the language associated with the language function and other demands</b></p>	

**Assessments:** Describe the tools/procedures that you (the teacher candidate) will be using in this lesson to monitor students' learning objective(s). **Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.**

Assessment Type	Description of Assessments	Differentiation of Instruction (Accommodations/Modifications Needed)	Evaluation Criteria
Informal Pre/Post Assessment	Pretest:		
	Posttest:		
Formal Pre/Post Assessment	Pretest:		
	Posttest:		

**Instructional Strategies and Learning Experience:** Description of what you/the teacher candidate will be doing and/or what the students will be doing

Introductory Experience 5 to 10 Minute(s)	Materials/Resources	Planned Support
Main Experience (List the Steps) 30 Minute(s)	Materials / Resources	Planned Support
<u>Link:</u>		
<u>Teaching Point:</u>		
<u>I do/modeling:</u>		
<u>We do:</u>		
<u>Activity:</u>		
• <u>You do:</u>		

**Theoretical Principles and/or Researched Based Methods**

Why are the learning tasks for this lesson appropriate for the students you taught?

Consider the classroom context, students' schema, and developmental level.

Blooms Taxonomy Verbs

**Closing Experience**        5   Minutes

Summarize what was learned or done in the lesson.

Students' reflection on the learning.

**Students Data Collected** (not to be completed until after the lesson has been taught)  
To be collected after the lesson has been taught, but prior to the teacher candidate reflection.

**What students' data has been collected?**

**What does the data reflect?** What is your interpretation of the data?

**How does the data connect to the lesson objective/goal?**

**Reflection and Analysis of Teaching:** To be completed after the lesson has been taught.

**What worked? What didn't?**

**Adjustments:**

**Proposed Changes:**

**Justification:**

**Part III: ASSESSMENT OF LESSON PLANNING RUBRIC - (COE – 3\*)**

**RUBRIC USED TO GRADE LESSON PLANS  
COMPLETED DURING THE INTERNSHIP/STUDENT TEACHING EXPERIENCE – COE – 3**

Candidate's Name: \_\_\_\_\_ Grade/Subject Area(s) Taught: \_\_\_\_\_ School: \_\_\_\_\_

University Supervisor's Name: \_\_\_\_\_ Cooperating Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Semester completed: \_\_\_\_\_ Course/Section No: \_\_\_\_\_ No. of formal observations this evaluation is based on: \_\_\_\_\_

**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: \_\_\_\_\_

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

Observed: Class Lesson \_\_\_\_\_ Class Activities: \_\_\_\_\_ Testing Procedures \_\_\_\_\_ Room Management Activities \_\_\_\_\_ Monitored/Assisted \_\_\_\_\_  
 Tutored \_\_\_\_\_ Coached \_\_\_\_\_ Worked with Individual student \_\_\_\_\_ Worked with Paired Groups \_\_\_\_\_ Worked with Small Groups \_\_\_\_\_  
 Worked with Ability Group \_\_\_\_\_ Worked with Cooperative Groups \_\_\_\_\_ Worked with Collaborative Group \_\_\_\_\_ Worked with Jig-saw Groups \_\_\_\_\_ Taught whole-Class \_\_\_\_\_  
 Other (Please explain) \_\_\_\_\_

**Using the rubric provided below, please rate the candidate's performance/ ability to plan and implement lesson plans (based on the elements specified below):**

	Unacceptable (1)	Acceptable (2)	Target (3)
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**Element Assessed and Standards Aligned to it.**

**Section A: Learner and Learning:** To ensure each student learns new knowledge & skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.

<p><b>COE 3.1A – Develops appropriate Instructional Objectives</b></p> <p><b>IPTS 1</b> <b>INTASC 1</b></p>	<p>The candidate has limited knowledge of how to create developmentally appropriate instruction because he/she provided poorly written learning objectives that are not measurable and inappropriate for the subject area/developmental level of learners.</p>	<p>The candidate has adequate knowledge of how to create developmentally appropriate instruction because he/she provided sufficiently written learning objectives that are measurable and appropriate for the subject area/developmental level of learners. Most objectives identify the criteria for student mastery.</p>	<p>The candidate has extensive knowledge of how to create developmentally appropriate instruction because he/she provided proficiently written learning objectives that are measurable and appropriate for the subject area/developmental level of learners. Each objective contains the criteria for student mastery.</p>
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	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.2A – Aligns Lesson Plan with National/State Standards, and/or I.E.P. Goals</b>  <b>IPTS 1</b> <b>INTASC 2</b>  <b>Diversity</b>	<p>The candidate has limited content knowledge and understanding of how to plan instruction related to students' individual differences, (including learners with disabilities and giftedness), as he/she failed to align lesson plan with state/national standards, and/or I.E.P goals and objectives.</p>	<p>The candidate has adequate content knowledge and understanding of how to plan instruction related to students' individual differences, (including learners with disabilities and giftedness), as he/she sufficiently aligned lesson plan with state/national standards, and/or I.E.P goals and objectives.</p>	<p>The candidate has extensive content knowledge and understanding of how to plan instruction related to students' individual differences, (including learners with disabilities and giftedness), as he/she proficiently aligned lesson plan with state/national standards, and/or I.E.P goals and objectives.</p>
<b>COE 3.3A– Provides Accommodations &amp; Modifications based on information collected through assessment data</b>  <b>IPTS 1</b> <b>INTASC 2</b>	<p>The candidate has limited knowledge of how to use assessment data to design, adapt, and deliver instruction that addresses the strengths and needs of students in his/her classroom because he/she failed to make appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for students with particular learning differences or needs.</p>	<p>The candidate has adequate knowledge of how to use assessment data to design, adapt, and deliver instruction that addresses the strengths and needs of students in his/her classroom because he/she sufficiently made appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for students with particular learning differences or needs.</p>	<p>The candidate has extensive knowledge of how to use assessment data to design, adapt, and deliver instruction that addresses the strengths and needs of students in his/her classroom because he/she proficiently made appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for students with particular learning differences or needs.</p>
<b>COE 3.4A– Manages the Learning Environment, Materials, &amp; Resources</b>  <b>IPTS 4</b> <b>INTASC 3</b>	<p>The candidate has limited knowledge of how to manage the learning environment, materials, and resources effectively because he/she failed to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p>	<p>The candidate has adequate knowledge of how to manage the learning environment, materials, and resources effectively because he/she actively, equitably, and sufficiently engaged learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p>	<p>The candidate has extensive knowledge of how to manage the learning environment, materials, and resources effectively because he/she actively, equitably, and proficiently engaged learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p>
<b>COE 3.5A –Uses Instructional Technology</b>  <b>IPTS 4</b> <b>INTASC 3</b>  <b>Technology</b>	<p>The candidate has limited knowledge of how to use technologies and guide learners to apply them in appropriate, safe, and effective ways because he/she failed to identify and utilize instructional and assistive technology devises needed for addressing learners' diverse needs.</p>	<p>The candidate has adequate knowledge of how to use technologies and guide learners to apply them in appropriate, safe, and effective ways because he/she sufficiently identified and utilized instructional and assistive technology devises needed for addressing learners' diverse needs.</p>	<p>The candidate has extensive knowledge of how to use technologies and guide learners to apply them in appropriate, safe, and effective ways because he/she proficiently identified and utilized instructional and assistive technology devises needed for addressing learners' diverse needs.</p>
<b>COE 3.6A – Promotes a Safe, Positive Learning Environment</b>  <b>IPTS 4</b> <b>INTASC 3</b>	<p>The candidate has limited knowledge of how to collaborate with learners, families, and colleagues in building a safe, positive learning climate because he/she failed to identify and use a variety of procedures for monitoring norms, routines, expectations, and the organizational structure of the classroom where he/she is teaching.</p>	<p>The candidate has adequate knowledge of how to collaborate with learners, families, and colleagues in building a safe, positive learning climate because he/she sufficiently identified and used a variety of procedures for monitoring norms, routines, expectations, and the organizational structure of the classroom where he/she is teaching.</p>	<p>The candidate has extensive knowledge of how to collaborate with learners, families, and colleagues in building a safe, positive learning climate because he/she proficiently identified and used a variety of procedures for monitoring norms, routines, expectations, and the organizational structure of the classroom where he/she is teaching.</p>

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.7A – Develops Authentic Learning Experiences</b> <b>IPTS 4</b> <b>INTASC 3</b>	The candidate has limited knowledge of how to motivate, engage and help learners work productively and cooperatively with each other because he/she failed to develop learning experiences that engage learners in collaborative and self-directed learning.	The candidate has adequate knowledge of how to motivate, engage and help learners work productively and cooperatively with each other because he/she sufficiently developed learning experiences that engage learners in collaborative and self-directed learning.	The candidate has extensive knowledge of how to motivate, engage and help learners work productively and cooperatively with each other because he/she proficiently developed learning experiences that engage learners in collaborative and self-directed learning.
<b>COE 3.8A – Plans for differences in Individual Needs, Abilities, and Interests</b> <b>IPTS 1</b> <b>INTASC 1</b> <b>Diversity</b>	The candidate has limited knowledge of how to individualize instruction for students educated in his/her classroom, because he/she used one instructional model/approach throughout the lesson and failed to provide any accommodations based on learners' unique needs.	The candidate has adequate knowledge of how to individualize instruction for students educated in his/her classroom, because he/she sufficiently used multiple instructional models/approaches throughout the lesson and provide some accommodations based on learners' unique needs.	The candidate has extensive knowledge of how to individualize instruction for students educated in his/her classroom, because he/she proficiently used multiple instructional models/approaches throughout the lesson and provide a wide-ranging number of accommodations based on learners' unique needs, interests, and motivation.
<b>COE 3.9A – Promotes Positive Collaborative Peer Interactions</b> <b>IPTS 4</b> <b>INTASC 3</b>	The candidate has limited knowledge of strategies for building learner capacity to collaborate in face-to-face and virtual environments through effective interpersonal communication skills, shared values and expectations for respectful interactions, and group responsibility for quality work because he/she allows inappropriate interactions (e.g. trash-talking) among students, and fails to promote personal and social responsibility on the students' part	The candidate has adequate knowledge of strategies for building learner capacity to collaborate in face-to-face and virtual environments through effective interpersonal communication skills, shared values and expectations for respectful interactions, and group responsibility for quality work because he/she does not allow inappropriate interactions (e.g. trash-talking) among students, and sufficiently promotes personal and social responsibility on the students' part	The candidate has extensive knowledge of strategies for building learner capacity to collaborate in face-to-face and virtual environments through effective interpersonal communication skills, shared values and expectations for respectful interactions, and group responsibility for quality work because he/she does not allow inappropriate interactions (e.g. trash-talking) among students, and proficiently promotes personal and social responsibility on the students' part
<b>Section B: Content Knowledge:</b> Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g. critical thinking, problem solving, creativity, & communication) to help learners use content to propose solutions, forge new understanding, solve problems, and imagine possibilities.			
<b>COE 3.10B – Uses Multiple Representation to Present Content</b> <b>IPTS 2</b> <b>INTASC 4</b>	The candidate has limited knowledge of how to effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards because he/she failed to provide students with learning experiences that require them to understand, question, and analyze ideas from diverse perspectives so that they master the content	The candidate has adequate knowledge of how to effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards because he/she sufficiently provided students with learning experiences that require them to understand, question, and analyze ideas from diverse perspectives so that they master the content	The candidate has extensive knowledge of how to effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards because he/she proficiently provided students with learning experiences that require them to understand, question, and analyze ideas from diverse perspectives so that they master the content

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.11B – Engages Learners in Inquiry and Use of Evidence</b>  <b>IPTS 2</b> <b>INTASC 4</b>	<p>The candidate has limited knowledge of how to engages learners in applying methods of inquiry and standards of evidence used in the discipline because he/she failed to create and provide students with activities or opportunities designed to help them learn, practice, and master academic language in their content.</p>	<p>The candidate has adequate knowledge of how to engages learners in applying methods of inquiry and standards of evidence used in the discipline because he/she sufficiently created and provided students with activities or opportunities designed to help them learn, practice, and master academic language in their content.</p>	<p>The candidate has extensive knowledge of how to engages learners in applying methods of inquiry and standards of evidence used in the discipline because he/she proficiently created and provided students with activities or opportunities designed to help them learn, practice, and master academic language in their content.</p>
<b>COE 3.12B – Recognizes and Addresses learner Misconceptions</b>  <b>IPTS 2</b> <b>INTASC 4</b>	<p>The candidate has limited knowledge of students’ misconceptions in learning the discipline and how to guide them to accurate conceptual understanding because he/she failed to stimulate learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p>	<p>The candidate has adequate knowledge of students’ misconceptions in learning the discipline and how to guide them to accurate conceptual understanding because he/she sufficiently stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p>	<p>The candidate has extensive knowledge of students’ misconceptions in learning the discipline and how to guide them to accurate conceptual understanding because he/she proficiently stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p>
<b>COE 3.13B – Applies Content to Real World Problems</b>  <b>IPTS 2</b> <b>INTASC 5</b>	<p>The candidate has limited knowledge of how to engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy) because he/she failed to engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p>The candidate has adequate knowledge of how to engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy) because he/she sufficiently engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>	<p>The candidate has extensive knowledge of how to engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy) because he/she proficiently engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p>
<b>COE 3.14B – Weaves interdisciplinary themes to Core Subjects</b>  <b>IPTS 2</b> <b>INTASC 5</b>	<p>The candidate has limited knowledge of how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects because he/she failed to merge them into the lesson taught using meaningful learning experiences</p>	<p>The candidate has adequate knowledge of how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects because he/she sufficiently merged them into the lesson taught using meaningful learning experiences</p>	<p>The candidate has extensive knowledge of how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects because he/she proficiently merged them into the lesson taught using meaningful learning experiences</p>
<b>COE 3.15B – Incorporates Diverse Social and Cultural Perspectives into Instruction</b>  <b>IPTS 2</b> <b>INTASC 5</b>	<p>The candidate has limited knowledge of how to facilitate learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues because he/she failed to create and use novel approaches to solving problems that enhance students’ critical thinking skills and high-level questioning skills.</p>	<p>The candidate has adequate knowledge of how to facilitate learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues because he/she sufficiently creates and uses novel approaches to solving problems that enhance students’ critical thinking skills and high-level questioning skills.</p>	<p>The candidate has extensive knowledge of how to facilitate learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues because he/she proficiently creates and uses novel approaches to solving problems that enhance students’ critical thinking skills and high-level questioning skills.</p>

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.16B – Uses Digital Interactive Technologies to Achieve Specific Learning Goals</b>  <b>IPTS 2</b> <b>INTASC 4</b>  <b>Technology</b>	The candidate has limited knowledge of how to effectively use supplementary resources and technologies to ensure accessibility and relevance for all learners because he/she failed to utilize digital and interactive technologies designed to help students achieve specific learning goals.	The candidate has adequate knowledge of how to effectively use supplementary resources and technologies to ensure accessibility and relevance for all learners because he/she sufficiently utilized digital and interactive technologies designed to help students achieve specific learning goals.	The candidate has extensive knowledge of how to effectively use supplementary resources and technologies to ensure accessibility and relevance for all learners because he/she proficiently utilized digital and interactive technologies designed to help students achieve specific learning goals.
<b>Section C: Instructional Practices:</b> Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in a coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers can have access to information that can be used to provide immediate feedback to reinforce student learning and modify instruction.			
<b>COE 3.17C – Designs Appropriate Sequencing of learning experiences</b>  <b>IPTS 3</b> <b>INTASC 7</b>	The candidate has limited knowledge of how to effectively select and create appropriate learning experiences because he/she used instructional strategies that are developmentally inappropriate and incongruent with the learning objectives. The lesson sequence is illogical with gaps in progression.	The candidate has adequate knowledge of how to effectively select and create appropriate learning experiences because he/she sufficiently used instructional strategies that are developmentally appropriate and congruent with the learning objectives. The lesson sequence is logical with few gaps in progression.	The candidate has extensive knowledge of how to effectively select and create appropriate learning experiences because he/she proficiently used instructional strategies that are developmentally appropriate and congruent with the learning objectives. The lesson sequence is logical with no gaps in progression.
<b>COE 3.18C – Uses a Variety of Instructional Strategies &amp; Technological Tools</b>  <b>IPTS 3</b> <b>INTASC 7</b> <b>Technology</b>	The candidate has limited knowledge of a variety of evidence-based instructional strategies, resources, and technological tools needed for meeting diverse learning needs because he/she failed to choose and use appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of students.	The candidate has adequate knowledge of a variety of evidence-based instructional strategies, resources, and technological tools needed for meeting diverse learning needs because he/she sufficiently choose and used appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of students.	The candidate has extensive knowledge of a variety of evidence-based instructional strategies, resources, and technological tools needed for meeting diverse learning needs because he/she proficiently choose and used appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of students.
<b>COE 3.19C – Uses Assessment Data to Plan and Modify Instruction</b>  <b>IPTS 3</b> <b>INTASC 7</b>	The candidate has limited knowledge of how to utilize assessment data for instructional planning because he/she failed to adjust instruction based on formative and summative assessment, prior learner knowledge, and learner interest.	The candidate has adequate knowledge of how to utilize assessment data for instructional planning because he/she sufficiently adjusts instruction based on formative and summative assessment, prior learner knowledge, and learner interest.	The candidate has extensive knowledge of how to utilize assessment data for instructional planning because he/she proficiently adjusts instruction based on formative and summative assessment, prior learner knowledge, and learner interest.

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.20C – Uses a variety of Instructional Strategies to Actively Engage All Learners</b>  <b>IPTS 3</b> <b>INTASC 8</b>	<p>The candidate has limited knowledge of how to use multiple strategies to engage students in the lesson because he/she failed to use effective demonstration or link practice tasks to lesson objectives. Multiple opportunities for learners to demonstrate their knowledge through a variety of products and performances were not used.</p>	<p>The candidate has adequate knowledge of how to use multiple strategies to engage students in the lesson because he/she sufficiently used effective demonstration or linked practice tasks to lesson objectives. At least three multiple opportunities for learners to demonstrate their knowledge through a variety of products and performances were used.</p>	<p>The candidate has extensive knowledge of how to use multiple strategies to engage students in the lesson because he/she proficiently used effective demonstration or linked practice tasks to lesson objectives. More than three multiple opportunities for learners to demonstrate their knowledge through a variety of products and performances were used.</p>
<b>COE 3.21C – Uses Effective Questioning Strategies</b>  <b>IPTS 3</b> <b>INTASC 8</b>	<p>The candidate has limited knowledge of how to engage all learners in developing higher order questioning and metacognitive processes because he/she failed to ask questions designed to stimulate discussion that serve different purposes (e.g. probing for learner understanding, helping learners articulate their ideas and thinking processes, and helping learners to question).</p>	<p>The candidate has adequate knowledge of how to engage all learners in developing higher order questioning and metacognitive processes because he/she sufficiently asked questions designed to stimulate discussion that serve different purposes (e.g. probing for learner understanding, helping learners articulate their ideas and thinking processes, and helping learners to question).</p>	<p>The candidate has extensive knowledge of how to engage all learners in developing higher order questioning and metacognitive processes because he/she proficiently asked questions designed to stimulate discussion that serve different purposes (e.g. probing for learner understanding, helping learners articulate their ideas and thinking processes, and helping learners to question).</p>
<b>COE 3.22C – Establishes, Communicates, and Maintains High Expectations for All Students</b>  <b>IPTS 3</b> <b>INTASC 8</b>	<p>The candidate has limited knowledge of how multiple forms of communication convey ideas, foster self-expression, and build relationships because he/she failed to communicate and/or provide experiences that encourage student participation and learning in a challenging and supportive environment. Students are not given any opportunity to demonstrate self or social responsibility.</p>	<p>The candidate has adequate knowledge of how multiple forms of communication convey ideas, foster self-expression, and build relationships because he/she sufficiently communicates and/or provides experiences that encourage student participation and learning in a challenging and supportive environment. Students are given some opportunities to demonstrate self or social responsibility.</p>	<p>The candidate has extensive knowledge of how multiple forms of communication convey ideas, foster self-expression, and build relationships because he/she proficiently communicates and/or provides experiences that encourage student participation and learning in a challenging and supportive environment. Students are given several opportunities to demonstrate self or social responsibility.</p>
<b>COE 3.23C – Uses Multiple types of assessment data to engage learners in setting goals</b>  <b>IPTS 7</b> <b>INTASC 6</b>	<p>The candidate has limited knowledge of how to use multiple types of assessment data because he/she failed to engage learners in analyzing their own assessment results and in setting goals for their own learning.</p>	<p>The candidate has adequate knowledge of how to use multiple types of assessment data because he/she sufficiently engaged learners in analyzing their own assessment results and in setting goals for their own learning.</p>	<p>The candidate has extensive knowledge of how to use multiple types of assessment data because he/she proficiently engaged learners in analyzing their own assessment results and in setting goals for their own learning.</p>
<b>COE 3.24C– Uses Multiple Types of Assessment to Address specific Learning Goals &amp; Individual Differences</b>  <b>IPTS 7</b> <b>INTASC 6</b>  <b>Diversity</b>	<p>The candidate has limited knowledge multiple types and purposes of assessment as he/she failed to design, adapt, or select appropriate assessments needed for addressing specific learning goals and individual learning differences.</p>	<p>The candidate has adequate knowledge multiple types and purposes of assessment as he/she sufficiently designed, adapted, or selected and used appropriate assessments needed for addressing specific learning goals and individual learning differences.</p>	<p>The candidate has extensive knowledge multiple types and purposes of assessment as he/she proficiently designed, adapted, or selected and used appropriate assessments needed for addressing specific learning goals and individual learning differences</p>

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.25C – Provides Descriptive Feedback</b> <b>IPTS 7</b> <b>INTASC 6</b>	The candidate has limited knowledge of how to engage learners in understanding and identifying quality work as he/she failed to provide students with effective descriptive feedback designed to guide them in examining their own thinking and learning, as well as the performance of others.	The candidate has adequate knowledge of how to engage learners in understanding and identifying quality work as he/she sufficiently provided students with effective descriptive feedback designed to guide them in examining their own thinking and learning, as well as the performance of others.	The candidate has extensive knowledge of how to engage learners in understanding and identifying quality work as he/she proficiently provided students with effective descriptive feedback designed to guide them in examining their own thinking and learning, as well as the performance of others.
<b>COE 3.26C – Uses Technology for Communication, Instruction, and Data Management</b> <b>IPTS 7</b> <b>INTASC 6</b> <b>Technology</b>	The candidate has limited knowledge of how to use technology to manage records or communicate with learners, families, and colleagues as he/she failed to employ technology to support assessment practice, engage learners more fully during instruction, and assess and address learner needs.	The candidate has adequate knowledge of how to use technology to manage records or communicate with learners, families, and colleagues as he/she sufficiently employed technology to support assessment practice, engage learners more fully during instruction, and assess and address learner needs.	The candidate has extensive knowledge of how to use technology to manage records or communicate with learners, families, and colleagues as he/she proficiently employed technology to support assessment practice, engage learners more fully during instruction, and assess and address learner needs.
<b>COE 3.27C– Makes Appropriate Accommodations in Assessment for Learners with Disabilities and Language Learning Needs</b> <b>IPTS 7</b> <b>INTASC 6</b>	The candidate has limited knowledge of how to make appropriate accommodations in assessment for learners with disabilities and language learning needs as he/she failed to prepare students for the demands of a particular assessment format, nor made changes in assessment or testing conditions based on individualized needs.	The candidate has adequate knowledge of how to make appropriate accommodations in assessment for learners with disabilities and language learning needs as he/she sufficiently prepared students for the demands of a particular assessment format and made changes in assessment or testing conditions based on individualized needs.	The candidate has extensive knowledge of how to make appropriate accommodations in assessment for learners with disabilities and language learning needs as he/she proficiently prepared students for the demands of a particular assessment format, and made changes in assessment or testing conditions based on individualized needs.
<b>D. Professional Responsibility:</b> Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning.			
<b>COE 3.28D – Plans in Collaboration with Other Professionals</b> <b>IPTS 8</b> <b>INTASC 10</b>	The candidate has limited knowledge of how to work collaboratively with other school professionals, adults, and families, as he/she failed to plan, design and jointly deliver effective learning experiences designed to meet unique learning needs.	The candidate has adequate knowledge of how to work collaboratively with other school professionals, adults, and families, as he/she sufficiently plans, designs, and jointly deliver effective learning experiences designed to meet unique learning needs.	The candidate has extensive knowledge of how to work collaboratively with other school professionals, adults, and families, as he/she proficiently plans designs, and jointly delivers effective learning experiences designed to meet unique learning needs

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 3.29D – Communicates Effectively to All Stakeholders</b>  IPTS 8 INTASC 10	The candidate has limited knowledge of how to establish communication with learners, families, and colleagues as he/she failed to establish mutual expectations and ongoing communication to support learner development and achievement	The candidate has adequate knowledge of how to establish communication with learners, families, and colleagues as he/she sufficiently established mutual expectations and ongoing communication to support learner development and achievement	The candidate has extensive knowledge of how to establish communication with learners, families, and colleagues as he/she proficiently established mutual expectations and ongoing communication to support learner development and achievement
<b>COE 3.30D – Contributes to the knowledge and skills of others</b>  IPTS 8 INTASC 10	The candidate has limited knowledge of how to contribute to the knowledge and skills of others as he/she failed to take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, and sharing responsibility for decision making and accountability for each student's learning.	The candidate has adequate knowledge of how to contribute to the knowledge and skills of others as he/she sufficiently took an active role on the instructional team, giving and receiving feedback on practice, examining learner work, and sharing responsibility for decision making and accountability for each student's learning.	The candidate has extensive knowledge of how to contribute to the knowledge and skills of others as he/she proficiently took an active role on the instructional team, giving and receiving feedback on practice, examining learner work, and sharing responsibility for decision making and accountability for each student's learning.
<b>COE 3.31D – Reflects on Professional Practice</b>  IPTS 8 INTASC 9	The candidate has limited knowledge of how to use a variety of self-assessment and problem-solving strategies as he/she failed to analyze and reflect on his/her practice, and plan for adaptations/adjustments	The candidate has adequate knowledge of how to use a variety of self-assessment and problem-solving strategies as he/she sufficiently analyzed and reflected on his/her practice and planned for adaptations/adjustments.	The candidate has extensive knowledge of how to use a variety of self-assessment and problem-solving strategies as he/she proficiently analyzed and reflected on his/her practice and planned for adaptations/adjustments.
<b>COE 3.32D – Engages in Professional Development Activities</b>  IPTS 8 INTASC 9	The candidate has limited knowledge of how to engage in meaningful and appropriate professional learning experiences as he/she failed to engage in ongoing learning opportunities designed to help him/her develop knowledge and skills needed to provide all learners with engaging curriculum and learning experiences.	The candidate has adequate knowledge of how to engage in meaningful and appropriate professional learning experiences as he/she sufficiently engages in ongoing learning opportunities designed to help him/her develop knowledge and skills needed to provide all learners with engaging curriculum and learning experiences.	The candidate has extensive knowledge of how to engage in meaningful and appropriate professional learning experiences as he/she proficiently engages in ongoing learning opportunities designed to help him/her develop knowledge and skills needed to provide all learners with engaging curriculum and learning experiences.
<b>COE 3.33D – Displays Ethical Behavior</b>  IPTS 8 INTASC 9	The candidate has limited knowledge of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy as he/she does not behave ethically or appropriately	The candidate has adequate knowledge of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy as he/she generally behaves ethically or appropriately with occasional lapses in judgement	The candidate has extensive knowledge of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy as he/she behaves ethically or appropriately in a variety of situations.
<b>COE 3.34D – Builds and Implements a Plan for Professional Growth</b>  IPTS 8 INTASC 9	The candidate has limited knowledge of how to build and implement a plan for professional growth aligned with his/her needs, as he/she failed to engage in ongoing learning opportunities needed for developing the knowledge and skills required for providing all learners with engaging learning experiences based on local and state standards.	The candidate has adequate knowledge of how to build and implement a plan for professional growth aligned with his/her needs, as he/she sufficiently engaged in ongoing learning opportunities needed for developing the knowledge and skills required for providing all learners with engaging learning experiences based on local and state standards	The candidate has extensive knowledge of how to build and implement a plan for professional growth aligned with his/her needs, as he/she proficiently engaged in ongoing learning opportunities needed for developing the knowledge and skills required for providing all learners with engaging learning experiences based on local and state standards





## **EXHIBIT 2.--Student Teacher Evaluation Form (COE IV)**

### **COE ASSESSMENT # IV: Effective Practice**

The evaluation of internship/student teaching performance, which is based on the last two formal observations completed at the end of each eight-week placement, is used as a cumulative project for determining our candidates' knowledge, skills, and dispositions in relation to effective practice.

#### **A. Brief Description of this Assessments and Its Use in the College:**

Candidates enrolled in teacher preparation programs in the College of Education are required to complete 15 weeks of Internship/Student Teaching Experience during the spring and/or fall semester.

During this practice, these candidates are expected to write five model differentiated lesson plans, (which have already been described as our third key assessment in this report), and then, present these lesson plans to students with general and exceptional learning needs in a variety of classroom settings.

Candidates' performance is rated via the direct observation of the teaching process by a university-based supervisor who visits field sites and a Cooperating teacher who must be a certified teacher. Each teacher candidate completing this experience must be observed conducting direct instruction at least four to six times during their internship/student teaching experience.

Typically, supervisors make appointments with candidates to observe a lesson from start to finish and then give them immediate feedback. In addition, supervisors conduct two to three additional observations which may include direct instruction or other activities related to teaching performance such as assessment of students, parent-teacher conferences, participation in I.E.P meetings, or assisting in classroom settings.

These candidates are required to collect data before, during, and after their instruction for the purpose of reflecting on their performance and writing their "candidate work sample", a project the college submitted as the fifth assessment utilized to evaluate our candidates' impact on student learning.

Candidates complete and submit their digital educational portfolio by the time they complete their experience. Information pertaining to this portfolio is discussed elsewhere in this report, as the college utilizes this project as the sixth assessment submitted in this document.

In compiling data pertaining to our candidates' internship/student teaching performance, the College of Education utilizes the **Effective Practice scoring rubric** provided in **Section B-Part III below**, which ranks each candidate's performance as:

- ◆ **Target:** means the teacher candidate **has extensive knowledge/performed proficiently well** as he/she received a **total mean score between 2.5 to 3.0**;
- ◆ **Acceptable:** means the teacher candidate **has adequate knowledge/performed sufficiently well** as he/she received a **total mean score between 2.0 to 2.49**; and
- ◆ **Unacceptable:** means the teacher candidate **has limited knowledge/requires intervention** as he/she received a **total mean score below 2.0**.

Candidate performance, in relation to each standard and sub-element assessed, is also tracked and documented for the purpose of determining areas where program improvements are needed.

Information provided in **Section B - Part I, II, and III below** indicates the Illinois Professional teaching standards (IPTS), and standards and elements measured by this project, instructions scorers and candidates are given, and the rubric used in measuring performance.

## **B. Attachment of the Assessment Documentation, Including:**

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### **Part I: Instructions Scorers are Given:**

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# CHICAGO STATE UNIVERSITY

Office of Field Placement  
9501 S. King Drive/ED322  
Chicago, Illinois 60628-1598  
TEL 773.995.2570/FAX 773.995.2393

Dear University Supervisor/Cooperating Teacher,

Thank you so much for your willingness to be a part of the rich tradition of teacher preparation at Chicago State University's College of Education. Serving as a mentor for a student teacher makes a contribution not only to that person's development but also to the profession as a whole.

As a partner with the College of Education we ask you to assess your Student Teacher/Intern's performance using the **Effective Practice Rubric** provided in **Part-III below**. Candidate performance, as far as this rubric is concerned, will be ranked as:

- ◆ **Target:** means the teacher candidate **has extensive knowledge/performed proficiently well** as he/she received a **total mean score between 2.5 to 3.0**;
- ◆ **Acceptable:** means the teacher candidate **has adequate knowledge/performed sufficiently well** as he/she received a **total mean score between 2.0 to 2.49**; and
- ◆ **Unacceptable:** means the teacher candidate **has limited knowledge/requires intervention** as he/she received a **total mean score below 2.0**.

Data collected through this formative assessment instrument will enable the College of Education at Chicago State University to determine candidates' knowledge, skills, and dispositions in relation to effective practice, their impact on student learning and commitment that affords PreK-12 students access to rigorous college-and-career ready standards, and their ability to use research and evidence-based practices to measure their own professional practice, and their P-12 students' knowledge, skills, and growth in a particular area(s) over a specified period of time. This information will, then, be used to make programmatic decisions/changes in part by identifying which area(s) the majority of our candidates are proficient in and area(s) candidates need more support.

If we are to prepare the kind of educational leaders our schools require, we must have the kind of nurturing, yet challenging, support that only an accomplished teacher like you can give.

Your service is invaluable, and we thank you for all that you do to help our student teachers/interns become excellent teachers.

Sincerely,

Dr. Carolyn Theard-Griggs  
Dean, College of Education.

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## Part II: Instructions Candidates are given, for Completing their Internship/Student Teaching Experience

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The purpose of the Internship/Student Teaching Experience, which ranks your performance as:

- ◆ **Target:** means the teacher candidate **has extensive knowledge/performed proficiently well** as he/she received a **total mean score between 2.5 to 3.0**;
- ◆ **Acceptable:** means the teacher candidate **has adequate knowledge/performed sufficiently well** as he/she received a **total mean score between 2.0 to 2.49**; and
- ◆ **Unacceptable:** means the teacher candidate **has limited knowledge/requires intervention** as he/she received a **total mean score below 2.0**.

is to provide you with structured opportunities that are designed to enable you to:

- ◆ Utilize the knowledge and skills ascertained in your characteristics and methods courses;
- ◆ Successfully educate children and youth across a wide range of academic subjects, disability areas, functional life skills, and social behavior; and
- ◆ Demonstrate your ability to plan, implement, and monitor student performance as you teach students with diverse learning needs in a variety of educational settings.

Upon your completion of these Internship/Teaching experiences, you will be expected to demonstrate the ability to:

- ◆ Use various assessment strategies to support the continuous development of all children and youth;
- ◆ Create learning environments that promotes positive academic and social behavior;
- ◆ Engage in instructional planning and design of instruction, based on your knowledge of the discipline, student, community, and curriculum goals;
- ◆ Deliver instruction effectively to individuals or groups, making accommodations and modifications to the curriculum and your instruction as needed;
- ◆ Collaborate with your peers, supervisors, parents, teachers and other staff members in promoting the academic and social success of all children and youth; and
- ◆ Behave in a professional and ethical manner, which includes reflection and self-evaluation, as an advocate for all children and youth.

During this internship/student teaching experience, you will be expected to:

- 1) Plan and carry out five lesson plans across the following areas: Reading/Literacy, Math, Social studies, Science, Independent living, and Vocational skills, using the lesson plan format provided in class.
- 2) Teach/implement these lesson plans, ensuring you adapt instruction to students with exceptional learning needs as you cover the concepts specified in your lesson plan, the general education curriculum, and the student's I.E.P.

Once you complete your teaching, you will then be required to:

- 3) Collect data (before, during, and after instruction) needed for writing your **Candidate Work Sample**, a comprehensive written project (whose details will be provided later), reflecting on, analyzing, and critiquing how well your lesson and internship experience went.

Your performance will be evaluated by the university supervisor and the Cooperating teacher assigned to mentor you by the school where you are placed. Your internship/teaching performance will be formally evaluated four to six times during the experience by the university-based supervisor and cooperating teacher.

**RUBRIC USED TO GRADE EFFECTIVE PRACTICE PERFORMANCE**

**COMPLETED DURING THE INTERNSHIP/STUDENT TEACHING EXPERIENCE - COE - 4**

Candidate's Name: \_\_\_\_\_ Grade/Subject Area(s) Taught: \_\_\_\_\_ School: \_\_\_\_\_

University Supervisor's Name: \_\_\_\_\_ Cooperating Teacher's Name: \_\_\_\_\_

Course/Section No: \_\_\_\_\_ Date of Visit: \_\_\_\_\_ Visit #: \_\_\_\_\_ Mid-point/ Exit-point (circle one)

**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: \_\_\_\_\_

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

Observed: Class Lesson \_\_\_\_\_ Class Activities: \_\_\_\_\_ Testing Procedures \_\_\_\_\_ Room Management Activities \_\_\_\_\_ Monitored/Assisted \_\_\_\_\_  
Tutored \_\_\_\_\_ Coached \_\_\_\_\_ Worked with Individual student \_\_\_\_\_ Worked with Paired Groups \_\_\_\_\_ Worked with Small Groups \_\_\_\_\_  
Worked with Ability Group \_\_\_\_\_ Worked with Cooperative Groups \_\_\_\_\_ Worked with Collaborative Group \_\_\_\_\_ Worked with Jig-saw Groups \_\_\_\_\_ Taught whole-Class \_\_\_\_\_  
Other (Please explain) \_\_\_\_\_

Using the rubric provided below, please rate the candidate's student teaching/internship performance based on the elements provided below:

	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>A. Learner and Learning:</b> To ensure each student learns new knowledge & skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.			
<b>COE 4.1A – Learner Development</b>  <b>IPTS 1</b> <b>INTASC 1</b>	The candidate has limited understanding of how students construct knowledge and acquire skills because he/she failed to create and provide developmentally appropriate and challenging learning opportunities and instruction that considers individual students' strengths, interests, and needs, and supports the intellectual, social, and personal development of all students.	The candidate has adequate understanding of how students construct knowledge and acquire skills because he/she sufficiently creates and provides developmentally appropriate and challenging learning opportunities and instruction that considers individual students' strengths, interests, and needs, and supports the intellectual, social, and personal development of all students.	The candidate has extensive understanding of how students construct knowledge and acquire skills because he/she proficiently creates and provides developmentally appropriate and challenging learning opportunities and instruction that considers individual students' strengths, interests, and needs, and supports the intellectual, social, and personal development of all students.
	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>COE 4.2A - Learner Growth</b>  <b>IPTS 1</b> <b>INTASC 1</b>	The candidate has limited knowledge of the role families, colleagues, and other professionals play in understanding each learner's development because he/she failed to collaborate with other educators, related service personnel, communities, and families in designing appropriate learning experiences that support students' growth.	The candidate has adequate knowledge of the role families, colleagues, and other professionals play in understanding each learner's development because he/she sufficiently collaborates with other educators, related service personnel, communities, and families in designing appropriate learning experiences that support students' growth.	The candidate has extensive knowledge of the role families, colleagues, and other professionals play in understanding each learner's development because he/she proficiently collaborates with other educators, related service personnel, communities, and families in designing appropriate learning experiences that support students' growth.
<b>COE 4.3A – Learning Differences</b>  <b>IPTS 1</b> <b>INTASC 2</b> <b>Cross-cutting diversity</b>	The candidate has limited knowledge of individual learning differences because he/she failed to design, adapt and deliver instruction that addresses students' diverse learning strengths and needs, and provide students with multiple ways to demonstrate their learning.	The candidate has adequate knowledge of individual learning differences because he/she sufficiently designs, adapts and delivers instruction that addresses students' diverse learning strengths and needs, and provides students with multiple ways to demonstrate their learning.	The candidate has extensive knowledge of individual learning differences because he/she proficiently designs, adapts and delivers instruction that addresses students' diverse learning strengths and needs, and provides students with multiple ways to demonstrate their learning.

<p><b>COE 4.4A – Use of Technology in Addressing Learning Differences</b></p> <p><b>IPTS 1</b> <b>INTASC 2</b> Cross-cutting diversity</p>	<p>The candidate has limited knowledge of how to design and use digital-age learning experiences meant to enhance learners' knowledge and skills because he/she failed to develop and adapt relevant learning experiences that incorporate technology in addressing students' abilities and creativity, diverse learning styles, and working strategies.</p>	<p>The candidate has adequate knowledge of how to develop and use digital-age learning experiences meant to enhance learners' knowledge and skills because he/she sufficiently develops and adapts relevant learning experiences that incorporate technology in addressing students' abilities and creativity, diverse learning styles, and working strategies.</p>	<p>The candidate has extensive knowledge of how to develop and use digital-age learning experiences meant to enhance learners' knowledge and skills because he/she proficiently develops and adapts relevant learning experiences that incorporate technology in addressing students' abilities and creativity, diverse learning styles, and working strategies.</p>
<p><b>COE 4.5A – Learning Environment</b></p> <p><b>IPTS 4</b> <b>INTASC 3</b></p>	<p>The candidate has limited knowledge of how to work with others in designing environments that encourage positive social interactions because he/she failed to create a learning environment that supports individual and collaborative learning and encourages active engagement in learning and self-motivation.</p>	<p>The candidate has adequate knowledge of how to work with others in designing environments that encourage positive social interactions because he/she sufficiently creates a learning environment that supports individual and collaborative learning and encourages active engagement in learning and self-motivation.</p>	<p>The candidate has extensive knowledge of how to work with others in designing environments that encourage positive social interactions because he/she proficiently creates a learning environment that supports individual and collaborative learning and encourages active engagement in learning and self-motivation.</p>
<p><b>COE 4.6A – Making Appropriate Adjustments</b></p> <p><b>IPTS 4</b> <b>INTASC 3</b></p>	<p>The candidate has limited knowledge of how to use a variety of methods to evaluate the learning environment and make appropriate adjustments because he/she failed to engage learners in establishing norms, routines, and expectations, and effectively utilize positive classroom management strategies including the resources of time, space, and attention.</p>	<p>The candidate has adequate knowledge of how to use a variety of methods to evaluate the learning environment and make appropriate adjustments because he/she sufficiently engages learners in establishing norms, routines, and expectations, and effectively utilizes positive classroom management strategies including the resources of time, space, and attention.</p>	<p>The candidate has extensive knowledge of how to use a variety of methods to evaluate the learning environment and make appropriate adjustments because he/she proficiently engages learners in establishing norms, routines, and expectations, and effectively utilizes positive classroom management strategies including the resources of time, space, and attention.</p>



	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
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**Element Assessed and Standards Aligned to it.**



<p><b>COE 4.7A – Promoting Safe Use of Technology</b></p> <p><b>IPTS 4</b> <b>INTASC 3</b> Technology</p>	<p>The candidate has limited knowledge of how to guide learners in using and applying digital resources and tools in appropriate, safe, and effective ways because he/she failed to promote, advocate, and teach legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media, responsible learner use of interactive technologies, and respect for copyright, intellectual property, and appropriate documentation of sources in exploring real-world issues and solving authentic problems.</p>	<p>The candidate has adequate knowledge of how to guide learners in using and applying digital resources and tools in appropriate, safe, and effective ways because he/she sufficiently promotes, advocates, and teaches legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media, responsible learner use of interactive technologies, and respect for copyright, intellectual property, and appropriate documentation of sources in exploring real-world issues and solving authentic problems.</p>	<p>The candidate has extensive knowledge of how to guide learners in using and applying digital resources and tools in appropriate, safe, and effective ways because he/she proficiently promotes, advocates, and teaches legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media, responsible learner use of interactive technologies, and respect for copyright, intellectual property, and appropriate documentation of sources in exploring real-world issues and solving authentic problems.</p>
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**B. Content Knowledge:** Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and

<p>address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g. critical thinking, problem solving, creativity, &amp; communication) to help learners use content to propose solutions, forge new understanding, solve problems, and imagine possibilities.</p>			
<p><b>COE 4.8B – Content Knowledge</b></p> <p><b>IPTS 2</b> <b>INTASC 4</b></p>	<p>The candidate has limited knowledge of major concepts, assumptions, processes of inquiry and content standards because he/she failed to use multiple representations of concepts and appropriate academic language and explanations in assuring mastery of content and creating learning experiences that capture key ideas and make aspects of the discipline accessible and meaningful for learners.</p>	<p>The candidate has adequate knowledge of major concepts, assumptions, processes of inquiry and content standards because he/she sufficiently uses multiple representations of concepts and appropriate academic language and explanations in assuring mastery of content and creating learning experiences that capture key ideas and make aspects of the discipline accessible and meaningful for learners.</p>	<p>The candidate demonstrates extensive knowledge of major concepts, assumptions, processes of inquiry and content standards because he/she proficiently uses multiple representations of concepts and appropriate academic language and explanations in assuring mastery of content and creating learning experiences that capture key ideas and make aspects of the discipline accessible and meaningful for learners.</p>
<p><b>COE 4.9B – Application of Content</b></p> <p><b>IPTS 2</b> <b>INTASC 5</b></p>	<p>The candidate has limited knowledge of how to engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes because he/she failed to use multiple representations of concepts, appropriate academic language, and differing instructional strategies and perspectives to enhance performance skills, engage students in critical thinking and creativity, and increase collaborative problem solving related to authentic local and global issues.</p>	<p>The candidate has adequate knowledge of how to engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes because he/she sufficiently uses multiple representations of concepts, appropriate academic language, and differing instructional strategies and perspectives to enhance performance skills, engage students in critical thinking and creativity, and increase collaborative problem solving related to authentic local and global issues.</p>	<p>The candidate has extensive knowledge of how to engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes because he/she proficiently uses multiple representations of concepts, appropriate academic language, and differing instructional strategies and perspectives to enhance performance skills, engage students in critical thinking and creativity, and increase collaborative problem solving related to authentic local and global issues.</p>
<p><b>COE 4.10B – Use of Technology to Ensure Accessibility for all Learners</b></p> <p><b>IPTS 2</b> <b>INTASC 5</b> <b>Technology</b></p>	<p>The candidate has limited knowledge of how to effectively use supplementary resources and technologies to ensure accessibility and relevance for all learners because he/she failed to use a variety of digital tools and resources to promote student reflection, conceptual understanding, creativity, thinking, and planning,</p>	<p>The candidate has adequate knowledge of how to effectively use supplementary resources and technologies to ensure accessibility and relevance for all learners because he/she sufficiently uses a variety of digital tools and resources to promote student reflection, conceptual understanding, creativity, thinking, and planning.</p>	<p>The candidate has extensive knowledge of how to effectively use supplementary resources and technologies to ensure accessibility and relevance for all learners because he/she proficiently uses a variety of digital tools and resources to promote student reflection, conceptual understanding, creativity, thinking, and planning.</p>



	Unacceptable (1)	Acceptable (2)	Target (3)
<b>Element Assessed and Standards Aligned to it.</b>			
<b>C. Instructional Practice:</b> Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in a coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers can have access to information that can be used to provide immediate feedback to reinforce student learning and modify instruction.			
<b>COE 4.11C – Assessment</b>  <b>IPTS 7</b> <b>INTASC 6</b>	The candidate has limited knowledge of how to use information collected via informal and formal assessment to support, verify, and document learning because he/she failed to use data collected via formative and summative assessment to identify students' needs, ascertain accommodations needed, develop differentiated learning experiences, and determine the effectiveness of instruction provided.	The candidate has adequate knowledge of how to use information collected via informal and formal assessment to support, verify, and document learning because he/she sufficiently uses data collected via formative and summative assessment to identify students' needs, ascertain accommodations needed, develop differentiated learning experiences, and determine the effectiveness of instruction provided.	The candidate has extensive knowledge of how to use information collected via informal and formal assessment to support, verify, and document learning because he/she proficiently utilized formative and uses data collected via formative and summative assessment to identify students' needs, ascertain accommodations needed, develop differentiated learning experiences, and determine the effectiveness of instruction provided.
<b>COE 4.12C – Knowledge of How to Select &amp; Use Multiple types of Assessment</b>  <b>IPTS 7</b> <b>INTASC 6</b>	The candidate has limited knowledge of how to select and use multiple types of assessments needed for identifying students' learning needs because he/she failed to design or use pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills	The candidate has adequate knowledge of how to select and use multiple types of assessments needed for identifying students' learning needs because he/she sufficiently designs or uses pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.	The candidate has extensive knowledge of how to select and use multiple types of assessments needed for identifying students' learning needs because he/she proficiently designs or uses pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills.
<b>COE 4.13C – Use of Technology to Document Student Progress</b>  <b>IPTS 7</b> <b>INTASC 6</b> <b>Technology</b>	The candidate has limited knowledge of how to use digital tools and resources to support assessment practice, engage learners more fully, and evaluate and address students' needs because he/she failed to seek and employ technology to document student progress, and provide descriptive feedback to students, parents, and other stakeholders in a variety of ways.	The candidate has adequate knowledge of how to use digital tools and resources to support assessment practice, engage learners more fully, and evaluate and address students' needs because he/she sufficiently seeks and employs technology to document student progress, and provide descriptive feedback to students, parents, and other stakeholders in a variety of ways.	The candidate has extensive knowledge of how to use digital tools and resources to support assessment practice, engage learners more fully, and evaluate and address students' needs because he/she proficiently seeks and employs technology to document student progress, and provide descriptive feedback to students, parents, and other stakeholders in a variety of ways
<b>COE 4.14C – Planning for Instruction</b>  <b>IPTS 3</b> <b>INTASC 7</b>	The candidate has limited knowledge of state content standards because he/she failed to reference them in short-and long-term planning and create learning experiences that align to curriculum goals and objectives	The candidate has adequate knowledge of state content standards because he/she sufficiently referenced them in short-and long-term planning and created learning experiences that align to curriculum goals and objectives	The candidate has extensive knowledge of state content standards because he/she proficiently referenced them in short-and long-term planning and created learning experiences that align to curriculum goals and objectives
<b>COE 4.15C – Integrating cross-</b>	The candidate has limited knowledge of how to integrate cross-disciplinary skills and pedagogy into instruction,	The candidate has adequate knowledge of how to integrate cross-disciplinary skills and pedagogy into instruction, because	The candidate has extensive knowledge of how to integrate cross-disciplinary skills and pedagogy into instruction, because he/she

<p><b>disciplinary skills/pedagogy into instruction</b></p> <p><b>IPTS 3</b> <b>INTASC 7</b></p>	<p>because he/she failed to plan and develop appropriate learning experiences that engage students in applying content knowledge</p>	<p>he/she sufficiently plans and develops appropriate learning experiences that engage students in applying content knowledge</p>	<p>proficiently plans and develops appropriate learning experiences that engage students in applying content knowledge</p>
<b>Unacceptable (1)</b>		<b>Acceptable (2)</b>	
<b>Target (3)</b>			
<b>Element Assessed and Standards Aligned to it.</b>			
<p><b>COE 4.16C – Knowledge of Technological Tools needed for Planning Instruction that meets diverse learning needs</b></p> <p><b>IPTS 3</b> <b>INTASC 7</b> <b>Technology</b></p>	<p>The candidate has limited knowledge of digital tools needed for planning effective instruction because he/she failed to use a variety of available and appropriate technological tools, evidence-based strategies, and resources needed for designing instruction that meets diverse learning needs.</p>	<p>The candidate has adequate knowledge of digital tools needed for planning effective instruction because he/she sufficiently uses a variety of available and appropriate technological tools, evidence-based strategies, and resources needed for designing instruction that meets diverse learning needs.</p>	<p>The candidate has extensive knowledge of digital tools needed for planning effective instruction because he/she proficiently uses a variety of available and appropriate technological tools, evidence-based strategies, and resources needed for designing instruction that meets diverse learning needs.</p>
<p><b>COE 4.17C – Use of Technology to Enhance Students’ Communication Skills</b></p> <p><b>IPTS 3</b> <b>INTASC 8</b></p>	<p>The candidate has limited knowledge of how to use a variety of digital-age media and formats, resources, and tools to effectively support and expand each learner’s communication skills because he/she failed to create technology-enriched learning environments that enhance students’ communication abilities through reading, writing, listening, and speaking.</p>	<p>The candidate has adequate knowledge of how to use a variety of digital-age media and formats, resources, and tools to effectively support and expand each learner’s communication skills because he/she sufficiently creates technology-enriched learning environments that enhance students’ communication abilities through reading, writing, listening, and speaking.</p>	<p>The candidate has extensive knowledge of how to encourage learners to use multiple forms of communication because he or she proficiently creates technology-enriched learning environments that enhance students’ communication abilities through reading, writing, listening, and speaking.</p>
<p><b>COE 4.18C – Instructional Strategies</b></p> <p><b>IPTS 3</b> <b>INTASC 8</b> <b>Cross-cutting diversity</b></p>	<p>The candidate has limited knowledge of how to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas because he/she failed to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>	<p>The candidate has adequate knowledge of how to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas because he/she sufficiently applies a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>	<p>The candidate has extensive knowledge of how to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas because he/she proficiently applies a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>

**D. Professional Responsibility:** Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning.

<p><b>COE 4.19D – Professional Learning</b></p> <p><b>IPTS 9</b> <b>INTASC 9</b></p>	<p>The candidate has limited knowledge of how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations because he/she failed to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional, using feedback from teacher evaluations and observations, data on learner performance, and school-and system-wide priorities.</p>	<p>The candidate has adequate knowledge of how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations because he/she sufficiently built implemented a plan for professional growth directly aligned with his/her needs as a growing professional, using feedback from teacher evaluations and observations, data on learner performance, and school-and system-wide priorities.</p>	<p>The candidate has extensive knowledge of how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations because he/she proficiently built and implemented a plan for professional growth directly aligned with his/her needs as a growing professional, using feedback from teacher evaluations and observations, data on learner performance, and school-and system-wide priorities.</p>
<b>Unacceptable (1)</b>		<b>Acceptable (2)</b>	
<b>Target (3)</b>			
<b>Element Assessed and Standards Aligned to it.</b>			
<p><b>COE 4.20D – Ethical Practice</b></p> <p><b>IPTS 9</b> <b>INTASC 9</b></p>	<p>The candidate has limited knowledge of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy because he or she failed to evaluate the effects of his or her choices and actions on others in meeting the needs of each learner.</p>	<p>The candidate has adequate knowledge of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy because he or she sufficiently evaluates the effects of his or her choices and actions on others in meeting the needs of each learner.</p>	<p>The candidate has extensive knowledge of the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy because he or she proficiently evaluates the effects of his or her choices and actions on others in meeting the needs of each learner.</p>
<p><b>COE 4.21D –Collaboration</b></p> <p><b>IPTS 8</b> <b>INTASC 10</b></p>	<p>The candidate has limited knowledge of how to build ongoing connections with school professionals, families, and community members because he/she fails to work collaboratively with learners and families in setting and meeting challenging goals.</p>	<p>The candidate has adequate knowledge of how to build ongoing connections with school professionals, families, and community members because he/she sufficiently collaborates with learners and families in setting and meeting challenging goals.</p>	<p>The candidate has extensive knowledge of how to build ongoing connections with school professionals, families, and community members because he/she proficiently collaborates with learners and families in setting and meeting challenging goals.</p>
<p><b>COE 4.22D – Advocacy &amp; Participation in Decision Making</b></p> <p><b>IPTS 8</b> <b>INTASC 10</b></p>	<p>The candidate has limited knowledge of how to advocate for the learners, school, community, and the profession because he/she failed to participate actively in decision-making processes, while building a shared culture that affects the school and larger educational community.</p>	<p>The candidate has adequate knowledge of how to advocate for the learners, school, community, and the profession because he/she sufficiently participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.</p>	<p>The candidate has extensive knowledge of how to advocate for the learners, school, community, and the profession because he/she proficiently participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.</p>
<p><b>COE 4.23D – Works Collaboratively with</b></p>	<p>The candidate has limited knowledge of how to work collaboratively with other school professionals, adults, and families, as he/she failed to plan, design and jointly deliver</p>	<p>The candidate has adequate knowledge of how to work collaboratively with other school professionals, adults, and families, as he/she sufficiently plans, designs, and jointly deliver</p>	<p>The candidate has extensive knowledge of how to work collaboratively with other school professionals, adults, and families, as he/she proficiently plans designs, and jointly delivers effective</p>

<p><b>Others</b></p> <p><b>IPTS 8</b></p> <p><b>INTASC 10</b></p>	<p>effective learning experiences designed to meet unique learning needs.</p>	<p>effective learning experiences designed to meet unique learning needs.</p>	<p>learning experiences designed to meet unique learning needs</p>
<p><b>COE 4.24E – Contributes to the knowledge and skills of others</b></p> <p><b>IPTS 8</b></p> <p><b>INTASC 10</b></p>	<p>The candidate has limited knowledge of how to contribute to the knowledge and skills of others as he/she failed to take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate has adequate knowledge of how to contribute to the knowledge and skills of others as he/she sufficiently took an active role on the instructional team, giving and receiving feedback on practice, examining learner work, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate has extensive knowledge of how to contribute to the knowledge and skills of others as he/she proficiently took an active role on the instructional team, giving and receiving feedback on practice, examining learner work, and sharing responsibility for decision making and accountability for each student's learning.</p>

**Part A: Areas of Strength**

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**Part B: Concerns/Suggestions**

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**Part C: Other Observations**

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**Cooperating Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## STUDENT TEACHER TIME REPORT

Student \_\_\_\_\_ UID# \_\_\_\_\_ Term \_\_\_\_\_

School \_\_\_\_\_ Grade Level/s \_\_\_\_\_

Subjects Taught \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University 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 Cooperating Teacher 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 University Supervisor.

This completed form should be submitted with all other forms to the University Supervisor at the end of the student teaching experience. The forms will include weeks 1-8 and 9-15.

### STUDENT TEACHER TIME REPORT

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

- |                       |  |
|-----------------------|--|
| 1. Observation        | -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	Week 1	Week 2	Week 2	Week 4	Week 5	Week 6	Week 7	Week 8

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_



9501 S. King Drive/ED 322  
 Chicago, IL 60628-1598  
 TEL 773-995-2570  
 FAX 773-995-2393

### STUDENT TEACHER TIME REPORT

Student \_\_\_\_\_ UID# \_\_\_\_\_ Term \_\_\_\_\_

School \_\_\_\_\_ Grade Level/s \_\_\_\_\_

Subjects Taught \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University 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 Cooperating Teacher 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 University Supervisor.

This completed form should be submitted with all other forms to the University Supervisor at the end of the student teaching experience. The forms will include weeks 1-8 and 9-15.

#### STUDENT TEACHER TIME REPORT

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

- 1. Observation -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	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_



## **SAMPLE SURVEY FOR COOPERATING TEACHERS**

Dear Cooperating Teacher:

We are writing to ask you to complete the following Cooperating Teacher Perception Survey designed to help us determine how effective the College of Education at Chicago State University is in preparing candidates who are classroom-ready, and who demonstrate the knowledge and skills needed to enhance their students' academic achievement and college-to-career readiness skills. Although you will be referring to your experience with a specific teacher candidates(s), all information you provide is completely confidential and only group data will be reported.

Please do take just a few minutes to answer the questions that follow. We will analyze your confidential responses and provide a summary of the data for our accreditation, teacher education faculty and dean.

Thank you for your commitment to the education of Illinois students and for assistance in helping us prepare the next generation of Illinois teachers. If you have any questions, please feel free to contact (current contact for College of Education.)



## COE Cooperating Teacher Survey

### Sample

**1. Please select the category that best identifies your school: (Check one response)**

Public School

Private school

Other (please specify)

**2. Select the levels(s) that best describe your school. (check all that apply)**

Elementary Middle School

High School

Other (please specify)

**3. How many CSU teacher candidates did you supervise from 2015 to 2019?**

2015 - 2016

2016 - 2017

2017 - 2018

2018-2019

2019-2020

2020-2021

**4. How well prepared were CSU teacher candidates in the following areas? Please state your level of agreement with each of the following statements.**

**CSU Teacher Candidates:**

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
Have a strong knowledge of the content they teach.							
Have the knowledge to utilize student assessment data to inform research.							
Have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students							
Have a good understanding of how to assess students'							

prior knowledge and how to adjust instruction based on their prior knowledge.							
Have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.							
Can use multiple methods of formal and informal assessments that support, verify and document learning.							
Can utilize methods of self-reflection for instructional preparation.							
Can build positive relationships with school colleagues.							
CSU graduates can build positive relationships with learners and their families and the larger community.							
CSU graduates have a strong understanding of student rights.							
Possess instructional strategies that promote the idea that students can learn and grow at a high level.							
Understand the needs of diverse learners and use teaching approaches designed to respect all learners.							
Have the necessary skills to work with students with exceptional needs							
Appear prepared to meet the needs of high ability students in their classrooms.							
Have the necessary skills to work with students who have linguistic differences.							
Can promote both creative and critical thinking in students.							
Can use and interpret both verbal and non- verbal cues to assess understanding.							
Can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.							
Display enthusiasm for their content areas and actively engage students in the content that they teach.							
Create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.							
Can plan an appropriate sequence of learning experiences that include short and long term goals.							
Can plan lessons that are aligned with school/state goals and student learning competencies.							
Can create and implement classroom environment that promotes a positive, engaging and safe learning environment for all learners.							
Can engage learners in developing inventive solutions to problems related to local and global issues.							
Can serve as effective instructional leaders and engage in professional learning and work collaboratively to advance their professional fields.							
Can use information and communication technologies and strategies to build engaging professional learning communities.							
Can demonstrate the dispositions, ethics and behaviors appropriate to their professions.							
Can use available technology for instructional delivery.							
Ensures that their students are college and career-ready by providing students access to rigorous college- and career- ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards)							
Has the ability to use research to inform instructional strategies and student assessment.							

Comments:

5. Please summarize your overall experience in working with CSU teacher candidates in your school. What recommendations do you have for improving the educational experience in the College of Education's educator preparation programs?

## Licensure Teaching Survey Alignment Indicators

### **Alumni Survey**

Question # 25 aligns with chart below

### **Cooperating Teacher Survey**

Question #4 aligns with chart below

### **Employer Perception Survey**

Question #6 aligns with chart below

### **Exit Survey Initial Licensure**

Question #21 aligns with chart below

### Alignment Chart

COE Survey Elements (2018-2019)	InTASC (2013)	InTASC Areas (2013)	IPTS Areas (2013)	COE
Have a strong knowledge of the content they teach.	Performance: 4(a) Essential Knowledge: 7(g) Critical Dispositions:	Content Knowledge (4-5) Instructional Practice (6-8)	Standard 2: Content Area and Pedagogical Knowledge	COE 2
Have the knowledge to utilize student assessment data to inform research.	Performance: 6(g), 10(f), 10(h), 10(k) Essential Knowledge: Critical Dispositions: 10(s)	Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 7: Assessment	COE 4
Have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students.	Performance: 6(c), 6(a), 8(b) Essential Knowledge: 6(j), 9(h) Critical Dispositions:	Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 7: Assessment Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 4
Have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.	Performance: 1(a), 2(c), 4(d) Essential Knowledge: Critical Dispositions:	The Learner and Learning (1-3) Content Knowledge (4-5)	Standard 1: Teaching Diverse Students Standard 2: Content Area and Pedagogical Knowledge	COE 4

Can use multiple methods of formal and informal assessments that support, verify and document learning.	Performance: 3(e), 6(a), 6(g), 6(d), 8(d) Essential Knowledge: 6(k), 6(l) Critical Dispositions: 6(t)	The Learner and Learning (1-3) Instructional Practice (6-8)	Standard 4: Learning Environment Standard 7: Assessment: Standard 3: Planning for Differentiated Instruction	COE 3, COE 4
Can utilize methods of self-reflection for instructional preparation.	Performance: 9(e) Essential Knowledge: 9(g) Critical Dispositions: 9(l)	Professional Responsibility (9-10)	Standard 9: Professionalism, Leadership, and Advocacy	COE 3
Can build positive relationships with school colleagues.	Performance: 10(b), 10(e) Essential Knowledge: 10(n) Critical Dispositions: 7(o)	Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 3: Planning for Differentiated Instruction	COE 6
Can build positive relationships with learners and their families and the larger community.	Performance: 1(c), 3(a), 9(d), 10(e) Essential Knowledge: 10(n) Critical Dispositions: 1(k), 3(n), 10(q)	The Learner and Learning (1-3) Professional Responsibility (9-10)	Standard 1: Teaching Diverse Students Standard 4: Learning Environment Standard 9: Professionalism, Leadership, and Advocacy	COE 6
CSU graduates have a strong understanding of student rights.	Performance: 9(f) Essential Knowledge: 9(j) Critical Dispositions:	Professional Responsibility (9-10)	Standard 9: Professionalism, Leadership, and Advocacy	COE 4
Possess instructional strategies that promote the idea that students can learn and grow at a high level.	Performance: 7(a), 7(b) Essential Knowledge: 1(d) Critical Dispositions: 1(j), 2(l), 10(o)	The Learner and Learning (1-3) Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 1: Teaching Diverse Students Standard 3: Planning for Differentiated Instruction	COE 4
Understand the needs of diverse learners and use teaching approaches designed to respect all learners.	Performance: 2(a), 2(b), 6(b), 7(b), 8(a) Essential Knowledge: 2(k), 3(l), 6(p), 7(j) Critical Dispositions: 7(n), 8(p), 10(q)	The Learner and Learning (1-3) Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 1: Teaching Diverse Students Standard 4: Learning Environment Standard 7: Assessment	COE 4

			Standard 3: Planning for Differentiated Instruction	
Have the necessary skills to work with students with exceptional needs.	Performance: 6(h), 8(a) Essential Knowledge: 2(h) Critical Dispositions:	The Learner and Learning (1-3) Instructional Practice (6-8)	Standard 7: Assessment Standard 3: Planning for Differentiated Instruction	COE 4
Appears prepared to meet the needs of high ability students in their classrooms.	Performance: 2(f) Essential Knowledge: 1(g), 2(h) Critical Dispositions: 2(e)	The Learner and Learning (1-3)	Standard 1: Teaching Diverse Students	COE 4
Have the necessary skills to work with students who have linguistic differences.	Performance: Essential Knowledge: 2(i), Critical Dispositions: 2(o), 8(k)	The Learner and Learning (1-3)	Standard 1: Teaching Diverse Students Standard 3: Planning for Differentiated Instruction	COE 4
Can promote both creative and critical thinking in students.	Performance: 8(e), 4(b) Essential Knowledge: 5(m), 5(o) Critical Dispositions: 8(j)	Content Knowledge (4-5) Instructional Practice (6-8)	Standard 2: Content Area and Pedagogical Knowledge Standard 6: Reading, Writing, and Oral Communication Standard 3: Planning for Differentiated Instruction	COE 4
Can use and interpret both verbal and non-verbal cues to assess understanding.	Performance: 3(f), 6(e) Essential Knowledge: Critical Dispositions: 8(m)	The Learner and Learning (1-3) Instructional Practice (6-8)	Standard 4: Learning Environment Standard 7: Assessment Standard 3: Planning for Differentiated Instruction	COE 4
Can promote responsible use of technology to actively engage learners in a safe environment and	Performance: 3(g), 9(f) Essential Knowledge: 3(m), 5(k), 7(k), 8(g)	The Learner and Learning (1-3) Content Knowledge (4-5) Instructional Practice (6-8)	Standard 4: Learning Environment Standard 3: Planning for	COE 4

effectively guide learners in the use of technology in ways that are developmentally appropriate.	Critical Dispositions: 8(n), 8(r)	Professional Responsibility (9-10)	Differentiated Instruction Standard 6: Reading, Writing, and Oral Communication Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	
Display enthusiasm for their content areas and actively engage students in the content that they teach.	Performance: 3(b), 4(c) Essential Knowledge: 3(j) Critical Dispositions:	The Learner and Learning (1-3) Content Knowledge (4-5)	Standard 4: Learning Environment Standard 2: Content Area and Pedagogical Knowledge	COE 6
Create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.	Performance: 1(b), 2(a) Essential Knowledge: 1(e), 1(f), 2(g) Critical Dispositions: 1(h), 1(i)	The Learner and Learning (1-3)	Standard 1: Teaching Diverse Students	COE 4
Can plan an appropriate sequence of learning experiences that include short and long term goals.	Performance: 6(b), 7(f) Essential Knowledge: Critical Dispositions: 7(p)	Instructional Practice (6-8)	Standard 7: Assessment: Standard 3: Planning for Differentiated Instruction	COE 3
Can plan lessons that are aligned with school/state goals and student learning competencies.	Performance: 7(f), 9(a) Essential Knowledge: Critical Dispositions: 6(c), 7(p)	Instructional Practice (6-8)	Standard 7: Assessment: Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 3
Can create and implement classroom environment that promotes a positive,	Performance: 3(d), 9(f) Essential Knowledge:	The Learner and Learning (1-3) Professional Responsibility (9-10)	Standard 4: Learning Environment Standard 9: Professionalism,	COE 4

engaging and safe learning environment for all learners.	Critical Dispositions:		Leadership, and Advocacy	
Can engage learners in developing inventive solutions to problems related to local and global issues.	Performance: 3(b), 5(b), 5(d), 5(f), 5(g) Essential Knowledge: 3(k), 5(p) Critical Dispositions: 5(q)	The Learner and Learning (1-3) Content Knowledge (4-5)	Standard 4: Learning Environment Standard 6: Reading, Writing, and Oral Communication	COE 4
Can serve as effective instructional leaders and engage in professional learning and work collaboratively to advance their professional fields.	Performance: 7(e), 9(b), 9(c) Essential Knowledge: Critical Dispositions:4(r)	Content Knowledge (4-5) Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 2: Content Area and Pedagogical Knowledge Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 6
Can use information and communication technologies and strategies to build engaging professional learning communities.	Performance: 4(g), 9(f) Essential Knowledge: 5(l), 8(o) Critical Dispositions: 8(q), 8(r)	Content Knowledge (4-5) Instructional Practice (6-8)	Standard 2: Content Area and Pedagogical Knowledge Standard 6: Reading, Writing, and Oral Communication Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 4
Can demonstrate the dispositions, ethics and behaviors appropriate to their professions.	Performance: 9(f) Essential Knowledge: Critical Dispositions: 9(o)	Professional Responsibility (9-10)	Standard 9: Professionalism, Leadership, and Advocacy	COE 6
Can use available technology for instructional delivery.	Performance: 3(h), 6(i), 8(g)	The Learner and Learning (1-3) Instructional Practice (6-8)	Standard 4: Learning Environment	COE 4



	Essential Knowledge: 8(n), 8(o) Critical Dispositions:		Standard 7: Assessment Standard 3: Planning for Differentiated Instruction	
Ensures that their students are college and career-ready by providing students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards)	Performance: 7(a) Essential Knowledge: 6(o) Critical Dispositions:	Instructional Practice (6-8)	Standard 7: Assessment: Standard 3: Planning for Differentiated Instruction	COE 4
Has the ability to use research to inform instructional strategies and student assessment.	Performance: 8(h), 8(g) Essential Knowledge: Critical Dispositions:	Instructional Practice (6-8)	Standard 3: Planning for Differentiated Instruction	COE 4

# SAMPLE SURVEY



## COE Exit Survey for Initial Licensure

### 1. Race/Ethnicity (Check all that apply):

- American Indian or Alaskan Native
- Black/African American
- White/Caucasian
- Asian/ Pacific Islander
- Hispanic/Latino

Other (please specify)

### 2. Gender:

- Male
- Female
- Undisclosed

### 3. Program:

- |   |   |
|---|---|
| <input type="checkbox"/> B.A. Bilingual/Elementary Education                  | <input type="checkbox"/> B.A. ECH Birth to Grade3       |
| <input type="checkbox"/> B.A. ElementaryEducation                             | <input type="checkbox"/> M.A.T. ECH Birth to Grade 3    |
| <input type="checkbox"/> M.A.T ElementaryEducation                            | <input type="checkbox"/> B.A. Physical Education K-12   |
| <input type="checkbox"/> M.S.Ed. Bilingual/Elementary Education               | <input type="checkbox"/> M.A.T. Physical Education K-12 |
| <input type="checkbox"/> M.S. Library Information Media Specialist - Initial  | <input type="checkbox"/> B.A. Secondary Social Sciences |
| <input type="checkbox"/> M.S. Library Information Media Specialist - Advanced | <input type="checkbox"/> M.A. Secondary Social Sciences |
| <input type="checkbox"/> B.A. Middle School Education                         | <input type="checkbox"/> B.A. Secondary English 6 - 12  |

- M.A. The Special Education Learning Behavioral Specialist - I Master's Degree Program for Certified Teachers (Advanced)
- M.A. The Special Education Learning Behavioral Specialist - I Master's Degree Program for Initial Certification
- Educational Administration (Superintendent)
- M.A. Principal Preparation
- M.A. Reading Specialist
- M.A.T. Secondary English 6 - 12
- B.A. Secondary Math
- M.A.T. Secondary Math
- B.A. Secondary Science
- M.A.T. Secondary Science

4. Have you completed all requirements for your program?

- Yes (Skip to Question #9)
- No (Continue with next question)

5. Are you completely withdrawing from your program?

- Yes
- No (skip to question #9)

6. What is your reason for withdrawing?

- Financial
- Lack of Progress
- Timed Out of the Program

Other (please specify)

7. Did you take student loans or private loans to support your study?

- Yes
- No

8. Do you intend to re-enroll in this program at a future date?

- Yes
- No

9. Do you intend to enroll in another degree program in the near future?

- Yes

No

10. My academic advisor provided the necessary support for me to complete my program within an acceptable time frame.

Strongly Disagree

Disagree

Agree

Strongly Agree

11. What specific suggestion(s) do you recommend to improve the academic advising experience?

12. Did you receive financial support, other than personal savings or student loans (e.g., grants scholarships, or stipends) to support your study?

Yes

No (skip to question #15)

13. What were the primary form(s) of non-loan financial support that you received (check all that apply):

University or department scholarship

Private or external, locally competitive (non-university) fellowship or scholarship

Private or external nationally competitive (non-university) fellowship or scholarship

Graduate/Research Assistantship stipend

Other (please specify)

14. Briefly describe the strengths and weaknesses of the services provided by the Educator Licensure Office and Office of Field Placement and Outreach.

15. The Student Teaching workshop provided prior to student teaching helped to effectively prepare me for the student teaching experience

Strongly Disagree

Disagree

Agree

Strongly Agree

16. How much did you borrow related to your study?

- |   |   |
|---|---|
| <input type="radio"/> \$5,000 or less   | <input type="radio"/> \$25,001-\$35,000 |
| <input type="radio"/> \$5,001-\$15,000  | <input type="radio"/> \$35,000 or more  |
| <input type="radio"/> \$15,001-\$25,000 | <input type="radio"/> Other             |

Other (please specify)

17. The Office of Field Placement Outreach Services helped guide me through the process regarding student teaching procedures by offering adequate and correct information.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Disagree          | <input type="radio"/> Not Applicable |
| <input type="radio"/> Agree             |                                      |

18. The Educator Licensure Office helped guide me through the process regarding licensing policies and rules by offering adequate and correct information.

- |   |                                      |
|---|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Disagree          | <input type="radio"/> Not Applicable |
| <input type="radio"/> Agree             |                                      |

19. Please provide an evaluation of your satisfaction of the following offices and resources at Chicago State University:

	Highly Satisfied	Satisfied	Adequate	Dissatisfied	Highly Dissatisfied
Learning Assistance Center (LAC)					
College of Education website					
Your program's webpage					
Fact sheet for your program					
Program planning sheet					
edTPA lab					
Moodle					
LiveText					
IT Helpdesk					
Instructional technology in classrooms					
Technology supporting online courses					
Classroom space					
Job Placement Assistance					
Other (please specify)					

20. Based on your experiences in your program, please select the option that best reflects your level of agreement with the following statements:

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
I have a strong knowledge of the content I teach.							
I have the knowledge to utilize student assessment data to inform research.							
<b>I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students</b>							
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.							
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.							
I can use multiple methods of formal and informal assessments that support, verify and document learning.							
I can utilize methods of self-reflection for instructional preparation.							
I can build positive relationships with school colleagues.							
I can build positive relationships with learners and their families and the larger community.							
I have a strong understanding of student rights.							
I possess instructional strategies that promote the idea that students can learn and grow at a high level.							
I understand the needs of diverse learners and use teaching approaches designed to respect all learners.							
I have the necessary skills to work with students with exceptional needs							
I am prepared to meet the needs of high ability students in their classrooms.							
I have the necessary skills to work with students who have linguistic differences.							
I can promote both creative and critical thinking in students.							
I can use and interpret both verbal and non- verbal cues to assess understanding.							
I can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.							
I display enthusiasm for their content areas and actively engage students in the content that they teach.							
I create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.							
I can plan an appropriate sequence of learning experiences that include short and long term goals.							
I can plan lessons that are aligned with school/state goals and student learning competencies.							
I can create and implement classroom environment that promotes a positive, engaging and safe learning environment for all learners.							
I can engage learners in developing inventive solutions to problems related to local and global issues.							
I can serve as effective instructional leaders and engage in professional learning and work collaboratively to advance their professional fields.							
I can use information and communication technologies and strategies to build engaging professional learning communities.							
I can demonstrate the dispositions, ethics and behaviors appropriate to their professions.							
I can use available technology for instructional delivery.							
I ensure that their students are college and career-ready by providing students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards)							
I have the ability to use research to inform instructional strategies and student assessment.							

21. Please summarize your overall experience in this program. What recommendations do you have for improving the educational experience in the College of Education?