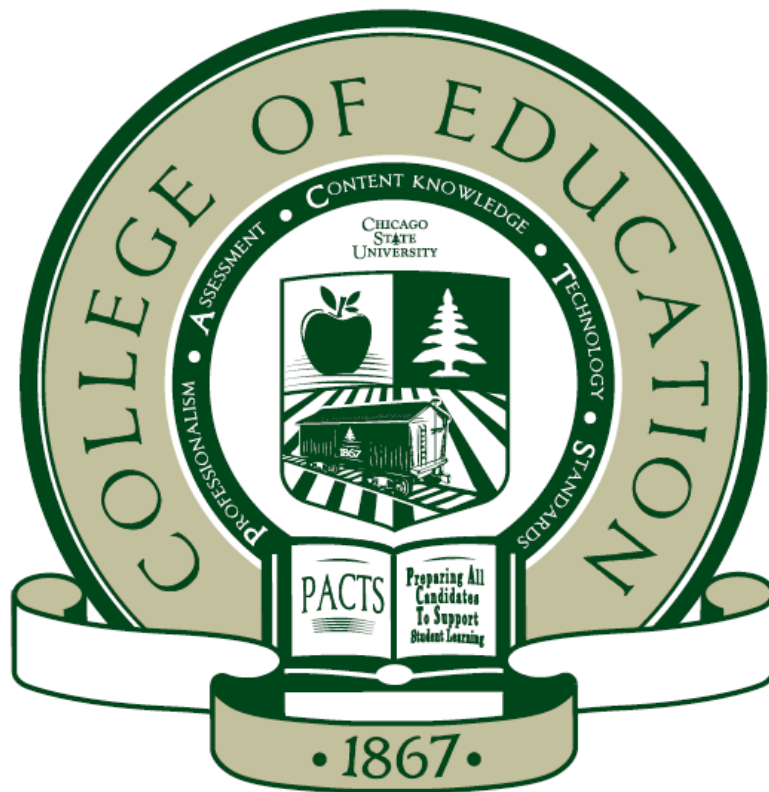


STUDENT TEACHING HANDBOOK



Fall 2011

**COMMUNITY OUTREACH & FIELD PLACEMENT
SERVICES**

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CHICAGO STATE UNIVERSITY

COLLEGE OF EDUCATION

COMMUNITY OUTREACH & FIELD PLACEMENT SERVICES

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Section 1 Overview

The Purpose of Student Teaching

Student teaching is the final component of the pre-clinical experience. Students are required to complete 16 weeks of observing, planning, teaching and managing the classroom. The unit's mission is fulfilled when the mandated pre-clinical experience and student teaching have been successfully completed.

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

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

Success in student teaching depends upon the depth of the student teacher's commitment and willingness to learn and profit from this experience. It also depends on the willing cooperation and expertise of individuals who direct, support and guide the student teacher. This handbook is offered as a guide to all participants in this enterprise. It is recommended that this guide be used to clarify field experience policies, procedures, rules, and responsibilities that promote the professional development of novice teachers. All individuals involved in the student teaching field experience should read this handbook carefully.

Section 2 Mission & Vision Statements

Chicago State University Mission

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the University is to (a) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and may have been inhibited by lack of economic, social, or educational opportunity; and, (b) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong-learning and service.

To accomplish its mission the University is committed to the following:

Recruiting, retaining and graduating a culturally and economically diverse student body including undergraduate, master's and doctoral-level students;

Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;

Offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills and critical thinking as well as cultural and social awareness;

Providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;

Fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and,

Working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

College Of Education Mission

To offer quality programs and services that prepare educational professionals (teachers, counselors, diagnosticians, leaders, librarians, information specialists, leisure personnel and others) to plan, organize, deliver, assess, support and supervise instruction.

To prepare diverse populations who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.

Community Outreach & Field Placement Services Mission

The mission of this unit is based on the mission of Chicago State University (CSU) and the requirements of the Illinois State Board of Education (ISBE) for teacher preparation programs. Community Outreach & Field Placement Services (COFPS) personnel along with Department Chairs in COE, Field-Based Supervisors, and Campus-Based Supervisors created and adopted the mission of the Office of Field Placement. The belief that all children can learn and the preparation of highly qualified teachers to work in rural, urban, and international schools; especially, schools where recruitment and retention of high-performing teachers are a concern. It is also the unit's belief that all candidates are lifelong learners and can be prepared as knowledgeable and competent teachers who will succeed.

College of Education Vision

The College of Education (COE), which has held continuing national accreditation recognition by the National Council for Accreditation of Teacher Education (NCATE) since 1954, provides global leadership in preparing education professionals by advancing:

- Best practices in teaching that impact student learning
- Knowledge through research and scholarships
- Critical thinking
- Service through outreach efforts

Conceptual Framework and Philosophy

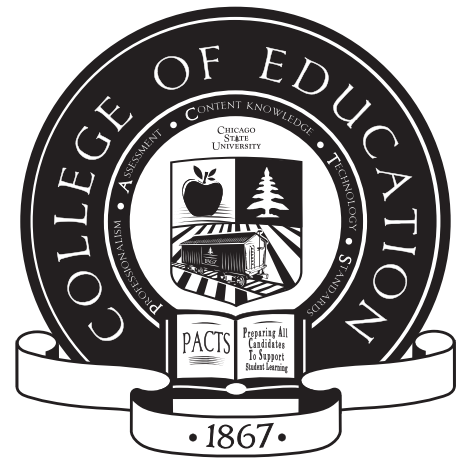
The National Council for Accreditation of Teacher Education's (NCATE) Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, maintains "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12)

From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Today, all activities in the College are guided by the belief that we *Prepare All Candidates To Succeed*, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It reflects a shared vision, set forth coherently, with attention to student's professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as knowledgeable and competent practitioners. As professionals, they will exhibit: appropriate skills, dispositions, and ability to develop best practices and Assessments for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit (*Appendix A*).

Conceptual Framework and Logo

Fall 2009, the logo was redesigned to reflect the Chicago State University's evergreen tree logo, railroad boxcar and the new motto: *Prepare All Candidates To Support student learning*. This belief is held true for all of our majors including initial certification, advanced certification, and non-certification programs for teachers and other school personnel. The PACTS acronym continues to represent the strands for the College of Education's Conceptual Framework that serves as a model for how the College of Education prepares all candidates to succeed in helping urban children learn. This preparation is characterized and distinguished by five core themes: **(P)** Professionalism, **(A)** Assessment, **(C)** Content knowledge, **(T)** Technology, and **(S)** Standards. Inside the new logo, effective January 2010, you will find an apple with three leaves representing our baccalaureate, masters, and doctoral students. In addition, you will find the tree embedded into a boxcar in recognition of our humble beginnings. Policies and Procedures



COE Professional Code of Conduct

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.

Dean's Expectations on Dispositions

All candidates are asked to periodically self-assess their understanding of the following pedagogical and general disposition areas:

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

Rights Reserved Statement

The provisions of this publication are not to be regarded as an irrevocable contract. The College of Education reserves the right to modify, to revoke, or to add to any and all regulations at any time. As an Illinois recognized institution with approved certification programs, Chicago State University Education Programs are subject to mandates issued by the Illinois State Board of Education (ISBE) and the Illinois State Teacher Certification Board that are also subject to change. Individual departments and units should be consulted for information regarding regularity of course offerings, and program and policy changes. Assessment and certification requirements may change on a yearly basis.

Eligibility Requirement

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

- been admitted into the College of Education.
- passing scores on the Illinois Tests of Basic Skills and the Certification Content-Area Test and submitted proof of passing the certification test.
- completed all program course work, all university course and departmental requirements.
- attained a minimum GPA of 2.5 which is required in the following: all coursework required in the program (Program GPA); all coursework in the area of specialization or concentration (with the exception of Art Education, which requires a minimum GPA of 3.0); and all coursework in professional education (with the exception of Elementary Education and Early Childhood Education, which require a minimum GPA of 3.0). A CSU cumulative GPA of 2.0 in all courses completed at CSU in an undergraduate program is also required for graduation.
- completed a minimum of 100 clock hours of pre-clinical field experience.
- passed field test review course for State Certification or the Illinois Certification Content-Area Test.
- a current tuberculosis test (PPD) and a signed copy of Article 21 of the Illinois School Code on file in the Community Outreach & Field Placement Services.
- the verification of a cleared background check at the State and Federal levels on file.
- successful completion of the DCFS Mandated Reporting Training and Certification
- successful completion of the School Safety Training Module

Placement Procedure

The Coordinators of CO/FPS will assign student teaching sites that provide a wide range of experiences that include multi-cultural and exceptional populations, have curricula and developmentally appropriate programs consistent with the requirements of the University, provide an environment conducive to teaching and learning, and are receptive to the needs of university students. Distance traveled will be given special consideration. Since many factors are involved in making student teacher placements, changes in placements typically will not be made once placements have been confirmed.

Student teachers will not be assigned to a school that they have worked or where any of their family members currently work unless they have been approved for the Option Program. (Contact The Community Outreach & Field Placement Services for information on the Option Program). Student teachers will not be assigned to a school where any of their children currently attend. Student teachers are responsible for their own transportation.

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

Attendance

There is no provision for absence during student teaching. The student teacher must be prompt and in attendance daily. In case of unexpected absence (illness, death in immediate family, or other extreme circumstances), the field-based supervisor, site administrator, and the campus-based supervisor should be notified immediately. **No more than five (5) absences can be made up. All make-up days must be within five (5) days after the scheduled end of the student teaching experience.** More than five absences will result in an incomplete or a failing grade. Student teachers must sign-in at the time of arrival and sign-out at the time of departure daily. Attendance is also required at student teaching seminars, institute days and report card pick-up days. Attendance is validated using Student Teacher Time Report document (see pg. 40).

Length of Day

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

Fall 2011 Student Teaching Schedule

Regular Track: September 6-December 9, 2011

Track E: August 8-December 9, 2011

Charter Schools: August 22-December 9, 2011

Substitute Teaching

The student teacher is not allowed by the Illinois State Board of Education (ISBE) to serve as a substitute teacher during the student teaching experience.

Course Load

No courses may be taken with student teaching without prior approval from the academic department. On occasion a student may be granted special permission to take a course while student teaching. Students seeking permission must first file a petition in the College of Education. The Admissions and Standards Committee will review the petition. Students are thereafter notified of the Committee's decision whether a course may be taken while student teaching.

Dispositions/Professionalism

Student teaching marks a significant step toward becoming a professional educator. The student teacher, therefore, is expected to demonstrate the attitudes and actions of a professional educator. Please see Appendix p. for a full list of the Dean's Expectations on Pedagogical and General Dispositions. Specific expectations for student teaching include:

- conforming to cooperating school's rules and policies;
- extending basic rules of courtesy to teachers, pupils, school staff, and the broader school community;
- meeting the standard professional dress code, personal appearance, and professional behavior;
- demonstrating professional ethics (refrain from engaging in negative conversations with or about staff, pupils, principal and/or parents); and
- placing school responsibilities ahead of personal wishes.

In addition, during the experience, student teachers will probably have access to confidential records and other highly personal information. Such knowledge must be safeguarded and used for professional purposes only. *Please exercise professional judgment at all times.*

Professional Code of Conduct Policy

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to enter the profession of teaching prepared to help all children learn (NCATE Standard 1, 2008 Professional Standards for NCATE Accreditation) or to enter other professions. This includes adherence to a Professional Code of Conduct, which is formally assessed at the following four checkpoints in all teacher education programs leading to initial certification, and at other appropriate checkpoints identified in the college's non-teacher education programs:

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

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

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

Candidates who are 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, to the College of Education's Admissions and Standards Committee (ASC) for a final resolution, can make a referral.

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

Section 3 Assessment & Evaluation

Performance Requirements

The primary goal of the Chicago State University Teacher Education Program is to present a carefully designed developmental 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 no longer on the teacher covering the content, but on the impact on the student learner and the learning environment. This requires that teachers have a more integrated understanding of content, with more learner-centered approaches to the organization of the classroom and teaching strategies. The following sections define particular components of the student teaching experience that will be assessed and/or evaluated.

Illinois Professional Teaching Standards

All student teachers are responsible for meeting the Illinois Professional Teaching Standards.

IPTS Standard 1 - Content Knowledge

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

- a) evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- b) uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- c) engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- d) designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- e) anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- f) uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- g) facilitates learning experiences that make connections to other content areas and to life and career experiences.

IPTS Standard 2 - Human Development and Learning

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

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

IPTS Standard 3 – Diversity

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

- a) facilitates a learning community in which individual differences are respected.
- b) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
- c) uses information about students' families, cultures, and communities as a basis for connecting

- instruction to students' experiences.
- d) uses cultural diversity and individual student experiences to enrich instruction.
- e) uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- f) identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- g) identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.
- h) demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

IPTS Standard 4 - Planning for Instruction

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

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

IPTS Standard 5 - Learning Environment

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

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

IPTS Standard 6 - Instructional Delivery

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

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

IPTS Standard 7 – Communication

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

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

IPTS Standard 8 – Assessment

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

- a) uses assessment results to diagnose student-learning needs, align and modify instruction, and design teaching strategies.
- b) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- c) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- d) maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- e) uses appropriate technologies to monitor and assess student progress.
- f) collaborates with families and other professionals involved in the assessment of individuals with disabilities.
- g) uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- h) uses technology appropriately in conducting assessments and interpreting results.
- i) uses assessment strategies and devices that are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

IPTS Standard 9 - Collaborative Relationships:

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

- a) initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- b) works with colleagues to develop an effective learning climate within the school.
- c) participates in collaborative decision-making and problem solving with other professionals to achieve student success.
- d) develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- e) works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
- f) identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- g) acts, as an advocate for student needs.
- h) collaborates in the development of comprehensive individualized education programs for students with disabilities.
- i) coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.
- j) collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- k) implements and monitors individual students' programs, working in collaboration with team members.
- l) demonstrates the ability to co-teach and co-plan.

IPTS Standard 10 - Reflection and Professional Growth

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

- a) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- b) collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- c) participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- d) actively seeks and collaboratively shares a variety of instructional resources with colleagues.
- e) assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

IPTS Standard 11 - Professional Conduct

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

Knowledge Indicators: The competent teacher:

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

Performance Indicators: The competent teacher:

- a) contributes knowledge and expertise about teaching and learning to the profession.
- b) follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- c) follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- d) initiates and develops educational projects and programs.
- e) actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- f) participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.
- g) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- h) demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- i) promotes and maintains a high level of integrity in the practice of the profession.
- j) complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.
- k) uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

Curriculum Development & Implementation

Lesson planning is critical for successful teaching. Writing helps clarify ideas and provide an order for covering content. Lesson plans must meet the expectations of the university, school, field-based and campus-based supervisors and be aligned with the Illinois Professional Teaching Standards. All candidates are required to write lesson plans that include expected measurable outcomes 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 done in a timely fashion and must be approved by both the field-based and campus-based supervisors. Lesson plans are to be prepared and reviewed by field-based and campus based supervisors prior to teaching any lesson. It is the student teacher's responsibility to make lesson plans available to the campus-based supervisor upon a site visit. Lesson plans are evaluated using the COE 3: Planning Scoring Guide found in Appendix C. Individual lessons taught in the classroom setting are evaluated using the COE 4: Effective Practice Scoring Guide, also known as Form A-1, which is found in Appendix D. Additional narratives or observations can be recorded using Form B, found in Appendix E.

In addition, all candidates are required to participate in an action research **Impact on Student Learning / Learning Environment Curriculum Project** in which the candidates write a 10-day curricular unit, teaches components of that unit, and documents their impact on the student learner and the learning environment through pre-/post-assessment and evaluation mechanisms. This project is evaluated using the COE 5: Impact on Student Learning / Learning Environment Scoring Guide, also known as Form A-2, which is found in Appendix F.

Professional Teaching Portfolio & Professional Dispositions

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

LiveText [<https://c1.livetext.com>]

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

Teaching Responsibilities

Each student teacher, field-based and campus-based supervisor create learning situations that are unique. This must be considered prior to the student teacher assuming teaching responsibilities. The following is a recommended time line that can be modified and adjusted for the required 16 weeks of student teaching.

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

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

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

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

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

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

Week 5 - 16

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

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

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

Time Reports

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

Evaluations

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

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

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

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

Grading

The final grade in student teaching may be an A, B, or F. It is based on successful completion of 16 weeks of the student teaching experience and meeting the Illinois Professional teaching Standards, core Technology Standards and Core Language Arts Standards as evidenced by a passing score on the Assessment of Professional Teaching (APT) Test. The final grade is reported on the Student Teacher Final Evaluation Report form found in Appendix H.

The deadline to take the test prior to completion of student teaching is:

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

The grade of I (incomplete) may be submitted for students who show potential, but need additional preparation. Students will receive a grade of I for not submitting a passing score on the APT to the Community Outreach & Field Placement Services. Students will have four (4) months from the end of student teaching to remove the “I” grade by passing the APT.

Students who show potential, but need additional training, will be given a grade of I (incomplete) and will be required to successfully complete a remediation agreement. Remediation agreements are individual educational programs developed based on specific needs. A student teacher who demonstrates unsatisfactory progress or a deficiency in one or more areas, will be referred by their campus-based supervisor to the Community Outreach & Field Placement Services to:

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

Important Note: The student teacher who does not progress to the level where he/she can teach a full load for a minimum of four (4) weeks will be required to complete a remediation plan. Remediation plans may result in an extension of the number of weeks required to successfully complete the student teaching experience.

Section 4 Responsibilities

Student Teacher

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:

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

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

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

Field-Based Supervisor

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

Being prepared and preparing your students 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:

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

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

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

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

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

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

Campus-Based Supervisor

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

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

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

- a. make an initial visit to the school the first week of student teaching to review expectations, school policies and requirements.
- b. conduct conferences as needed.
- c. provide course requirements, lesson plan format and other appropriate resources to help with instructional concerns.
- d. visit, observe, evaluate, and hold conferences with the student teacher, field-based supervisor and other parties as needed.
- e. refer student teachers who demonstrate unsatisfactory progress or a deficiency in one or more areas to the Community Outreach & Field Placement Services.
- f. review and initial the Student Teacher Time Report (Appendix A), the Student Teacher Weekly Evaluation Report (Appendices I and J) based on the Illinois Professional Teaching Standards, and the Weekly Comments and Suggestion Report (Appendices K and L.)
- g. evaluate the Professional Teaching Portfolio using the COE 6A Scoring Guide for the Professional Teaching Portfolio (Appendix G).
- h. evaluate the candidate's dispositions using the COE 6B Scoring Guide for the Professional Dispositions (Appendix G).
- i. submit all permanent record file copies of the student teaching documentation (Appendices A, C, D, E, F, G, H, I, J, K, and L.) at mid-term and at the final. For those student teachers that will complete their experiences in two different settings, (i.e., Early Childhood and Elementary Education and some Special Education students) the reports are to be completed for the first eight weeks session; this report set will be submitted again at the close of 16 weeks.
- j. submit mid-term and final grade reports.

Feedback Reporting Loop

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

Field Experience Agreement and Field-Based Supervisor (Mentor) Selection

After a site verbally agrees to accept teacher candidates, a Field Experience Agreement document is signed that outlines the roles and responsibilities of the participating parties between Chicago State University and the school or school district. Although every effort is made to negotiate the placement of candidates with teachers, the lead administrators identify the cooperating teacher/mentor to serve as the Field-Based Supervisor. The school must comply with the guidelines for selecting a master teacher as stated in the Section 2 Part B. Chicago State University retains the right to terminate a placement if the qualifications of the FBS does not meet or exceed our 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.

Appendices Evaluation Instruments

Appendix A. Student Teacher Time Report

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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

STUDENT TEACHER TIME REPORT

Student _____ UID# _____ Term _____

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

Field Based Supervisor _____ Campus-Based Supervisor _____

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

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

STUDENT TEACHER TIME REPORT

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

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

ACTIVITY

WEEKS

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

Campus-Based Supervisor's Signature

Date

Appendix B. Dean's Disposition Expectations

Appendix B. Pedagogical Dispositions

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Chicago, Illinois 60628-1598
TEL 773-995-2392 • FAX 773-995-2393

Dean's Disposition Expectations

Directions for Use: Teacher education candidates are expected to use the following **Pedagogical and General** Guides to continuously self-assess the dispositions listed below. Teacher educators, advisors chairs and other are expected to use the indicators listed below as baseline guides to assess candidate's dispositions at program entry, interval point(s), and exit.

Pedagogical Dispositions

Area 1--Classroom Delivery and Demeanor (including differentiation)
1. Candidate respects and relates well to people of diverse backgrounds
2. Candidate understands student needs and matches needs to services or products
3. Candidate challenges bias and intolerance
4. Candidate engages in efforts to promote educational equity for all students.
5. Candidate accommodates diverse patterns of learning within the classroom environment
6. Candidate assesses individual student needs and applies effective instructional strategies
7. Candidate is always prepared to deliver lessons
8. Candidate employs "best practice" pedagogical techniques to deliver instruction
9. Candidate uses a variety of techniques to continuously assess and evaluate student learning
10. Candidate demonstrates, through classroom and clinical performance, the belief that all students are capable of learning and can succeed
Area 2--Collaboration
1. Candidate demonstrates the interpersonal skills, professionalism, and interest in working cooperatively with peers, parents, school leaders, and the community
2. Candidate models effective communication strategies in asking questions, listening, giving directions, probing for understanding and helping others to express their ideas
3. Candidate refrains from challenging authority
Area 3--Creative and Critical Thinking
1. Candidate demonstrates the ability to identify the elements of problems, prioritizes, and propose appropriate solutions
2. Candidate designs an instructional environment that encourages and challenges students to analyze and develop creative solutions to problems
3. Candidate demonstrates the ability to present and model multiple perspectives of issues
Area 4--Life Long Learning and Scholarship
1. Candidate continually seeks to improve professional skills and knowledge
2. Candidate demonstrates the understanding that knowledge is dynamic and, by example, shows that knowledge requires a commitment to life-long learning.
3. Candidate demonstrates the ability to stimulate student curiosity in learning endeavors.
4. Candidate engages in professional development activities based upon reflection of personal performance
5. Candidate engages in activities to understand current research related to pedagogical practices and new knowledge in his/her instructional content areas
Area 5--Caring
1. Candidate demonstrates integrity and is responsive to the welfare of his/her students
2. Candidate fosters a positive classroom climate based on trust, respect, and mutual responsibility

Appendix C. General Dispositions

General Dispositions

Area 1 Relationships with Others
1. Candidate possesses a sense of humor
2. Candidate is willing to voice unpopular views
3. Candidate cultivates and maintains positive informal networks
4. Candidate thinks clearly and stays focused under pressure
5. Candidate acts ethically.
6. Candidate admits mistakes and confronts unethical actions in others
7. Candidate seeks out relationships that are mutually beneficial
8. Candidate takes tough, principled stands
9. Candidate is attentive to emotional cues
10. Candidate shows sensitivity and understands perspectives of others
11. Candidate builds rapport and keeps others in the loop
12. Candidate offers and receives constructive feedback and identifies the need for further growth
13. Candidate mentors, coaches, challenges, and fosters skills in others
14. Candidate increases satisfaction and loyalty
15. Candidate makes and maintains personal friendships among associates
16. Candidate offers appropriate assistance
17. Candidate effectively gives and takes, registers emotional cues, and attunes messages
18. Candidate spots potential conflict, brings disagreements into the open and de-escalates the conflict
19. Candidate encourages debate and open discussion
20. Candidate orchestrates win-win situations
21. Candidate demonstrates an understanding of effective verbal and non-verbal communication
22. Candidate uses language and delivery techniques appropriate to the audience
Area 2 Reliability
1. Candidate builds trust through reliability and authenticity
2. Candidate meets commitments and keeps promises
3. Candidate is prepared to deliver instruction
4. Candidate is prepared to participate
5. Candidate is on-time
Area 3 Willingness to Collaborate
1. Candidate seeks out fresh ideas
2. Candidate actively seeks out opportunities to fulfill the group's mission
3. Candidate can mobilize others
4. Candidate assists based on understanding other people's needs and feelings
Area 4 Reflective Practice (including self-assessment)
1. Candidate observes emotions
2. Candidate recognizes that feelings affect performance
3. Candidate has a guiding awareness of values and goals
4. Candidate is aware of personal strengths and weaknesses
5. Candidate holds him- her- self accountable
6. Candidate adapts responses and tactics
7. Candidate is results-oriented
8. Candidate strives to improve performance when necessary
9. Candidate finds a sense of purpose in the larger mission
10. Candidate operates from hope of success rather than feeling of failure
11. Candidate sees setbacks as the result of manageable circumstances, not personal flaws
12. Candidate is reflective and learns from experience
13. Candidate uses the group's core values in choices and decisions
14. Candidate demonstrates an understanding of diverse world views and is sensitive to group differences
Area 5 Personal Appearance
1. Candidate possesses self-assurance
2. Candidate manages feelings and emotions
3. Candidate is always well-groomed and appropriately dressed
4. Candidate is composed and positive

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COE 3

Semester of Program Completion: _____ Concentration: _____

Unacceptable	Acceptable	Target
<p>1. The model is not based on a clear understanding of the problem and the data.</p> <p>2. The model is not validated against the data.</p> <p>3. The model is not used to make predictions.</p> <p>4. The model is not used to make decisions.</p> <p>5. The model is not used to make recommendations.</p>	<p>1. The model is based on a clear understanding of the problem and the data.</p> <p>2. The model is validated against the data.</p> <p>3. The model is used to make predictions.</p> <p>4. The model is used to make decisions.</p> <p>5. The model is used to make recommendations.</p>	<p>1. The model is based on a clear understanding of the problem and the data.</p> <p>2. The model is validated against the data.</p> <p>3. The model is used to make predictions.</p> <p>4. The model is used to make decisions.</p> <p>5. The model is used to make recommendations.</p>

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

[illegible]

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CHICAGO STATE UNIVERSITY

PLANNING REPORT

COE 3

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

Appendix E. Effective Practice Observation Report



Community Outreach & Field Placement Services

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

EFFECTIVE PRACTICE OBSERVATION REPORT

COE 4 Form A-1

Candidate: _____ **Semester:** _____

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

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

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

Diverse Student Learner Population: (Check all that apply)

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

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

Observed:	<input type="checkbox"/> Class Lesson	<input type="checkbox"/> Testing Procedures	<input type="checkbox"/> Management Activities
Monitored/Assisted:	<input type="checkbox"/> Class Activities	<input type="checkbox"/> Room Management	
Tutored:	<input type="checkbox"/> Individual Students	<input type="checkbox"/> Paired Groups	<input type="checkbox"/> Small Groups
Coached:	<input type="checkbox"/> Individual Students	<input type="checkbox"/> Paired Groups	<input type="checkbox"/> Small Groups
Taught Lesson:	<input type="checkbox"/> Small Groups	<input type="checkbox"/> Cooperative Groups	<input type="checkbox"/> Collaborative Groups
	<input type="checkbox"/> Jig-saw Groups	<input type="checkbox"/> Ability Groups	<input type="checkbox"/> Whole-Class

Other: _____

Please rate the candidate in the following areas:

N/A Unacceptable Acceptable Target

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

FBS Signature: _____ **Date:** _____

CBS Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

CHICAGO STATE UNIVERSITY

EFFECTIVE PRACTICE OBSERVATION REPORT

COE 4 Form A-1

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

Appendix F. Observation Narrative Report

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

9501 S. King Drive / ED 322
Chicago, Illinois 60628-1598
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OBSERVATION NARRATIVE REPORT

Form B

Candidate: _____ Semester: _____

School: _____ Subject/Grade Level: _____

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

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

Part A: Areas of Strength

Part B: Concerns/Suggestions

Part C: Other Observations

FBS Signature: _____ Date: _____

CBS Signature: _____ Date: _____

Candidate Signature: _____ Date: _____

Appendix G. Impact On Student Learning & Environment Report



Community Outreach & Field Placement Services

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

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

Candidate: _____ **Semester:** _____

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

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

Diverse Student Learner Population: (Check all that apply)

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

Project Design Options: (Check all that apply)

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

Please rate the candidate in the following areas:

Unacceptable Acceptable Target

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

FBS Signature: _____ **Date:** _____

CBS Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

IMPACT ON STUDENT LEARNING / ENVIRONMENT REPORT

COE 5 Form A-2

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

Appendix G. Professional Portfolio Report



Community Outreach & Field Placement Services

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

PROFESSIONAL PORTFOLIO REPORT

COE 6A

Candidate: _____ **Program:** _____

Semester of Program Completion: _____ **Concentration:** _____

Please rate the candidate in the following areas:

Unacceptable Acceptable Target

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

Comments:

Program Signature: _____ **Date:** _____

Community Outreach & Field Placement Services

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COE 6B

Semester of Program Completion: _____ Concentration: _____

Unacceptable	Acceptable	Target
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COE 6.11a - Dispositions - Personal Integrity			
COE 6.11b - Dispositions - Content Knowledge			
COE 6.11c - Dispositions - Diverse Learners			
COE 6.11d - Dispositions - Pedagogy			
COE 6.11e - Dispositions - Reflective Appraisal			
COE 6.11f - Dispositions - Educational Advocacy			
COE 6.11g - Dispositions - Artifacts & Reflection Statement [Evidence]			

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's part of a bound notebook or folder.

Student Teaching Handbook
Fall 2011

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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PROFESSIONAL PORTFOLIO & DISPOSITIONS REPORT

COE 6

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

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

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

6.9a Collaborative Relationships / Partnerships [Narrative]	<p>1) Inappropriate use of professional terminology and/or does not use Standard English to interpret knowledge and performance indicators.</p> <p>2) Connections between knowledge and performance indicators are misinterpreted, incomplete or unclear.</p> <p>3) Reflection inadequately describes personal strengths and weaknesses and/or inadequately addresses professional learning goals.</p>	<p>1) Uses appropriate professional terminology and/or Standard English to interpret knowledge and performance indicators.</p> <p>2) Connects competencies demonstrated in the evidence to specific indicators.</p> <p>3) Reflection provides a reasonable explanation of the personal competencies, strengths, and weakness demonstrated in the evidence and addressed in professional learning goals.</p>	<p>1) Masterfully uses professional terminology and Standard English to insightfully interpret knowledge and performance indicators.</p> <p>2) Provides analytic and reflective connections between knowledge and performance indicators, including how competencies are demonstrated in the evidence.</p> <p>3) Reflection evaluates the strengths of the evidence, and professional learning goals demonstrate a good understanding of competency level attained.</p>
6.9b Collaborative Relationships / Partnerships [Evidence]	<p>1) Is sparse and does not reflect the breadth of collaborative partnerships/relationships and/or;</p> <p>2) Does not demonstrate a personal understanding of the community's role in education and/or;</p> <p>3) Does not demonstrate an ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.</p> <p>4) There is a need to improve in this area.</p>	<p>1) Sufficiently covers and reflects many elements of collaborative relationships / partnerships.</p> <p>2) Demonstrates candidate understands the many roles of the community in education.</p> <p>3) Demonstrates an ability to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being which may include the use of technology.</p>	<p>1) Is plentiful and reflects most elements of collaborative relationships / partnerships.</p> <p>2) Demonstrates a consistent understanding of the many roles of the community in education.</p> <p>3) Demonstrates an ability to actively develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being which includes the use of technology.</p>
6.10 Professional Growth Reflection Statement	<p>Insufficient information or portrays a lack of appreciation or understanding for the comprehensive portfolio assessment of teacher competencies.</p>	<p>Contains an overview of:</p> <p>1) personal learning experiences toward meeting teacher competencies;</p> <p>2) evidence contained in the portfolio that may include the use of technology to evaluate and reflect on current research and professional practices on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning; and</p> <p>3) candidate's strengths and goals for learning.</p>	<p>Contains clear, insightful statements that connect personal learning experiences to an overview of the evidence contained in the portfolio that may include the use of technology to evaluate and reflect on current research and professional practices on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. Strengths achieved and goals set through self-reflection and evaluation are evident. Strengths achieved and goals set through self-reflection and evaluation are evident.</p>

Appendix G. Professional Dispositions

PROFESSIONAL DISPOSITIONS

COE 6

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

Appendix H. Student Teacher Evaluation Report

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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

STUDENT TEACHER EVALUATION REPORT

Candidate: _____ **Semester:** _____

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

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

Semester: _____ **Grade:** (circle one) **A B F** **Midterm/ Final** (circle one)

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

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

Comments:

A letter of recommendation may accompany this form.

CBS Signature: _____ **Date:** _____

Appendix I. Student Teacher Weekly Evaluation Report (Weeks 1 - 8)
STUDENT TEACHER WEEKLY EVALUATION REPORT (WEEKS 1-8)

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

Grade Level _____ Subject Taught _____ Campus-Based Supervisor _____

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

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

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

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

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

Student Teacher: _____

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

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

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

Student Teacher: _____

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

Appendix K. Weekly Comments and Suggestions (Weeks 1 - 8)

WEEKLY COMMENTS AND SUGGESTIONS (WEEKS 1-8)

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

Grade Level _____ Subject Taught _____ Campus-Based Supervisor _____

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

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

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

Appendix L. Weekly Comments and Suggestions (Weeks 9 - 16)
WEEKLY COMMENTS AND SUGGESTIONS (WEEKS 9-16)

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

Grade Level _____ Subject Taught _____ Campus-Based Supervisor _____

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

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

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

Appendix M. Tuition Waiver

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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

TUITION WAIVER POLICY

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

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

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

Criteria

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

Submission Procedures

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

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

Appendix N. Feedback Report On My Campus-Based Supervisor

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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

FEEDBACK REPORT ON MY CAMPUS-BASED SUPERVISOR

Major _____

Check all that apply: ☐ Graduate ☐ Undergraduate ☐ Certification

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

University Supervisor _____ Semester: Fall ☐ Spring ☐ Year _____

My University Supervisor worked with me in the following ways:

1. Planning (check all that apply)

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

2. Climate (check all that apply)

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

3. Teaching (check all that apply)

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

4. Reflection (check all that apply)

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

General Comments and Suggestions:

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

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

Appendix O. Feedback Report On My Field-Based Supervisor

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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

FEEDBACK REPORT ON MY FIELD-BASED SUPERVISOR

Major _____

Check all that apply: ☐ Graduate ☐ Undergraduate ☐ Certification

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

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

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

1. Academic Resources: (Check all that apply)

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

2. Experiences (check all that apply)

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

General Comments and Suggestions:

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

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

Appendix P. Feedback Report On My Field Placement Site

CHICAGO STATE UNIVERSITY

Community Outreach & Field Placement Services

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

FEEDBACK REPORT ON MY FIELD PLACEMENT SITE

Major _____

Check all that apply: ☐ Graduate ☐ Undergraduate ☐ Certification

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

Site Name: _____ Semester: Fall ☐ Spring ☐ Year _____

My Placement Site:

1. Provided These Academic Resources:

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

2. Provided These Experiences:

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

General Comments and Suggestions:

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

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

Departments & Academic Support Directory

Office Of The Dean

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Dean of Education
ED 320

s-gist@csu.edu
(773) 995-3988

Dr. Kimberly Edwards
Assistant Dean
ED 316

(773) 995-2218

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

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Dr. Carol Schultz
Interim Ed.D. Director
cschultz@csu.edu
(773) 995-2092

Graduate Degree Programs

Graduate Studies: Higher Education,
Instructional Foundations, Physical
Education, Special Education and
Reading

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(773) 995-2086

Undergraduate Degree Programs

Early Childhood and Bilingual
Education

Dr. Patricia Steinhaus
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Elementary Education

Dr. Rosemary Buteau
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Secondary Education

(K-12 & 6-12)
Career and Technical, Middle School,
Physical Education and Recreation

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About Chicago State University

History of Chicago State University

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

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

Commitment to Public Education

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

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

CSU's success in providing access, retention and graduation for these populations has continued to place the University in a pivotal role in higher education, both regionally and nationally, because there is a universal recognition of the gradual but significant ethnicity shift unfolding in Illinois and across America. Indeed, the implications of this state trend will result in more African-American, Hispanic, and Asian students matriculating as the 21st century unfolds.

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

This supports the University's mission to:

- Provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools, as well as educating students where academic, personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity.
- Produce graduates whom are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

College Of Education Operations

The College's operations were designed to correlate with CSU's mission, and its departments have subsequently modeled theirs similarly. The College of Education is comprised of the Departments of:

1. Undergraduate Degree Programs - Early Childhood and Bilingual Education (**ECBE**); Elementary Education (**ELED**)
2. Secondary Education (K-12 & 6-12)- Career and Technical, Middle School, Physical Education and Recreation (**SEPR**)
3. Graduate Degree Programs- Graduate Studies: Higher Education, Instructional Foundations, Physical Education, Special Education and Reading (**GPED**)

4. Library, Information, & Media Studies (**LIMS**)
5. Doctoral Studies (**EDDE**)

College Support Services- Community Outreach & Field Placement Services (**COFPS**), Teacher Development & Reading Center (TDRC), Alternative Route to Certification and Cohort Services; Child Care Center, and the Textbook Learning Materials Program (TLMP).

Secondary programs in the College of Arts and Sciences meeting NCATE-approved guidelines are:

1. Secondary Biology, Chemistry, & Physics (National Science Teachers Association – NSTA)
2. Secondary English (National Council of Teachers of English – NCTE)
3. Secondary Geography and History (National Council for the Social Studies – NCSS)
4. Secondary Mathematics (National Council of Teachers of Mathematics – NCTM). The Illinois State Board of Education (ISBE) approves all teacher education programs for certification.

Notes

