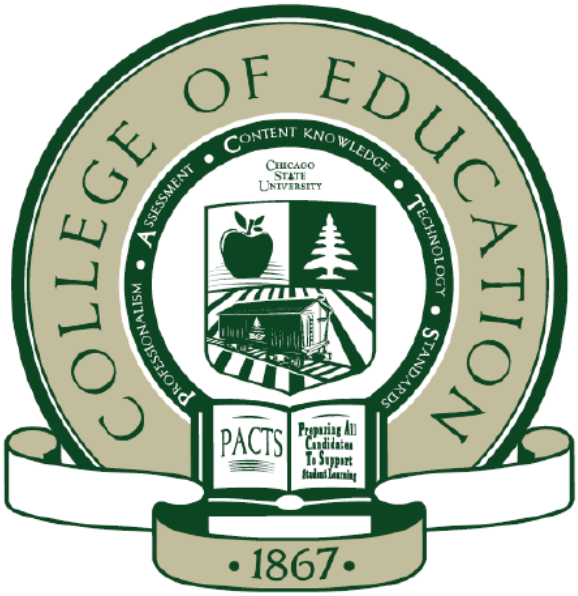
STUDENT TEACHING HANDBOOK



Fall 2016

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Introduction--The Purpose of Student Teaching

The purpose of the Student Teaching/Clinical Practice experience (also known as Student Teaching II) is to provide an opportunity for candidates to apply educational theory in an off-campus classroom setting. The student teacher is responsible for guiding and directing the learning of students under the supervision and direction of a competent, certified teacher (Cooperating Teacher). Student Teaching is a cooperative venture between Chicago State University and school systems (public and private). The venture includes a team approach to the development of a new teacher. As a result of the study of educational theory and its application in the school assignment, the student teacher will develop teaching techniques and philosophical tenets appropriate for a democratic society.

Student teaching is the final component of the pre-clinical experience. Candidates are required to complete the edTPA videotaping process along with 16 weeks (or program length confirmed by College of Education for the term) of seminar, observation, planning, teaching and managing the classroom. Student teaching is designed to provide the candidate with a carefully structured, closely supervised experience in classroom teaching. This culminating experience is considered the most important and memorable experience one has as he/she develops into a teacher. The experience provides opportunities to observe experienced teachers, practice new and emerging teaching skills, and apply knowledge gained from university coursework to the actual context of elementary and secondary schools. It also affords the opportunity to reflect upon the social, psychological and pedagogical aspects of the classroom.

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

Philosophical Principles

University Mission and Vision Statements

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

The University commits to the following core values:

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

College of Education Mission and Vision

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

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

College Core Values

The following core values characterize daily operations in the College:

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

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

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

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

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

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

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

Mission of Community Outreach & Field Placement Services Office

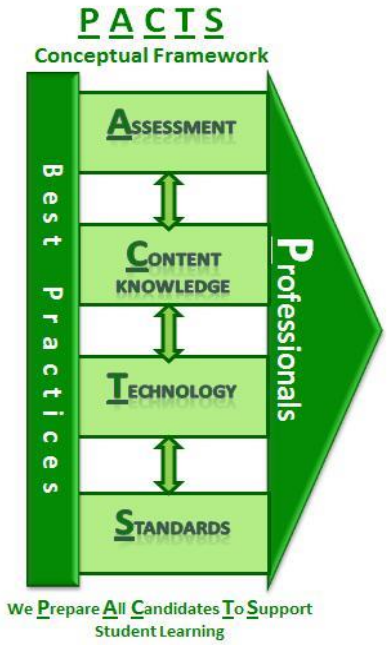
The mission of the Office of Community Outreach and Field Placement Services (COFPS) unit flows from the mission of Chicago State University and the College of Education. Using guidelines set forth by the State of Illinois and the Illinois State Board of Education (ISBE) to prepare professional education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

P-A-C-T-S Conceptual Framework

Our ***P—A—C—T—S****Conceptual Framework* provides the shared vision, mission,

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

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



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

Expectations for Candidate Dispositions

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

A. 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

College of Education Dress Code

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

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

- Dresses and all outer garments shall fit properly and be of an acceptable length Blouses and shirts should be long enough to ensure that bare skin is not exposed.
- Halters, tank tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps shall not be permitted. In addition, clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, or any controlled substances are unacceptable.
- If shirttails are made to be worn tucked in, they must be tucked in. If pants are designed to be worn with a belt, a belt or suspenders shall be worn at the proper place around the waist.
- No hats, caps or other head coverings shall be worn inside the building.

- Hair shall be clean, neatly trimmed or arranged and well groomed.
- Beards and mustaches shall be allowed if they are neatly trimmed.
- Footwear shall exclude flip-flops and slippers.
- Items designed for night-wear (pajamas, night caps, etc.) shall not be worn.
- Clothing that reveals undergarments shall not be worn.
- Hemlines for skirts and dresses should be long enough not to be distracting.
- Shorts, leggings, warm-ups, spandex or similar tight pants, exercise clothes, or any garment that may appear to be an undergarment are unacceptable.
- Jeans may not be worn except on days designated by the principal or supervisor.
- Male student teacher candidates shall be expected to wear slacks and collared shirts or other appropriate professional attire. Ties are encouraged and may be required by the principal or supervisor. Acceptable alternatives for shirt and tie are polos, shirt and pullover sweater or turtleneck sweater/shirt and sport coat.
- Jewelry shall not be worn in a visible pierced area other than the ear.
- Tattoos must be covered.

Exceptions to Dress Code Guidelines

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

Student Teaching Provisions

Eligibility Criteria

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

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

_____1. been admitted into the College of Education.

_____2. passing scores on the Illinois Test of Academic Proficiency (TAP test, previously known as the Illinois Test Basic Skills) and the Content Area Test and submitted proof of passing the licensure test.

_____3. completed all program course work and all university course and departmental requirements.

_____4. attained a minimum Program GPA of 2.5, which comprises all requisite coursework in the program, all coursework in the area of specialization or concentration (with the exception of Art Education, which requires a minimum GPA of 3.0); and all coursework in professional education (with the exception of Elementary Education and Early Childhood Education, which require a minimum GPA of 3.0). A CSU cumulative GPA of 2.0 in all courses completed at CSU in an undergraduate program is also required for graduation.

_____5. completed a minimum of 100 clock hours of pre-clinical field experience.

_____6. passed the Illinois Content-Area Test for the subject area(s) to be taught.

_____7. a current tuberculin PPD (also known as purified protein derivative) showing negative results.

_____8. a signed copy of Article 21 of the Illinois School Code on file in the Community Outreach & Field Placement Services.

_____9. current documentation on file that shows a cleared background check at the State and Federal levels.

_____10. successful completion of the Illinois Department of Children and Family Services (DCFS) Mandated Reporting Training and Certification.

_____11. successful completion of the School Safety Training Module. The online Safety Training Module can be accessed at:

http://www.csu.edu/collegeofeducation/students/pdf/safetymodule.pdf

Placement Procedures

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

B. Requirements for Student Teacher Candidates

Student teacher candidates will not be assigned to a school at which they have worked, are working, or where any of their family members currently work. Student teacher candidates will not be assigned to a school where any of their children currently attend. All candidates are responsible for their own transportation to and from the placement field site.

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

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

- Minimum grade point average of 3.0 in each of the following areas: all coursework required in the program, in the area of specialization or concentration, and in professional education.
- Minimum of six semesters of full-time teaching experience with total responsibility for an assigned classroom.
- Classroom assignment matching the area of licensure the semester before student teaching.
- Three positive evaluations of classroom teaching performance from the current school principal and one from the campus-based internship supervisor.
- Request from school's principal for student teaching placement in current classroom and identification of a site-based supervisor.
- Recommendations from two teaching colleagues in the school.
- Proof of professional development outside of coursework in the form of in-services, workshops, conferences, and/or membership in professional organizations.
- Portfolio of sample curriculum materials, lesson plans, and an analysis and

reflection to demonstrate a meaningful impact on student learning or the learning environment.
- Passing scores on the Illinois TAP test (previously Illinois Test of Basic Skills); Content Area and the Illinois Assessment of Professional Teaching.
- Completion of 50 secondary and 50 elementary field experience hours (by students in K-12 programs only).
- Minimum of 100 field experience hours in public schools if student teaching assignment is in a private school (no field experience hours can be waived for teaching experience).

For additional information about the student teaching option program, contact the Community Outreach & Field Placement Services, ED 322, (773) 995-23923.

Qualification of Cooperating Teacher

To ensure the best possible experience for student teacher candidates, Cooperating Teacher must: be state certified in the subject being taught, have 3 years of experience in the subject area being taught, have a Master's degree or completion of 30 hours of graduate work, and be rated as an excellent teacher based on annual rating.

Attendance at Field and University Sites

Student Teaching is a 16-week (or program length confirmed by College of Education for the term) *– 5- day-a-week – Full-Time - Field Experience*

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

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

Attendance is also required at student teaching seminars that are scheduled on campus. Student teaching seminars are usually held on Wednesday afternoons, but may vary by program. Consult your academic department to verify which day you are expected on campus to attend seminar.

Attendance is validated using Student Teacher Time Report document (Live Text).

D. Length of School Day

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

E. Time Reports

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

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

The following shows the fall 2016 student teaching schedule. This (proposed) 16-week schedule is subject to change depending on the year and opening day of the various schools.

Student Teaching: - August 24, 2016 – December 2, 2016

Student Teacher Orientation – August 24, 2016

1st Assignment 8 Weeks: August 29, 2016- October21, 2016

2nd Assignment 6 Weeks: October 24, 2016 – December 2, 2016

Substitute Teaching

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

Course Load while Student Teaching

Additional courses cannot be taken with student teaching without prior approval from the Admissions and Standards Committee. On occasion, a candidate may be granted special permission to take a course with student teaching. Consult your academic department to determine if there are courses that have been approved

to be completed with student teaching. Candidates seeking permission to complete a course with student teaching must first file a petition in the College of Education. The Admissions and Standards Committee will review the petition and the candidates are notified in writing of the Committee's decision whether a course can be taken with student teaching.

Classroom/Teaching Responsibilities

Student teachers, field-based and university supervisors create unique learning situations that vary according to time lines, etc. Consideration should be given to the uniqueness prior to the student teacher assuming teaching responsibilities. The following is a recommended time line that can be modified and adjusted for the required 16 weeks of student teaching.

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

a) How does the physical environment affect student learning?

b) What preparations does the teacher make before teaching a subject?

c) What is the daily routine? How do students react to changing it?

d) How does the teacher focus the class and create interest for learning?

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

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

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

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

Weeks 5 - 16

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

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

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

Evaluations

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

This process is continuous. The Student Teacher Weekly Evaluation Report will be completed by the Cooperating Teacher and submitted to the university 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 each 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 university supervisor.

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

Grading

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

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

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

F. Guidelines for University Supervisors Issuing "I" Grades for Student Teachers Who Have Not Passed the APT Test

University supervisors should not issue final grades for students who have not passed the appropriate APT Test! These students must receive a grade of "Incomplete." Candidates have four (4) months from the end of student teaching experience to remove the "I" grade by passing the APT or removing other deficiencies. University supervisors should follow the following procedures should be followed when assigning a grade for a student has not passed the APT test:

1. Complete the "I" Grade Contract and submit it to the licensure counselor assigned to the department office. The contract should:
   a) indicate that the reason the "I" grade is student's failure to pass the APT Test. If faculty have indicated any additional reason for the "I" grade, the contract will be returned to the faculty member and a grade of "F" will be assigned.
   b) indicate if the student should be assigned an A or B grade when he/she passes the test and the grade is changed.
   c) submit the contract to *the department/certification several days before the final day that grades are posted so that appropriate posting can be done for reporting purposes.*
2. When the department/licensure counselor receives the 'I" Grade Contract, the following procedures will be followed:

a) maintain a copy of the contract for department office/licensure counselor files
b) submit a copy to the COFPS Office
c) submit a copy to the Registrar's Office, where the "I" grade will be entered by Registrar Personnel.

3. When the student passes the APT test the licensure counselor will initiate the necessary "Grade Change Form" as follows:
   a) Complete all information requested on top half of form.
   b) Indicate grade student has earned **(Change Grade from "I" to ___).**
   c) Obtain the necessary signatures on the form and submit it to the Registrar's Office for the official grade change to be processed.

These guidelines are designed to streamline the process of changing an "I" grade when a student passes the APT Test. As such, faculty will not have to be contacted for the change of grade to be submitted. The licensure counselor should submit the grade change to the Registrar and communicate the change to the COFPS.

G. "I" Grade Assignment Exceptions

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

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

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

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

Student Teaching I and II, which was implemented effective fall 2013 to resolve situations where candidates need additional training or experience in order to complete student teaching.

Dispositions/Professionalism

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

a) conform to cooperating school's rules and policies;

b) extend basic rules of courtesy to teachers, pupils, school staff, and the broader school community;

c) meet the standard professional dress code, personal appearance, and professional behavior;

d) demonstrate professional ethics (refrain from engaging in negative conversations with or about staff, pupils, principal and/or parents); and

e) place school responsibilities ahead of personal wishes.

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

Assessment Benchmarks and Code of Conduct

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

a) enrollment in professional courses containing field hours

b) admission to the College of Education

c) admission to student teaching

d) graduation and/or licensure

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

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

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

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

Responsibilities

The student teaching experience entails responsibilities on the part of the candidate, Cooperating Teacher and university supervisor. The responsibilities for each of the three parties that follow only list a few of the many expectations for the three parties in the tripartite arrangement.

H. Student Teacher Responsibilities

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

a) display a competent knowledge of the curriculum and subject matter/content.
b) present accurate concepts and information.

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

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

Now is a good time to prepare your credential file. To prepare the file, you should secure letters of recommendation from professors, field-based and university supervisors. These should be placed in your professional portfolio. In addition, career development provides resources by sponsoring seminars throughout the year on resume writing and interviewing skills.

Cooperating Teacher Responsibilities

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

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

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

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

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

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

The Cooperating Teacher is asked to eventually leave the student teacher candidate alone in the classroom for extended periods of time to help ease the

transition to full-time teaching responsibilities. This does not imply that the student teacher will be alone all day.

For every one Chicago State University student assigned to a classroom as a student teacher, the class teacher receives one three credit hour waiver that is transferable to another teacher at the school if he/she does not use it. The recipient must have a bachelor's degree. Please refer to the Tuition Waiver Policy.

University Supervisor Responsibilities

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

In order to evaluate the student teacher, the supervisor will visit the student teacher four (4) to eight (8) times evenly distributed throughout the semester. Complete the University Supervisor's Observation Reports (Appendices E, and F) and discusses the contents with the student teacher. During these visits, the University Supervisors will also meet with the Cooperating Teacher, as needed.

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

a) make an initial visit to the school the first week of student teaching to review expectations, school policies and requirements.
b) conduct conferences as needed.
c) provide course requirements, lesson plan format and other appropriate resources to help with instructional concerns.
d) visit, observe, evaluate, and hold conferences with the student teacher, Cooperating Teacher and other parties as needed.
e) 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 , the Student Teacher Weekly Evaluation Report) based on the Illinois Professional Teaching Standards and InTASC Standards, and the Weekly Comments and Suggestion Report (.)
g) evaluate the Professional Teaching Portfolio using the COE Scoring Guide for the Professional Teaching Portfolio (See LiveText).

h) evaluate the candidate's dispositions using the Scoring Guide for the Professional Dispositions (see LiveText).
i) submit all permanent record file copies of the student teaching documentation (see LiveText) at mid-term and at the final. For those student teachers candidates that will complete their experiences in two different settings, (i.e., Early Childhood, Elementary Education, Physical Education, Music, LIMS, Art and some Special Education students) the reports are to be completed for the first eight weeks session; this report set will be submitted again at the close of 16 weeks.
j) submit mid-term and final grade reports.

Placement Information: Field Experience Agreement and Cooperating Teacher (Mentor) Selection

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

Feedback and Reporting

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

Assessment and Evaluation

Performance Requirements

The primary goal of the Chicago State University Teacher Education Program is to present a carefully designed curriculum to help prospective elementary and secondary teachers become reflective practitioners. Much work has been done to define what effective teachers do, regardless of their specialty areas. The focus is on candidates being able to effectively deliver instruction and to gage their impact on the student learner and the learning environment and account for this impact. This requirement calls for teachers to have an integrated understanding of content and to use learner-centered approaches to the organization of the classroom, classroom management, teaching strategies and assessment techniques. The knowledge and performance indicators in the Illinois Professional Teaching Standards and InTASC that follow define competencies that candidates are expected to demonstrate during the student teaching experience. These standards are used as the basic framework for assessing and evaluating candidate performance prior to and throughout the student teaching experience. You are expected to frequently review and become thoroughly familiar with the knowledge and *performance indicators* set forth in the standards. Further, you are expected to apply these standards daily as you complete your student teaching experience.

edTPA (Teacher Performance Assessment)

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

The edTPA is intended as a multiple measure system to assess teacher quality.

The edTPA identifies and collects subject specific evidence of effective teaching that is drawn from a learning segment 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from their actual teaching during a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices

based on student learning strengths and needs. Candidates' evidence is evaluated and scored on multiple measures within five dimensions of teaching.

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

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

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

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

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

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

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

ILLINOIS PROFESSIONAL TEACHING STANDARDS and INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM *(InTASC)*

IPTS Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);

1E) understands the impact of linguistic and cultural diversity on learning and communication;

1F) understands his or her personal perspectives and biases and their effects on one's teaching; and

1G) understands how to identify individual needs and how to locate and access

technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

1K) facilitates a learning community in which individual differences are respected; and

1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

InTASC Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

IPTS Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;

2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;

2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher:

2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;

2K) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;

2L) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines;

2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;

2N) facilitates learning experiences that make connections to other content areas and to life experiences;

2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

2P) adjusts practice to meet the needs of each student in the content areas; and

2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

InTASC Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

IPTS Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1 .Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;
3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;
3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;
3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;
3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;
3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and
3G) understands how research and data guide instructional planning, delivery, and adaptation

Performance Indicators – The competent teacher:
3H) establishes high expectations for each student's learning and behavior;

3I) creates short-term and long-term plans to achieve the expectations for student learning;
3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs;
3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;
3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;
3M) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;
3N) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;
3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);
3P) works with others to adapt and modify instruction to meet individual student needs; and
3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

InTASC Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

***Standard 4 - Learning Environment* –** The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

4A) understands principles of and strategies for effective classroom and behavior management;
4B) understands how individuals influence groups and how groups function in society;
4C) understands how to help students work cooperatively and productively in groups;
4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
4E) knows how to assess the instructional environment to determine how best to

meet a student's individual needs;

4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);

4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and

4H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

4I) creates a safe and healthy environment that maximizes student learning;

4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

4K) 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;

4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

4M) organizes, allocates, and manages time, materials technology, and physical space to provide active and equitable engagement of students in productive learning activities;

4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;

4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics: and

4Q) analyzes student behavior data to develop and support positive behavior.

InTASC Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing

modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

5A) understands the cognitive processes associated with various kinds of learning;
5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
5F) knows strategies to maximize student attentiveness and engagement;
5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses

Performance Indicators – The competent teacher:

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5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
5J) monitors and adjusts strategies in response to feedback from the student;
5K) 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;
5L) 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 and creative thinking;
5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students;
5R) maximizes instructional time (e.g., minimizes transitional time); and
5S) implements appropriate evidence-based instructional strategies.

InTASC Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

***Standard 6 - Reading, Writing, and Oral Communication* –** The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
6C) understands communication theory, language development, and the role of language in learning;
6D) understands writing processes and their importance to content learning;
6E) knows and models standard conventions of written and oral communications;
6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators – The competent teacher:

6J) selects, modifies, and uses a wide range of printed, visual, or auditory

materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);

6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;

6M) teaches fluency strategies to facilitate comprehension of content;

6N) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

6O) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;

6P) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);

6Q) integrates reading, writing, and oral communication to engage students in content learning;

6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and

6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard 7 - Assessment **–** The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D) understands current terminology and procedures necessary for the appropriate

analysis and interpretation of assessment data;

7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

7F) knows research-based assessment strategies appropriate for each student;

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and

7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;

7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;

7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;

7M) maintains useful and accurate records of student work and performance;

7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);

7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;

7P) collaborates with families and other professionals involved in the assessment of each student;

7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and

7R) 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.

InTASC Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 8 - Collaborative Relationships **–** The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8A) understands schools as organizations within the larger community context;

8B) understands the collaborative process and the skills necessary to initiate and carry out that process;

8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;

8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;

8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;

8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators – The competent teacher:

8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;

8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;

8L) initiates collaboration with others to create opportunities that enhance student learning;
8M) uses digital tools and resources to promote collaborative interactions;
8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
8P) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
8Q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and
8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

InTASC Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

***Standard 9 - Professionalism, Leadership, and Advocacy* –** The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:
9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
9C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);

9D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;

9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;

9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

9G) understands local and global societal issues and responsibilities in an evolving digital culture; and understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

9H) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

9I) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;

9J) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

9K) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;

9L) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;

9M) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;

9N) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;

9O) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;

9P) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;

9Q) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

9R) models digital etiquette and responsible social actions in the use of digital technology; and

9S) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

InTASC Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Curriculum Development and Implementation

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

Lesson plans are to be prepared for each subject taught. These plans should be submitted on a timely basis and be approved by both the Cooperating Teacher and university supervisor prior to teaching any lesson. It is the teacher candidate's responsibility to make lesson plans available to the university supervisor upon a site visit.

Professional Teaching Portfolio and Dispositions

Candidates are required to demonstrate and provide evidence of meeting all standards at or above the proficient level. Many programs require a Developmental Teaching Portfolio prior to student teaching. All programs require a Professional Teaching Portfolio during the student teaching clinical experience. Currently, COE requires the use of **LiveText®** (see example below) throughout the entire program to help capture candidate work samples and provide an interactive assessment platform for professors and candidates. Workshops

to assist faculty and students in using LiveText®are provided. LiveText® can be accessed at **https://c1.livetext.com**.

All teacher candidates are required to submit their electronic Professional Teaching Portfolio as a final requirement for both student teaching and for the program as a capstone activity. The portfolio is designed to capture candidate work samples from the entire educational experience. The evidence is a mixture of required documents chosen by the candidate to demonstrate that they meet or exceed the acceptable level criteria for each of the e IPTS InTASC standards. In

addition, candidates are asked to capture work samples from the student teaching experience. The portfolio also requires that the candidate meaningfully reflect on their growth in each area over time as they move towards the target threshold. The portfolio is assessed using Professional Portfolio and Dispositions Scoring Guide (see Live Text]