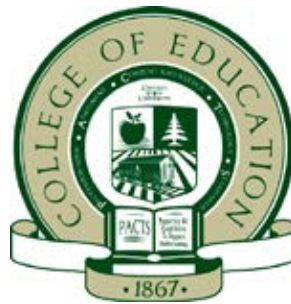




# CHICAGO STATE UNIVERSITY

## STUDENT TEACHING HANDBOOK



### **& Guidelines for Internships and Practicums**

**Spring 2023**

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**\*NOTE: edTPA IS MENTIONED THROUGHOUT THIS HANDBOOK. THIS TEACHER PERFORMANCE-BASED ASSESSMENT WILL BE WAIVED thru Spring 2023 BASED ON COVID19 GUIDELINES. SPECIFIC INFORMATION ON REQUIREMENTS WILL BE PROVIDED IN MEETINGS AND DOCUMENTS FOR THE SPRING STUDENT TEACHER II COHORT.**

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

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

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

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

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

## **Philosophical Principles**

### **University Mission and Vision Statements**

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

#### **The University commits to the following core values:**

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

### **College of Education Mission and Vision**

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

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



## **College Core Values**

The following core values characterize daily operations in the College:

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

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

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

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

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

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

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

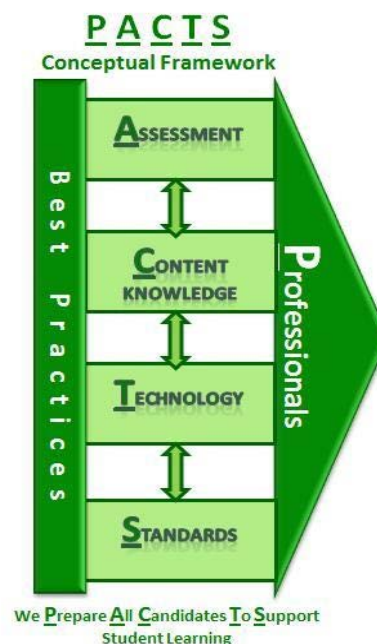
### **Mission of Community Outreach & Field Placement Services Office**

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

## P-A-C-T-S Conceptual Framework

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

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



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

### Expectations for Candidate Dispositions

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

## **Pedagogical Dispositions**

Area 1 - Classroom Delivery and Demeanor (including Differentiation)

Area 2 - Collaboration

Area 3 - Creative and Critical Thinking

Area 4 - Life-Long Learning and Scholarship

## **General Dispositions**

Area 1 - Relationships with Others

Area 2 - Reliability

Area 3 - Willingness to Collaborate

Area 4 - Reflective Practice

Area 5 - Personal Appearance

# COE 6 - Professionalism / Dispositions / Reflective Practice - Danielson Framework - Domain 4 - Rubric

## 6 - Professionalism / Reflective Practice - DF4 – Rubric

	<b>Distinguished - Level 4 (4 pts)</b>	<b>Proficient - Level 3 (3 pts)</b>	<b>Basic - Level 2 (2 pts)</b>	<b>Unsatisfactory - Level 1 (1 pt)</b>
COE 6 - DF4a - Reflecting on Teaching (1.000, 16.7%)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
COE 6 - DF4b - Maintaining Accurate Records (1.000, 16.7%)	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

<p>COE 6 - DF4c - Communicating with Families (1.000, 16.7%)</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>
<p>COE 6 - DF4d - Participating in the Professional Community (1.000, 16.7%)</p>	<p>The teacher's relationships with colleagues characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>
<p>COE 6 - DF4e - Growing and Developing Professionally (1.000, 16.7%)</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>

<p>COE 6 - DF4f - Showing Professionalism (1.000, 16.7%)</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>
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*Please note: additional disposition related elements are assessed in the Candidate Preservice Assessment Teaching Rubric shared below in Part III.*

## College of Education Dress Code

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

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

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

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

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

### **Student Teaching Provisions**

#### **Eligibility Criteria**

Student teaching applicants should consult with their advisors to assure that they are eligible to student teach, that courses are appropriately completed, and all pre-requisites are met or will be met prior to student teaching. Qualified candidates are required to attend a Student Teaching Application Meeting one semester preceding the term they expect to student teach. The specific dates are published via email. Students must adhere to application criteria and deadlines.

Students

will need to reapply the following semester if they don't meet application deadlines.

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

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



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

### **Placement Procedures**

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

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

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

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

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

- Minimum grade point average of 3.0 in all coursework required in the program.
- Minimum of six semesters of full-time teaching experience with total responsibility for an assigned classroom.
- Class room 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 score on the Illinois Content Area Examination.
- Completion of 50 secondary and 50 elementary field experience hours (by students in PreK-12 programs only).
- Minimum of 100 field experience hours in public schools if student teaching assignment is in a private school (no field experience hours can be waived for teaching experience).

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

#### **Qualification of Cooperating Teacher**

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

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

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

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

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

Attendance is also required at student teaching seminars that are scheduled on campus. Student teaching seminars are usually held on Wednesday afternoons, but may vary by program. Consult your academic department to verify which day you are expected on campus to attend seminar. Attendance is validated using Student Teacher Time Report document (Live Text).

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

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

### **E. Time Reports**

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

## **Sixteen-Week Student Teaching Schedule**

The following shows the Spring 2023 schedule. This (proposed) 15-week schedule is subject to change depending on the year and opening day of the various schools.

**Student Teaching Calendar: – January 19th, 2023 – May 5th, 2023**

**Student Teacher Orientation – January 18th, 2023 @ 1pm**

**University Supervisor & Cooperating Teacher Meeting -February 2nd 2023**

**1st Placement 8 Weeks: January 19th – March 13th, 2023**

**2nd Placement 7 Weeks: March 17th – May 5th, 2023**

### **Substitute Teaching**

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

### **Course Load while Student Teaching**

Additional courses cannot be taken with student teaching without prior approval from the Admissions and Standards Committee. On occasion, a candidate may be granted special permission to take a course with student teaching. Consult your academic department to determine if there are courses that have been approved to be completed with student teaching. Candidates seeking permission to complete a course with student teaching must first file a petition in the College of Education. The Admissions and Standards Committee will review the petition and the candidates are notified in writing of the Committee's decision whether a course can be taken with student teaching.

### **Classroom/Teaching Responsibilities**

Student teachers, cooperating teachers and university supervisors create unique learning situations that vary according to time lines, etc. Consideration should be given to the uniqueness prior to the student teacher assuming teaching responsibilities. The following is a recommended time line that can be modified and adjusted for the required 15 weeks of student teaching.

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

- a) How does the physical environment affect student learning?

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

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

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

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

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

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

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

Weeks 5 – 15

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

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

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

## Evaluations

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

This process is continuous. The Student Evaluation Report (COE III and COE IV) will be completed by the Cooperating Teacher and submitted electronically or hard copy if necessary. The evaluation gives the student teacher feedback to identify strengths and weaknesses and allows the student teacher to make needed adjustments in his/her teaching style. The written reports enable the supervisors to offer guidance, determine progress, give help, and enrich the student teacher's teaching experience.

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

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

### **Grading**

The final grade in student teaching may be an A, B, or F. It is based on successful completion of the student teaching experience and meeting the Illinois Professional Teaching Standards, Core Technology Standards, Interstate Teacher Assessment and Support Consortium (InTASC) and Core Language Arts Standards as evidenced by a passing score on the edTPA\* Assessment.

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

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

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

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

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

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

#### **G. “I” Grade Assignment Exceptions**

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

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

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

Remediation plans may result in an extension of the number of weeks required to successfully complete the student teaching experience.

#### **Dispositions/Professionalism**

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

- a) conform to cooperating school’s rules and policies;

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

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

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

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

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

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

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



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

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

### **Responsibilities**

The student teaching experience entails responsibilities on the part of the candidate, Cooperating Teacher and university supervisor. The responsibilities for each of the three parties that follow only list a few of the many expectations for the parties in this tripartite arrangement. The list includes (but is not limited to):

#### **H. Student Teacher Responsibilities**

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

- a) display a competent knowledge of the curriculum and subject matter/content.
- b) present accurate concepts and information.
- c) present material at the appropriate level for the learner.
- d) develop meaningful application of subject matter.
- e) integrate content areas.
- f) demonstrate ability to select and prioritize concepts for learning.
- g) complete and submit all daily lesson plans and requirements.
- h) plan lessons that encourage students to become actively involved in their learning.
- i) consider the interests, background experiences, diversity, needs, and abilities of individual students in planning lessons.
- j) utilize available resources for lesson enhancement.
- k) pre-plan for effective classroom management.

- l) maintain consistent and reasonable expectations for behavior, while establishing a climate that is positive and productive.
- m) demonstrate appropriate teaching techniques.
- n) connect classroom learning to realistic life situations relevant to the students.
- o) demonstrate effective communication skills (avoid slang).
- p) use multiple and diverse assessment methods including self-evaluation.
- q) exercise flexibility, adjust/modify willingly.
- r) exhibit enthusiasm for the many facets of teaching.
- s) demonstrate a professional attitude, commitment, responsibility, and spirit of service.
- t) accept criticism without argument.
- u) exhibit a professional appearance and demeanor.
- v) attend assemblies, in-service meetings and report card pick-up days.
- w) provide feedback.

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

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

### **Cooperating Teacher Responsibilities**

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

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

- a) observation - variety of teaching styles;
- b) participation - individual, small groups, large groups;
- c) planning - daily, weekly, lessons, units;
- d) teaching - parts of the class, entire class, all day; and

e) other activities - meetings, conferences, in-service programs and reports.

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

- a) make sure teacher candidate understands your class procedures, organization, management techniques and requirements.
- b) model and explain effective student discipline strategies.
- c) review and make suggestions for lesson plans.
- d) encourage the teacher candidate to be creative and to use a variety of teaching methods and materials.
- e) observe and critique the student's teaching strategies.
- f) complete the Student Teacher Time Report, the Student Teacher Evaluation Report based on the Illinois Professional Teaching Standards and InTASC Standards at least three times in a 15 week placement and two times in an eight week placement.
- g) keep the university supervisor updated on the student teacher's progress. Concerns need to be referred as early as possible in order to determine how the student teacher can be assisted to succeed.

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

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

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

### **University Supervisor Responsibilities**

The University Supervisor is the primary liaison between the University and the cooperating school and is charged with establishing and maintaining good

working relationships between both parties. The supervisor will facilitate the student teacher's transition from university student to teacher.

In order to evaluate the student teacher, the supervisor will visit the student teacher four (4) to eight (8) times evenly distributed throughout the semester. Complete the University Supervisor's Evaluation by completing COE III and COE IV and other written evaluations. During these visits, the University Supervisors will also meet with the Cooperating Teacher, as needed.

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

- a) make an initial visit to the school the first week of student teaching to review expectations, school policies and requirements.
- b) conduct conferences as needed.
- c) provide course requirements, lesson plan format and other appropriate resources to help with instructional concerns.
- d) visit, observe, evaluate, and hold conferences with the student teacher, Cooperating Teacher and other parties as needed.
- e) review the Student Teacher Time Report.
- f) evaluate the Professional Teaching Portfolio using the COE Scoring Guide for the Professional Teaching Portfolio. (See LiveText).
- g) evaluate the candidate's dispositions using the Scoring Guide for the Professional Dispositions (see LiveText).
- h) submit all permanent record file copies of the student teaching documentation (see LiveText) at mid-term and at the final. For those student teachers candidates that will complete their experiences in two different settings, (i.e., Early Childhood, Elementary Education, Physical Education, Music, LIMS, Art and some Special Education students) the reports are to be completed for the first eight weeks session; this report set will be submitted again at the close of 15 weeks.
- i) Talk to the candidate about their edTPA\* timeline, concerns and provide supportive feedback.
- j) submit mid-term and final grade reports.

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

After a site verbally agrees to accept teacher candidates, a Field Experience Agreement document is signed that outlines the roles and responsibilities of the participating parties between Chicago State University and the school or school district. Although every effort is made to negotiate the placement of candidates with teachers, the lead administrators identify the Cooperating Teacher/mentor to

serve as the Cooperating Teacher. Steps are being taken to work cooperatively with selected schools to develop a *clinical immersion* partnership that allows joint involvement of the university and the school in the selection of Cooperating Teachers. Currently, the university requests that the school follows the same guidelines for selecting Cooperating Teachers as used for selecting master teachers. Chicago State University retains the right to terminate a placement if the qualifications of the Cooperating Teacher does not meet or exceed requirements. The signed agreement document is placed on file in the Community Outreach & Field Placement Services and at the school or school district placement site.

### **Feedback and Reporting**

At the mid-point (8 weeks) and conclusion of the 15-week student teaching experience, teacher candidates are asked to provide feedback of their university supervisor(s), Cooperating Teacher(s) and the field experience site (see LiveText.) Data collected is reviewed and compiled to assist the College of Education and the Community Outreach & Field Placement Services in selecting future placement sites, Cooperating Teachers and university supervisors.

### **Assessment and Evaluation**

#### **Performance Requirements**

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

## Candidate Work Sample | edTPA (Teacher Performance Assessment)

### -CHANGES ARE SUBJECT TO OCCUR TO THIS REQUIREMENT DUE TO COVID GUIDELINES

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

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

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

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

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

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

various learning needs. Candidate will summarize the performance of the entire class.

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

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

6. The Chicago State University Teacher Preparation Program adheres to the University policies included in the student Code of Conduct. For more information visit-<http://www.csu.edu/dosa/dean/students/studentpolicies.htm> and click on student Code of Conduct; Article X: Student Policies and Procedures-Acts of Non-Academic Misconduct.

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

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

<http://edtpa.aacte.org/>  
[\\*http://www.edtpa.com](http://www.edtpa.com)

### **Curriculum Development and Implementation**

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

Lesson plans are to be prepared for each subject taught. These plans should be submitted on a timely basis and be approved by both the Cooperating Teacher and

university supervisor prior to teaching any lesson. It is the teacher candidate's responsibility to make lesson plans available to the university supervisor upon a site visit.

### **Professional Teaching Portfolio and Dispositions**

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

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



# Addendum

## **Additional Questions on Placement Process**

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

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

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

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

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

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

In Elementary Education, for example, these candidates are required to plan and carry out model lesson plans in the following areas:

- ◆ Mathematics
- ◆ Social studies
- ◆ Science
- ◆ Reading/Literacy
- ◆ Integrated Creative Arts
- ◆ Integrated Technology

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

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

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

Candidates are observed and evaluated by a university-based supervisor and a cooperating teacher, using the **Candidate Preservice Assessment Student Teaching - Scoring Guide Rubric** provided in **Part III** of this report, for the purpose of determining whether the instruction provided is adapted to the needs of students including those students with exceptional learning needs.

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

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

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

- a) Understanding how the general education teacher plans lessons;
- b) Understanding how to use a simulated student IEP to address specific goals and objectives within this general education model. This activity is done by teaching our candidates how to use the *Task Analysis* methodology to adapt specific activities in the original lesson for students with exceptional learning

needs. During this process, research based instructional strategies and approaches for modifying and adapting instruction are used.

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

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

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

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

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

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



CHICAGO STATE UNIVERSITY

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

Dear University Supervisor/Cooperating Teacher,

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

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

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

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

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

Sincerely,

Dean, College of Education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[edTPA Lesson Plan Template](#)

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

<p>State Standard(s) /Learning Objective(s)/ Goal(s) (primary &amp; secondary)</p> <p>Illinois Learning Standards -<a href="https://www.isbe.net/Pages/Learning-Standards.aspx">https://www.isbe.net/Pages/Learning-Standards.aspx</a></p>	<p>Primary Learning Standard(s):</p> <p>Secondary Learning Standard(s):</p> <p>Secondary Learning Standard(s):</p>
<p>IEP Goal(s)/(Smart Goal Format) Lesson _1_ of _5_</p>	
<p>Planned Support/ Accommodations/ Modifications (may be the same across lessons)</p>	
<p>Required Instructional Material/Resources:</p>	
<p>Technology:</p>	
<p><b>Academic Language</b> Need(s)/Demand(s)</p>	
<p>Language function? Demonstrate</p>	
<p>Content specific terms (vocabulary)</p>	

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

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

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

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

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

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

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

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

Blooms Taxonomy Verbs

**Closing Experience**        5   Minutes

Summarize what was learned or done in the lesson.

Students' reflection on the learning.

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

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

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

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

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

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

**Adjustments:**

**Proposed Changes:**

**Justification:**

## Part III: Candidate Preservice Assessment Student Teaching - Rubric

### Context for Learning - Rubric

#### CAEP - Context for Learning

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CAEP 5.1 A - Knowledge of Community, School and Classroom Factors (1.000, 33.3%)	<p>Lessons make meaningful and culturally relevant connections to:</p> <p>The candidate has extensive knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a proficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.</p>	<p>The candidate has adequate knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a sufficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.</p>	<p>The candidate demonstrates an emerging level of knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided a sufficient description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.</p>	<p>The candidate has limited or no knowledge of the impact differences in language, diverse cultural values, and communities have on instruction and students' ability to learn because he/she provided incomplete, irrelevant, or a poor description of school, classroom, and community factors that influence teachers' ability to create safe and effective instructional environments that are conducive to collaborative and diverse student learning, and encourage active engagement, positive social interactions, and self-motivation.</p>

<p>CAEP 5.1B - Knowledge of Characteristics of Students (1.000, 33.3%)</p>	<p>The candidate has extensive knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a proficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.</p>	<p>The candidate has adequate knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a sufficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.</p>	<p>The candidate demonstrates an emerging level of knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided a sufficient description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.</p>	<p>The candidate has limited or no knowledge of the influence students' gender, socioeconomic status, cultural and linguistic differences, exceptionalities, and cognitive, socio-emotional, and physical development have on instruction because he/she provided incomplete, irrelevant, or a poor description of characteristics of students that influence how teachers plan, design, and make developmentally appropriate instructional decisions and challenging learning experiences that build on learners' strengths and weaknesses.</p>
<p>CAEP 5.1C - Knowledge of Students' Varied Approaches to Learning (1.000, 33.3%)</p>	<p>The candidate has extensive knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a proficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.</p>	<p>The candidate has adequate knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a sufficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.</p>	<p>The candidate demonstrates an emerging level of knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided a sufficient description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.</p>	<p>The candidate has limited or no knowledge of the impact students' diverse approaches to learning and performance have on instruction, and teachers' ability to promote growth and enable students to meet high standards of learning because he/she provided incomplete, irrelevant, or a poor description of varied approaches students (including learners with exceptional needs and giftedness) use to learn.</p>

# Pre-Assessment - Rubric

## Pre-Assessment Planning

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CAEP 5.1D - Knowledge of Students' Skills and Prior Learning (1.000, 50.0%)	The candidate has extensive knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a proficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate has adequate knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a sufficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate demonstrates an emerging level of knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided a sufficient description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.	The candidate has limited or no knowledge of the impact students' abilities, talents, individual experiences, and peer and social group interactions have on instruction because he/she provided incomplete, irrelevant, or a poor description of students' prior learning and skills teachers take into consideration in planning their lessons, using each learner's strengths to ensure inclusive learning environments that promote growth.
CAEP 5.1E - Implications for Instructional Planning, Assessment, and Classroom Management (1.000, 50.0%)	The candidate has extensive knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a proficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate has adequate knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a sufficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate demonstrates an emerging level of knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided a sufficient description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.	The candidate has limited or no knowledge of how to use learner's individual differences in designing, adapting, and delivering instruction that provides opportunities for students to demonstrate their learning in different ways because he/she provided incomplete, irrelevant or a poor description of how information about students' growth and development, cultural diversity, and community, school, and classroom factors was used in planning instruction, assessment, and classroom environments geared towards meeting learners unique needs.



# Pedagogy - Planning for Instruction and Assessment - Rubric

## Pedagogy - Planning for Instruction and Assessment

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CPAST-A. Focus for Learning: Standards and Objectives /Targets (1.000, 25.0%)	<p>Plans align to appropriate P-12 state learning standards</p> <p>AND Goals are measurable</p> <p>AND Standards, objectives / targets, and learning tasks are consistently aligned with each other</p> <p>AND Articulates objectives / targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area</p>	<p>Plans align to appropriate P-12 state learning standards</p> <p>AND Goals are measurable</p> <p>AND Standards, objectives / targets, and learning tasks are consistently aligned with each other</p> <p>AND Articulates objectives / targets that are appropriate for learners</p>	<p>Plans align to appropriate P-12 state learning standards</p> <p>AND/OR Some goals are measurable</p> <p>AND/OR Standards, objectives / targets, and learning tasks, are loosely or are not consistently aligned with each other</p> <p>AND/OR Articulates some objectives / targets that are appropriate for learners</p>	<p>Plans do not align to the appropriate P-12 state learning standards</p> <p>AND/OR Goals are absent or not measurable</p> <p>AND/OR Standards, objectives / targets, and learning tasks are not aligned with each other</p> <p>AND/OR Does not articulate objectives / targets that are appropriate for learners</p>
CPAST-B. Materials and Resources (1.000, 25.0%)	<p>Uses a variety of materials and resources that:</p> <ol style="list-style-type: none"> <li>1. Align with all objectives / targets</li> <li>2. Make content relevant to learners</li> <li>3. Encourage individualization of learning</li> </ol>	<p>Uses a variety of materials and resources that:</p> <ol style="list-style-type: none"> <li>1. Align with all objectives / targets</li> <li>2. Make content relevant to learners</li> </ol>	<p>Uses materials and resources that align with some of the objectives / targets</p>	<p>Materials and resources do not align with objectives / targets</p>

<p>CPAST-C. Assessment of P-12 Learning (1.000, 25.0%)</p>	<p>Plans a variety of assessments that:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for learners of varying abilities to illustrate competence (whole class)</li> <li>2. Align with the appropriate P-12 state learning standards</li> <li>3. Are culturally relevant and draw from learners' funds of knowledge</li> <li>4. Promote learner growth</li> </ol>	<p>Plans a variety of assessments that:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for learners to illustrate competence (whole class)</li> <li>2. Align with the appropriate P-12 state learning standards</li> <li>3. Are culturally relevant and draw from learners' funds of knowledge</li> </ol>	<p>Planned assessments:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for some learners to illustrate competence (whole class)</li> <li>2. Align with the appropriate P-12 state learning standards</li> </ol>	<p>Planned assessments:</p> <ol style="list-style-type: none"> <li>1. Are not included</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Do not align with the appropriate P-12 state learning standards</li> </ol>
<p>CPAST-D. Differentiated Methods (1.000, 25.0%)</p>	<p>Lessons make meaningful and culturally relevant connections to:</p> <ol style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> <li>4. Other disciplines and real-world experiences</li> </ol> <p>AND</p> <p>Differentiation of instruction supports learner development</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</p>	<p>Lessons make clear and coherent connections to:</p> <ol style="list-style-type: none"> <li>1. Learners' prior knowledge</li> <li>2. Previous lessons</li> <li>3. Future learning</li> </ol> <p>AND</p> <p>Differentiation of instruction supports learner development</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible and relevant for learners</p>	<p>Lessons make an attempt to build on, but are not completely successful at connecting to:</p> <ol style="list-style-type: none"> <li>1. Learners' prior knowledge,</li> <li>2. Previous lessons,</li> </ol> <p>OR future learning</p> <p>AND</p> <p>Differentiation of instruction is minimal</p> <p>AND</p> <p>Organizes instruction to ensure content is comprehensible for learners</p>	<p>Lessons do not build on or connect to learners' prior knowledge</p> <p>AND/OR</p> <p>Explanations given are illogical or inaccurate as to how the content connects to previous and future learning</p> <p>AND/OR</p> <p>Differentiation of instruction is absent</p>

# Pedagogy - Instructional Delivery - Rubric

## Pedagogy - Instructional Delivery

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CPAST-E. Learning Target and Directions (1.000, 16.7%)	<p>Articulates accurate and coherent learning targets</p> <p>AND</p> <p>Articulates accurate directions / explanations throughout the lesson</p> <p>AND</p> <p>Sequences learning experiences appropriately</p>	<p>Articulates an accurate learning target</p> <p>AND</p> <p>Articulates accurate directions / explanations</p> <p>AND</p> <p>Sequences learning experiences appropriately</p>	<p>Articulates an inaccurate learning target</p> <p>AND/OR</p> <p>Articulates inaccurate directions / explanations</p>	<p>Does not articulate the learning target</p> <p>OR</p> <p>Does not articulate directions / explanations</p>
CPAST-F. Critical Thinking (1.000, 16.7%)	<p>Engages learners in critical thinking in local and/or global contexts that:</p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> <li>3. Challenges assumptions</li> </ol>	<p>Engages learners in critical thinking that:</p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	<p>Introduces AND/OR models critical thinking that:</p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>	<p>Does not introduce AND/OR model critical thinking that:</p> <ol style="list-style-type: none"> <li>1. Fosters problem solving</li> <li>2. Encourages conceptual connections</li> </ol>
CPAST-G. Checking for Understanding and Adjusting Instructions Through Formative Assessment (1.000, 16.7%)	<p>Checks for understanding (whole class/group</p> <p>AND individual learners) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>Checks for understanding (whole class/group) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through adjustments to instruction (whole class/group)</p>	<p>Inconsistently checks for understanding during lessons using formative assessment</p> <p>AND</p> <p>Adjusts instruction accordingly, but adjustments may cause additional confusion</p>	<p>Does not check for understanding during lessons using formative assessment</p> <p>OR Does not make any adjustments based on learners' responses</p>

<p>CAEP 5.3F - Use of Technology to Support Formative Assessment During Lessons (1.000, 16.7%)</p>	<p>The candidate has extensive knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group</p> <p>AND individual learners) during lessons using formative assessment</p> <p>AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>The candidate has adequate knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group</p> <p>AND individual learners) during lessons using formative assessment</p> <p>AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>The candidate demonstrates an emerging level of knowledge of appropriate ways technology is used to support assessment practices that checks for understanding (whole class/group</p> <p>AND individual learners) during lessons using formative assessment</p> <p>AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)</p>	<p>The candidate has limited or no knowledge of appropriate ways technology is used to support assessment practices</p> <p>AND/OR</p> <p>Does not check for understanding during lessons using formative assessment</p> <p>OR Does not make any adjustments based on learners' responses</p>
<p>CPAST-H. Digital Tools and Resources (1.000, 16.7%)</p>	<p>Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that:</p> <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives / targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> <li>3. Extend learners' understanding of concepts</li> </ol>	<p>Discusses AND uses developmentally appropriate technologies (digital tools and resources) that:</p> <ol style="list-style-type: none"> <li>1. Are relevant to learning objectives / targets of the lesson</li> <li>2. Engage learners in the demonstration of knowledge or skills</li> </ol>	<p>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives / targets of the lesson</p> <p>AND Technology is not available</p>	<p>One of the following:</p> <p>A. Does not use technologies (digital tools and resources) to engage learners</p> <p>AND Technology is available in the setting</p> <p>OR</p> <p>B. Use of technologies is not relevant to the learning objectives/ targets of the lesson</p> <p>OR</p> <p>C. Does not discuss technologies</p> <p>AND Technology is not available in the setting</p>

<p>CPAST-I. Safe and Respectful Learning Environment (1.000, 16.7%)</p>	<p>Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions</p> <p>AND</p> <p>Establishes and promotes constructive relationships to equitably engage learners</p> <p>AND</p> <p>Uses research-based strategies to maintain learners' attention (individual and whole group)</p>	<p>Manages a safe and respectful learning environment through the use of routines and transitions</p> <p>AND</p> <p>Establishes and promotes constructive relationships to equitably engage learners</p> <p>AND</p> <p>Uses research-based strategies to maintain learners' attention (individual and whole group)</p>	<p>Attempts to manage a safe learning environment through the use of routines and transitions</p> <p>AND/OR</p> <p>Attempts to establish constructive relationships to engage learners</p> <p>AND/OR</p> <p>Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</p>	<p>Does not manage a safe learning environment</p> <p>OR</p> <p>Does not establish constructive relationships to engage learners</p> <p>OR</p> <p>Does not use constructive strategies to maintain learners' attention (individual and whole group)</p>
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## Pedagogy - Assessment - Rubric

### Pedagogy – Assessment

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
<p>CPAST-J. Data Guided Instruction (1.000, 25.0%)</p>	<p>Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment</p> <p>AND</p> <p>Uses contemporary tools for learner data record-keeping and analysis</p>	<p>Uses data-informed decisions to design instruction and assessment</p> <p>AND</p> <p>Uses contemporary tools for learner data record-keeping</p>	<p>Uses minimal data to design instruction and assessment</p>	<p>Does not use data to design instruction and assessment</p>

<p>CPAST-K. Feedback to Learners (1.000, 25.0%)</p>	<p>Provides feedback that:</p> <ol style="list-style-type: none"> <li>1. Enables learners to recognize strengths AND areas for improvement</li> <li>2. Is comprehensible</li> <li>3. Is descriptive</li> <li>4. Is individualized</li> </ol> <p>AND</p> <p>Provides timely feedback, guiding learners on how to use feedback to monitor their own progress</p>	<p>Provides feedback that:</p> <ol style="list-style-type: none"> <li>1. Enables learners to recognize strengths OR areas for improvement</li> <li>2. Is comprehensible</li> <li>3. Is descriptive</li> </ol> <p>AND</p> <p>Provides timely feedback</p>	<p>Provides minimal feedback that:</p> <ol style="list-style-type: none"> <li>1. Enables learners to recognize strengths OR areas for improvement</li> </ol> <p>OR</p> <p>Feedback is provided in a somewhat timely fashion</p>	<p>Does not provide feedback that:</p> <p>OR</p> <p>Feedback does not enable learners to recognize strengths OR areas for improvement</p> <p>OR</p> <p>Feedback is not provided in a timely fashion</p>
<p>CPAST-L. Assessment Techniques (1.000, 25.0%)</p>	<p>Evaluates and supports learning through assessment techniques that are:</p> <ol style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Formative AND summative</li> <li>3. Diagnostic</li> <li>4. Varied</li> </ol>	<p>Evaluates and supports learning through assessment techniques that are:</p> <ol style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Formative AND summative</li> </ol>	<p>Assessment techniques are:</p> <ol style="list-style-type: none"> <li>1. Developmentally appropriate</li> <li>2. Formative OR summative</li> </ol>	<p>Assessment techniques are:</p> <ol style="list-style-type: none"> <li>1. Developmentally inappropriate</li> </ol> <p>OR</p> <p>Not used</p>
<p>COE 6 - DF4b - Maintaining Accurate Records (1.000, 25.0%)</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.</p>

# Pedagogy - Analysis of Teaching - Rubric

## Pedagogy - Analysis of Teaching

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CPAST-M. Connections to Research and Theory (1.000, 50.0%)	<p>Discusses, provides evidence of, and justifies connections to educational research and/or theory</p> <p>AND</p> <p>Uses research and/or theory to explain their P-12 learners' progress</p>	Discusses and provides evidence of connections to educational research and/or theory	Mentions connections to educational research and/or theory	No connections OR inaccurate connections to educational research and/or theory
COE 3 - DF1a - Demonstrating Knowledge of Content and Pedagogy (1.000, 50.0%)	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>

# Dispositions - Professional Commitment and Behaviors - Rubric

## Dispositions - Professional Commitment and Behaviors

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CPAST-N. Participates in Professional Development (1.000, 20.0%)	<p>Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)</p> <p>AND Provides evidence of an increased understanding of the teaching profession as a result of the PD</p> <p>AND Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</p>	<p>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p> <p>AND Provides evidence of an increased understanding of the teaching profession as a result of the PD</p>	<p>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p>	<p>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p>
CPAST-O. Demonstrates Effective Communication with Parents or Legal Guardians (1.000, 20.0%)	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p> <p>AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p>	<p>Does not provide evidence of communication with parents or legal guardians</p>



<p>CPAST-P. Demonstrates Punctuality (1.000, 20.0%)</p>	<p>Reports on time or early for daily student teaching</p> <p>AND Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>Reports on time for daily student teaching</p> <p>AND Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>Inconsistently reports on time for daily student teaching</p> <p>AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>Does not report on time for student teaching</p> <p>AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)</p>
<p>CPAST-Q. Meets Deadlines and Obligations (1.000, 20.0%)</p>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND Provides clear and complete directions and lessons for substitutes / cooperating teacher without reminders</p>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND Provides clear and complete directions and lessons for substitutes / cooperating teacher</p>	<p>Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND Provides incomplete directions and lessons for substitutes / cooperating teacher</p>	<p>Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor</p> <p>AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND/OR Does not provide directions and lessons for substitutes / cooperating teacher</p>
<p>CPAST-R. Preparation (1.000, 20.0%)</p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND Materials are easily accessible AND organized</p> <p>AND Prepared for the unexpected and flexible</p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND Materials are easily accessible AND organized</p>	<p>Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR Materials are easily accessible OR organized</p>	<p>Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR Materials are not organized NOR easily accessible</p>

# Dispositions - Professional Relationships - Rubric

## Dispositions - Professional Relationships

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
CPAST-S. Collaboration (1.000, 50.0%)	<p>Demonstrates collaborative relationships with cooperating teacher</p> <p>AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p> <p>AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners</p>	<p>Demonstrates collaborative relationships with cooperating teacher</p> <p>AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p> <p>AND Attempts to work with and learn from colleagues in planning and implementing instruction</p>	<p>Demonstrates collaborative relationships with cooperating teacher</p> <p>AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p>	<p>Does not demonstrate collaborative relationships with cooperating teacher</p> <p>AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p>
CPAST-T. Advocacy to Meet the Needs of Learners or for the Teaching Profession (1.000, 50.0%)	<p>Recognizes and articulates specific areas in need of advocacy, including the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p> <p>AND Takes action(s) based upon identified needs, while following district protocols</p>	<p>Recognizes and articulates specific areas in need of advocacy, including the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	<p>Recognizes areas in need of advocacy, but cannot articulate the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>	<p>Does not recognize areas in need of advocacy, including the:</p> <p>1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs;</p> <p>OR adequate resources, equitable opportunities)</p> <p>OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)</p>

# Dispositions - Critical Thinking and Reflective Practice - Rubric

## Dispositions - Critical Thinking and Reflective Practice

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pt)</b>
COE 6 - DF4a - Reflecting on Teaching (1.000, 33.3%)	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.
CAEP 5.7A - Interpretation of Student Learning (1.000, 33.3%)	The candidate has extensive knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a proficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate has adequate knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a sufficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate demonstrates an emerging level of knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she provided a sufficient explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.	The candidate has limited or no knowledge of the impact of effective descriptive feedback for learners and a variety of strategies for communicating this feedback because he/she failed to provide an explanation of why some students met or did not meet learning goals, factors that impacted performance and engagement in learning activities, and barriers confronted during instruction.

<p>CPAST-U. Responds Positively to Constructive Criticism (1.000, 33.3%)</p>	<p>Is receptive to feedback, constructive criticism, supervision, and responds professionally</p> <p>AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p> <p>AND Proactively seeks opportunities for feedback from other professionals</p>	<p>Is receptive to feedback, constructive criticism, supervision, and responds professionally</p> <p>AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p>	<p>Is receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR Incorporates feedback inconsistently</p>	<p>Is not receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR Does not incorporate feedback</p>
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**Part A: Areas of Strength**

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**Part B: Concerns/Suggestions**

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**Part C: Other Observations**

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

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

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

## **EXHIBIT 2.--Student Teacher Evaluation Form**

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

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

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

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

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

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

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

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

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

In compiling data pertaining to our candidates' internship/student teaching performance, the College of Education utilizes the **Candidate Preservice Assessment Student Teaching - Scoring Guide Rubric** provided in **Section Part III**, which ranks each candidate's performance as:

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

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

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

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

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



CHICAGO STATE UNIVERSITY

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

Dear University Supervisor/Cooperating Teacher,

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

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

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

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

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

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

Sincerely,

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

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

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

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

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

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

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



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

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

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

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

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



## **SAMPLE SURVEY FOR COOPERATING TEACHERS**

Dear Cooperating Teacher:

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

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

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



## COE Cooperating Teacher Survey Sample

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

- Public School  Private school  
 Other (please specify)

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

- Elementary Middle School  
 High School  
 Other (please specify)

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

- 2015 - 2016  
 2016 - 2017  
 2017 - 2018  
 2018-2019  
 2019-2020  
 2020-2021

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

**CSU Teacher Candidates:**

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

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

Comments:

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

### Licensure Teaching Survey Alignment Indicators

**Alumni Survey**

Question # 25 aligns with chart below

**Cooperating Teacher Survey**

Question #4 aligns with chart below

**Employer Perception Survey**

Question #6 aligns with chart below

**Exit Survey Initial Licensure**

Question #21 aligns with chart below

#### Alignment Chart

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

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

in their classrooms.	2(e)			
Have the necessary skills to work with students who have linguistic differences.	Performance: Essential Knowledge: 2(i), Critical Dispositions: 2(o), 8(k)	The Learner and Learning (1-3)	Standard 1: Teaching Diverse Students Standard 3: Planning for Differentiated Instruction	COE 4
Can promote both creative and critical thinking in students.	Performance: 8(e), 4(b) Essential Knowledge: 5(m), 5(o) Critical Dispositions: 8(j)	Content Knowledge (4-5) Instructional Practice (6-8)	Standard 2: Content Area and Pedagogical Knowledge Standard 6: Reading, Writing, and Oral Communication Standard 3: Planning for Differentiated Instruction	COE 4
Can use and interpret both verbal and non-verbal cues to assess understanding.	Performance: 3(f), 6(e) Essential Knowledge: Critical Dispositions: 8(m)	The Learner and Learning (1-3) Instructional Practice (6-8)	Standard 4: Learning Environment Standard 7: Assessment Standard 3: Planning for Differentiated Instruction	COE 4
Can promote responsible use of technology to actively engage learners in a safe environment and effectively guide learners in the use of technology in ways that are developmentally appropriate.	Performance: 3(g), 9(f) Essential Knowledge: 3(m), 5(k), 7(k), 8(g) Critical Dispositions: 8(n), 8(r)	The Learner and Learning (1-3) Content Knowledge (4-5) Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 4: Learning Environment Standard 3: Planning for Differentiated Instruction Standard 6: Reading, Writing, and Oral Communication Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 4
Display enthusiasm for their content areas and actively engage students in the content that they teach.	Performance: 3(b), 4(c) Essential Knowledge: 3(j) Critical Dispositions:	The Learner and Learning (1-3) Content Knowledge (4-5)	Standard 4: Learning Environment Standard 2: Content Area and Pedagogical Knowledge	COE 6
Create developmentally appropriate instruction that takes into account strengths, interests, and the needs of students.	Performance: 1(b), 2(a) Essential Knowledge: 1(e), 1(f), 2(g) Critical Dispositions: 1(h), 1(i)	The Learner and Learning (1-3)	Standard 1: Teaching Diverse Students	COE 4
Can plan an	Performance: 6(b),	Instructional	Standard 7:	COE 3

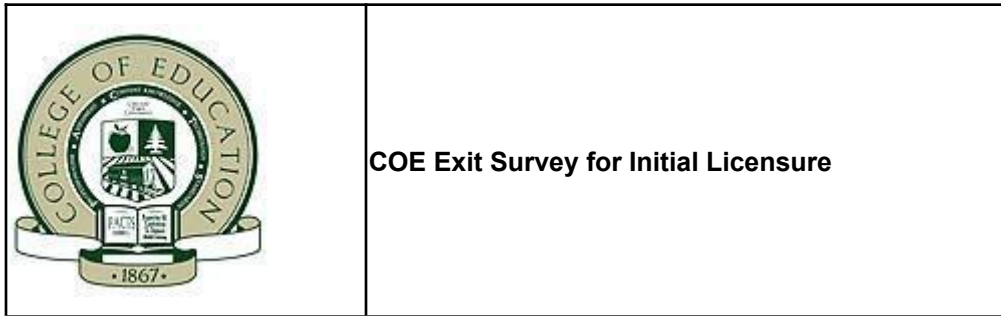


appropriate sequence of learning experiences that include short and long term goals.	7(f) Essential Knowledge: Critical Dispositions: 7(p)	Practice (6-8)	Assessment: Standard 3: Planning for Differentiated Instruction	
Can plan lessons that are aligned with school/state goals and student learning competencies.	Performance: 7(f), 9(a) Essential Knowledge: Critical Dispositions: 6(c), 7(p)	Instructional Practice (6-8)	Standard 7: Assessment: Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 3
Can create and implement classroom environment that promotes a positive, engaging and safe learning environment for all learners.	Performance: 3(d), 9(f) Essential Knowledge: Critical Dispositions:	The Learner and Learning (1-3) Professional Responsibility (9-10)	Standard 4: Learning Environment Standard 9: Professionalism, Leadership, and Advocacy	COE 4
Can engage learners in developing inventive solutions to problems related to local and global issues.	Performance: 3(b), 5(b), 5(d), 5(f), 5(g) Essential Knowledge: 3(k), 5(p) Critical Dispositions: 5(q)	The Learner and Learning (1-3) Content Knowledge (4-5)	Standard 4: Learning Environment Standard 6: Reading, Writing, and Oral Communication	COE 4
Can serve as effective instructional leaders and engage in professional learning and work collaboratively to advance their professional fields.	Performance: 7(e), 9(b), 9(c) Essential Knowledge: Critical Dispositions:4(r)	Content Knowledge (4-5) Instructional Practice (6-8) Professional Responsibility (9-10)	Standard 2: Content Area and Pedagogical Knowledge Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and Advocacy	COE 6
Can use information and communication technologies and strategies to build engaging professional learning communities.	Performance: 4(g), 9(f) Essential Knowledge: 5(l), 8(o) Critical Dispositions: 8(q), 8(r)	Content Knowledge (4-5) Instructional Practice (6-8)	Standard 2: Content Area and Pedagogical Knowledge Standard 6: Reading, Writing, and Oral Communication Standard 3: Planning for Differentiated Instruction Standard 9: Professionalism, Leadership, and	COE 4

			Advocacy	
Can demonstrate the dispositions, ethics and behaviors appropriate to their professions.	Performance: 9(f) Essential Knowledge: Critical Dispositions: 9(o)	Professional Responsibility (9-10)	Standard 9: Professionalism, Leadership, and Advocacy	COE 6
Can use available technology for instructional delivery.	Performance: 3(h), 6(i), 8(g) Essential Knowledge: 8(n), 8(o) Critical Dispositions:	The Learner and Learning (1-3) Instructional Practice (6-8)	Standard 4: Learning Environment Standard 7: Assessment Standard 3: Planning for Differentiated Instruction	COE 4
Ensures that their students are college and career-ready by providing students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards)	Performance: 7(a) Essential Knowledge: 6(o) Critical Dispositions:	Instructional Practice (6-8)	Standard 7: Assessment: Standard 3: Planning for Differentiated Instruction	COE 4
Has the ability to use research to inform instructional strategies and student assessment.	Performance: 8(h), 8(g) Essential Knowledge: Critical Dispositions:	Instructional Practice (6-8)	Standard 3: Planning for Differentiated Instruction	COE 4



## SAMPLE SURVEY



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

- American Indian or Alaskan Native
- Black/African American
- White/Caucasian
- Asian/ Pacific Islander
- Hispanic/Latino
- Other (please specify)

### 2. Gender:

- Male
- Female
- Undisclosed

### 3. Program:

- |  |  |
|--|--|
| B.A. ECH (Birth to Grade 3)                              | M.A.T. ECH (Birth to Grade 3)  |
| B.A. Elementary Education (Grades 1-6)                   | M.A.T. Elementary Education (Grades 1 to 6)  |
| B.A. Physical Education (K-12)                           | M.A.T. Physical Education (K-12)   |
| B.A. Arts, Visual (PreK-12)                              | M.A.T. Arts, Visual (PreK-12)  |
| B.A. English, Secondary (Grades 6 - 12)                  | M.A.T. English, Secondary (Grades 6 - 12)  |
| B.A. Foreign Language, Spanish (K-12)                    | M.A.T. Foreign Language, Spanish (K-12)  |
| B.A. Science - Mathematics, Secondary (Grades 6 - 12)    | M.A.T. Mathematics, Secondary (Grades 6 - 12)  |
| B.A. Science - Biology, Secondary (Grades 6 - 12)        | M.A.T. Science - Biology, Secondary (Grades 6 - 12)  |
| B.A. Science - Chemistry, Secondary (Grades 6 - 12)      | M.A.T. Science - Chemistry, Secondary (Grades 6 - 12)  |
| B.A. Science - Physics, Secondary (Grades 6 - 12)        | M.A.T. Science - Physics, Secondary (Grades 6 - 12)  |
| B.A. Social Science - History, Secondary (Grades 6 - 12) | M.A.T. Social Science - History, Secondary (Grades 6 - 12)   |
|  | M.S. Library Information Media Specialist - Initial  |
|  | M.S. Library Information Media Specialist - Advanced   |
|  | M.A. The Special Education Learning Behavioral Specialist - I<br>Master's Degree Program for Initial Certification         |
|  | M.A. The Special Education Learning Behavioral Specialist - I<br>Master's Degree Program for Certified Teachers (Advanced) |
|  | M.A. Principal Preparation   |
|  | Ed.D. Superintendent Preparation   |

### 4. Have you completed all requirements for your program?

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

5. Are you completely withdrawing from your program?  
Yes  
No (skip to question #9)
6. What is your reason for withdrawing?  
Financial  
Timed Out of the Program  
Lack of Progress  
Other (please specify)
7. Did you take student loans or private loans to support your study?  
Yes  
No
8. Do you intend to re-enroll in this program at a future date?  
Yes  
No
9. Do you intend to enroll in another degree program in the near future?  
Yes  
No
10. My academic advisor provided the necessary support for me to complete my program within an acceptable time frame.  
Strongly Disagree  
Disagree  
Agree  
Strongly Agree
11. What specific suggestion(s) do you recommend to improve the academic advising experience?
12. Did you receive financial support, other than personal savings or student loans (e.g., grants scholarships, or stipends) to support your study?  
Yes  
No
13. What were the primary form(s) of non-loan financial support that you received (check all that apply):  
University or department scholarship  
Private or external nationally competitive (non-university) fellowship or scholarship  
Private or external, locally competitive (non-university) fellowship or scholarship  
Graduate/Research Assistantship stipend  
Other (please specify)
14. Briefly describe the strengths and weaknesses of the services provided by the Educator Licensure Office and Office of Field Placement and Outreach.
15. The Student Teaching workshop provided prior to student teaching helped to effectively prepare me for the student teaching experience:  
Strongly Disagree  
Disagree  
Agree  
Strongly Agree
16. How much did you borrow related to your study?

- \$5,000 or less
- \$5,001-\$15,000
- \$15,001-\$25,000
- \$ 25,001-\$35,000
- \$35,000 or more
- Other (please specify)

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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

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

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a strong knowledge of the content I teach.					
I have the knowledge to utilize student assessment data to inform research.					
I have a good understanding of how to use pre-test data to structure differentiated instruction utilizing techniques to reach all students					
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.					
I have a good understanding of how to assess students' prior knowledge and how to adjust instruction based on their prior knowledge.					

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

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