



Handbook for Student Teachers and Cooperating Teachers

Contributing to the Preparation of the Educator as a
Creator of Effective Educational Environments

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Introduction to the Conceptual Framework

Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies

A conceptual framework serves to establish the shared vision for all efforts in preparing educators to work in P-12 schools by providing direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is a dynamic document that is articulated, shared, coherent, and consistent with the institutional mission.

Eastern Illinois University has a long and respected history of providing exemplary programs for teacher preparation. Faculty, staff, and public-school partners are committed to the preparation of professionals in the design and implantation of programs that advance intellectual, physical, psychological, and social well-being. A brief explanation of the primary Conceptual Framework around which all professional preparation is designed is contained within this section.

The Conceptual Framework at Eastern Illinois University is “Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies and Societies”. Underlying this framework is the conviction that programs must be well-grounded in general education, subject area concentrations, and allied subject matter. Additionally, all programs induct teacher candidates into the profession through sequenced coursework and experiences designed to develop a robust knowledge base, skills in content delivery and diverse instructional strategies, and positive dispositions for teaching.

The Educator:

- As a creator of effective educational environments suggests a learned set of behaviors requiring an extensive knowledge base and preparation
- Must be an effective decision maker
- Creates environments conducive to learning
- Possesses higher level thinking skills to create effective environments
- Is committed to life-long learning
- Develops a personal approach to the profession, keeping in mind individual identity and integrity while guided by tenets of pedagogy and concepts of diversity
- Understands the distinction between the science and the art of the profession
- Reflects, respects, and understands the diversity of students, subjects, strategies, and societies

The overall theme of “educator as creator of effective educational environments” provides a focus to the five domains that in turn provides a scaffold for the structure, coherence, and continuity of the unit programs.

In creating an effective educational environment, all educators must: establish environments for positive development of learners; demonstrate professional knowledge and skills; establish environments for academic achievement; and respond to the school and community. Educators must have knowledge of students, subject areas and levels, strategies, technologies, and the diversity of societies and communities to prepare effective educational environments. The theme allows the educator to develop skills and knowledge in the areas of the five domains (in no rank order):

- Diverse students
- Diverse strategies
- Diverse subjects and levels
- Diverse societies and communities
- Diverse technologies

Eastern Illinois University and Collaboration With the Public Schools in Education

The College of Education works closely with professional colleagues in the public schools to ensure that partnerships are mutually beneficial and include shared responsibility for clinical preparation and continuous improvement of candidate preparation. In accordance with CAEP Standard 2.1 this includes but is not limited to setting mutually agreed upon expectations for candidate entry, preparation, and exit; ensuring that theory and practice are linked; maintaining coherence across all aspects of the teacher education program; and sharing accountability for candidate outcomes. Through these partnerships superior clinical experiences are provided to all university students preparing to become teachers. In accordance with CAEP Standard 2.3 these partnerships assure that clinical experiences are of sufficient depth, breadth, diversity, coherence, and duration to ensure that all candidates can demonstrate their developing effectiveness and positive impact on all students' learning and development.

The most promising sites for prospective teachers are schools that promote high levels of learning for all students and continued learning and professional development for teachers.

As diverse as the public partners may be, all sites:

- Promote high levels of learning for all students
- Serve as learning sites for university students preparing to become teachers
- Support continuing professional growth for teachers
- Encourage collaborative school-university research and inquiry about teaching and learning

The Cooperating Teacher

The College and its partner districts work together to select cooperating teachers who have demonstrated a positive impact on P-12 learning and the ability to help the student teacher grow and develop (CAEP Standard 2.2). A teacher who agrees to supervise a student teacher has consented to assume one of the most responsible, influential, and exciting positions in teacher education. This brief period in the life of a college student has greater impact on professional skills and potential than any other part of a college career. It is a stimulating experience for a teacher to have a student teacher in the classroom because pupils seem to learn more when a student teacher is available to work with a class. Despite the increased responsibility involved, the experience of student teaching is a winning proposition for all parties.

The period of student teaching is a time in which the cooperating teacher will have to be prepared to make modifications in order to accommodate a new personality in the classroom. This time offers a unique opportunity for the cooperating teacher to model various teaching styles, along with guiding planning, preparation, teaching, evaluations, assessments, and appropriate interactions.

A teacher who has been solely in charge of a class will be working collaboratively and cooperatively with a person who is a capable, but less experienced instructor. The information included in this handbook is presented to assist in this collaborative effort. The cooperating teacher's portion of the book provides information specific to the expected roles and responsibilities of the cooperating teacher. The student teacher's portion will aid the cooperating teacher in understanding the expectations that the university has for the student teaching experience.

Requirements for Being a Cooperating Teacher

Eastern Illinois University has established the following requirements for classroom teachers to qualify them as cooperating teachers:

- Possess a sincere desire to work with a student teacher and share her/his classroom
- Possess personal qualities that are essential to good supervision such as practical insight into interpersonal relationships, understanding of social class structure, and a wide cultural background
- Possess a license which provides that the teacher is fully qualified for the subjects, age range, and setting in which she/he is assigned to teach. This may include endorsements in specific age levels or content areas
- Have completed a minimum of three years of successful teaching experience
- Should have earned a master's degree or the equivalent and/or is highly recommended by a building administrator
- Possess and exhibit a genuine professional interest to improve teaching through further college or university study and participation in activities having a direct relationship to the field, such as travel or related work experience
- Be professionally enthusiastic and continue to strive to be an exemplary model for the teaching profession

The Role of the Cooperating Teacher

Although each situation has unique attributes, basic expectations of supervision by the cooperating teacher are helpful in order that the university coordinator, the cooperating teacher, and the student teacher work together with clarity and goal direction. The cooperating teacher is the daily role model for the student teacher in training.

The cooperating teacher provides solid examples of how to:

- Plan thoroughly and creatively for individual and group needs
- Design and utilize a variety of teaching strategies
- Include opportunities for diverse learning styles
- Plan and implement a developmental cognitive and effective program
- Plan and implement a daily schedule of activities related to cognitive and effective goals

- Design stimulating classroom environments
- Assess the growth and learning of each individual

Schedule daily contact with the student teacher.

- Review lesson/activity plans
- Analyze instructional delivery
- Discuss progress
- Brainstorm for new ideas and methods to utilize in working with children
- Discuss topics, including:
 - long range planning
 - unit planning
 - philosophy of education
 - group communication skills
 - classroom management
 - observational strategies
 - working with parents
 - meeting diverse student needs
 - your expectations
 - building policies
 - evaluation of student learning
 - managerial components

Schedule extended conferences with the student teacher to discuss:

- Instructional delivery
- Unit/lesson planning and implementation
- Strengths and specific deficiencies

Communicate immediately with the university coordinator if:

- The student teacher appears deficient in ability, responsibility, or maturity in her/his teaching performance
- You have questions about policy, procedure, or responsibilities
- Other areas of concern materialize

Continually expect the student teacher to assume a greater share of the planning and direct teaching responsibilities starting from the very first day of the student teaching assignment.

Assumption of Responsibility by the Student Teacher

The EIU student teacher has had multiple experiences in the classroom and working with students prior to beginning the student teaching experience. Most student teachers are confident and anxious to become active participants in the classroom. It is important for them to assume some responsibilities working with students from the first day of the experience.

Student teachers must observe their cooperating teachers.

- Directed observation is best
- Determine what methods and strategies best promote student learning and engagement

Student teachers should begin working with students on the first day.

- Give a spelling pretest or test, work with a small group or with an individual on a specific task
- Circulate about the room and assist individuals who have questions
- Take attendance, pass out papers, or tally lunch count to help learn students' names and classroom routines

Add responsibilities gradually; suggested sequence:

- Student teacher plans for one subject or class and assumes teaching responsibility by week two
- Add one subject or class period per week, allowing for the development of planning, reflection of effectiveness of planning, and development of classroom management skills

The goal is full teaching responsibility for the majority of the student teaching placement. If a student teacher does not exhibit a level of performance that makes this feasible, confer with the university coordinator to arrange an alternative schedule.

Planning

Cooperative planning elevates the student teacher's status to that of a partner in the teaching process, provides added confidence and security for teaching success and clarifies objectives as student teachers develop skills for planning. Student teachers need to know what they are trying to do, and why they are doing it. They must accept a major share of the responsibility for their professional growth as they work toward becoming the independent planner of future lessons.

Student teachers must have lesson plans available for review at all times and be submitted in advance to the cooperating teacher for approval.

All lesson plans should be in a complete format. Students may reference their individual department lesson plan template. Planning in and teaching from the Teacher's Weekly Planner is unacceptable.

Planning must:

- Include long-range plans – how does this lesson fit into the big picture?
- Be done sufficiently in advance of teaching to allow cooperating teacher time to review
- Include differentiated instructional practices
- Demonstrate alternative methods of planning
- Help create a system which can be used in the future

Regardless of form and length of plan, the basic elements of a plan should include:

- Goals and objectives
- Content and procedure
- Assessment or evaluation

Remember:

- A student teacher needs to understand that good planning facilitates good teaching
- A well-developed lesson plan may be a student teacher's best teaching aid

- When planning, emphasis on results should prevail over emphasis on format

Observing the Student Teacher and Providing Feedback

Observation of the student teacher is essential for analyzing and evaluating her/his performance. The cooperating teacher should provide an atmosphere in the classroom that allows the student teacher to feel comfortable while being observed. Accomplish this by observing on a regular basis, showing positive reinforcement through facial expressions, refraining from interrupting, inviting the student teacher to observe the cooperating teacher, and following the observation with written and/or verbal feedback that emphasizes suggestions for growth.

The cooperating teacher is expected to be present in the classroom during the first weeks of the student teaching experience. Daily observations and feedback are important. As the student teacher assumes more responsibility for the classroom, the cooperating teacher should continue to observe and provide feedback. Observations may be an entire lesson, the beginning of class, the end of class, or intermittently during the lesson period.

Observations may be structured or non-structured in format. Many observation instruments exist which may assist the cooperating teacher in identifying areas of teaching that need to be addressed. The university coordinator can assist the cooperating teacher in identifying these instruments. Note taking or “scripting” is an unstructured means of identifying what is going on in the classroom and is useful in providing specific feedback to the student teacher.

Quality feedback is essential to the growth of the student teacher. Feedback should be provided on a regular basis and address both strengths and areas of concern. Identify successes as well as areas for improvement. Feedback may be written or verbal. Discuss written feedback during supervisory conferences.

The cooperating teacher should schedule regular conferences with the student teacher. Though communication takes place daily, it is important to ensure that communication centering on teaching performance is occurring. Weekly conferences are suggested as they provide both the cooperating teacher and the student teacher opportunities for input and feedback.

Remember: "The greatest good you can do for another is not just to share your riches but to reveal to him his own."
(Benjamin Disraeli)

Working with Student Teachers When Challenges Arise

It is normal to have a few ‘rocky’ days with a student teacher, but if there seem to be ongoing concerns, please contact the University Coordinator. After a student teacher begins her/his assignment, problems may begin to develop.

Indicators of challenge include, but are not limited to:

- Poor interpersonal skills
- Poor attendance
- Frequent illness
- Complaining
- Blaming
- Limited concentration
- Failure to follow through with responsibilities
- Resistance to suggestions for change or improvement
- Changes in grooming or appearance
- Avoiding communication with students, the cooperating teacher, and/or other building staff

As stated above, contact the University Coordinator for assistance.

Develop a Growth Plan:

- State the problem(s)
- Give specific behavioral expectations related to the problem
- Have student teacher sign growth plan

Follow up:

- Document all situations, instances, happenings, feelings, and inappropriate verbal and non-verbal behaviors related to the problem(s) identified in the growth plan
- Provide written feedback to the student teacher
- Have frequent conferences with the student teacher to review written feedback and progress on the growth plan
- Keep the university coordinator informed of progress

The University Coordinator is available to you and your student teacher to develop action plans, facilitate discussion, and assist in reaching a positive solution for all involved. If a student is experiencing significant difficulty, and intervention has not been successful, the University Coordinator will inform you of the options available to the student. Removal from the student teaching placement may be considered.

Student Teacher Evaluations

The cooperating teacher should formally evaluate the student teacher at least twice during the assignment period (mid-term and final).

The evaluation instrument is available on the USB flash drive, online at www.eiu.edu/~clinical and is included in this handbook (see Appendix).

Review both the mid-term and the final evaluations with the student teacher, identifying both areas of strength and needing improvement.

The University Coordinator will collect both the mid-term and the final evaluation.

Student teaching grades are *credit/no credit*. It is the university coordinator's responsibility to assign grades. The cooperating teacher should recommend to the university coordinator which of these options she/he feels the student teacher should receive as a final grade on her/his transcript.

Cooperating Teachers should write either a letter of reference or narrative (on school letterhead) as part of the final evaluation. Please provide a copy of this letter to the student teacher along with their final evaluation. The University Coordinator will collect a copy with the final evaluation.

Topics that may be included are below:

- Classroom setting –Grade level(s), courses, population of the school and community if especially relevant
- Special skills and competencies – Note especially those things the student teacher did well or added to the classroom
- Classroom management - Describe the student teacher's ability to establish rapport with pupils and the effectiveness and development of her/his classroom management skills
- Areas needing improvement (optional) - Describe any areas of concern. Reflect on the student teacher's ability to correct said areas and offer a prediction of the student teacher's success in achieving this correction
- Character and personality - Describe any professional characteristics that might make this student a good beginning teacher (reflective, personable, dedicated, responsible, hard-working, conscientious, energetic, intelligent, open to constructive feedback, good natured, maintains a professional appearance, etc.). Discuss how the student teacher interacted with you, other faculty, administration, staff, and parents

- Prediction for success - Give a professional opinion as to the probable success of this student teacher based on personal growth and professional development shown throughout the student teaching experience

Cooperating Teacher CPDHs or EIU Graduate Tuition Waivers

Continuing Professional Development Hours

It is our goal for the experience of hosting an EIU student teacher to help you increase your knowledge and skills relative to collaboration and reflection so as to improve student learning. Based on this effort, we are able to offer you Continuing Professional Development hours (30 hours for hosting full-time for 80 Days, 15 hours for hosting a student teacher in a split or shared assignment)

Tuition Waivers

We are glad to offer EIU Graduate Tuition Waivers to teachers who host EIU Student Teachers. Cooperating teachers may receive 3 hours of graduate tuition waivers for hosting a student teacher full-time for 80 Days (2 hours of graduate tuition waivers for hosting a student teacher in a split or shared assignment). If you wish to receive these graduate tuition waivers, we ask that you fill out the online form at www.eiu.edu/~clinical/stipend.php.

The Student Teacher

Many teachers identify the student teaching experience as the most important part of their initial preparation. It is a time of exciting challenges, intense reflection, and exhilarating rewards. Student teaching is the capstone experience, where knowledge, skills and dispositions come together and are implemented over an extended period in a consistent setting.

This section contains vital information about behavior, policy, and expectations for all student teachers.

Preliminary Visit to the Student Teaching Site

You must make a preliminary visit to your assigned school. As soon as you receive your potential placement, contact the school and set up a time convenient for the cooperating teacher to make a visit. The major purposes of this visit are to meet the principal and the supervising teacher, confirm assignment dates, plan, and discuss subjects that will be taught, and get acquainted with the school and community. Treat this visit as a job interview, for a school may opt not to accept you based upon the impression you make.

Your dress and appearance should be professional. Many schools like having student teachers because they can have first-hand knowledge of a prospective employee. The first impressions may solidify or eliminate one as a candidate for a position. Two extremes to avoid are coming across as timid, weak, shy, or too soft spoken, and coming across as an egotistical, overbearing, know it all who talks too much and too loudly. It is better to show that one is competent through teaching performance than by telling people. One should smile, be friendly, courteous, and come across as willing to learn and willing to work.

The following list provides some direction as to the types of information to collect and/or questions to ask on your preliminary visit.

- Make notes of the names of the principal, cooperating teacher, office personnel, and others you meet during your visit
- Become acquainted with the school facilities and the classroom
- Find out where you may park and obtain any necessary parking permit
- Obtain a school calendar
- Obtain a schedule for the school day
- Obtain faculty and student handbooks or outlines of school rules and policies (if available)
- Determine the guidelines for dress and appearance
- Discuss curriculum in class(es) to be taught
- Obtain copies of textbooks/curricular resources (as available)
- Discuss expectations for participation in extracurricular activities and the total school program
- Observe the cooperating teacher's class(es) if possible
- Establish a procedure for informing your cooperating teacher of an anticipated or emergency absence

The university coordinator may have additional guidelines for you. Follow these and report the visit to the university coordinator in the designated manner.

Course Work, Employment, and Coaching During Student Teaching

Student teaching is a full-time commitment. Students are not allowed to take additional (non-student teaching) course work and working during student teaching is strongly discouraged.

Taking additional coursework during the student teaching semester is not allowed. Students who wish to take any other course through EIU during the student teaching semester must receive a waiver from the Academic Waiver Appeals Committee (AWAC). Contact your Academic Advisor immediately if you have questions about this.

Working during student teaching is strongly discouraged. This is especially important during the first eight to nine weeks when working on the edTPA. Many teaching activities and responsibilities occur outside the regular school schedule, and the student teacher should participate in the total school program. The demands of teaching require an alert, rested, and well-prepared individual who is not dividing her/his energies between teaching and other responsibilities. At no time is a student teacher allowed to miss student teaching (including after school activities) in order to work at an outside job. If a student decides to work and that work is deemed to interfere with the student teaching experience, as determined by the student teacher's cooperating teacher, the University Coordinator and/or school administrator, the student will be required to discontinue working or withdraw from student teaching. Use the *Outside Employment Verification Form* (see Appendix A) to report outside employment.

Coaching during student teaching is a wonderful opportunity but it must be limited to the district at which you are student teaching. Furthermore, unless explicitly part of your student teaching experience, you may not miss time in your classroom for any coaching obligations. Any exceptions must be approved by your cooperating teacher and your Student Teaching Coordinator.

Attendance

Student Teaching Coordinators in consultation with your student teaching district will set your beginning and ending day of student teaching. These dates are set around the calendar of the school where you will student teach and often begin prior to the start of EIU's semester. During the student teaching semester, candidates follow the calendar of the district where they are placed.

The student teacher's regular assignment will seldom go beyond the Friday of EIU's Final Exam week.

If students go beyond the Friday of Eastern Illinois University's Final Exam week, a grade of "Incomplete" is assigned in the course(s) until all requirements are fulfilled.

The student teacher should be in school every day for the full term of the assignment- 80 Days.

Seminar dates and one edTPA submission day count towards the 80-day requirement.

Student teachers are allowed one sick day and one interview day without the need to be made up.

School closings due to inclement weather will not count towards the 80 Days.

When necessary the Associate Dean of the College of Education may be called on to resolve attendance problems.

Student teachers are expected to report daily to their assigned locations, or to notify the cooperating teacher and the university coordinator in advance, if she/he cannot be present because of an emergency.

The student teacher should report at the same time as the cooperating teacher and should remain at the school site until the cooperating teacher leaves or an agreed upon time.

Participation is expected of student teachers in all activities that are required of their cooperating teachers (e.g., P/T conferences, SIP Days, family nights, etc.)

You are required to complete the entire 80 days of the student teaching experience and submit the 80 Day Attendance Log to your Coordinator

Times of inclement weather and emergency school closings are announced on the radio and/or through a school district notification system. Ask the cooperating teacher about how staff are notified of changes in school calendar due to emergency.

Professionalism

Student teaching places you in the role of a teacher; conducting yourself in a professional manner is therefore essential. Dress and appearance, general courtesy, respecting others, and confidentiality are all parts of being professional.

Dress and Appearance

Student teachers will identify and adhere to school-specific dress codes and expectations for professional appearance. Careful discretion should be taken in relation to clothing, body jewelry, or tattoos that may be deemed offensive, inappropriate, or distracting for a professional setting. Students will consult with university mentors should specific interactions or questions relating to the above occur.

General Courtesy and Interpersonal Relationships

Be enthusiastic. Volunteer to help. Take the initiative to create opportunities for involvement in the classroom and the school program.

Adapt to the school setting. Check with your cooperating teacher on how to handle controversial subjects and remember it is unprofessional and unethical to impose your own personal biases in the classroom. Be cautious about becoming involved in discussions among school personnel regarding other personnel or school situations. Speak in front of pupils and teachers only in terms that you would like quoted in the newspaper - always take care in the language you use.

You are a guest in the classroom and the school. Though the goal is to become a contributing member of the school personnel, the student teacher should make certain that s/he has obtained the appropriate invitation or permission to participate in professional activities outside the classroom or proceed independently in the classroom. Under no circumstance, should you engage in any personal relationships with school personnel.

Take the initiative to request help or guidance from your cooperating teacher or university coordinator. If you are experiencing difficulty, these people are there to help you.

Confidentiality

Any confidential information shared by your cooperating teacher or other faculty about students or school staff must be kept confidential. The student teacher must be ethical and professional in her/his behavior, communication, and reaction to the classroom experience. Remember to limit discussions questioning specific policies and methods to private conferences with the cooperating teacher or university coordinator. Never relate information concerning student grades, standardized test scores, health records, private family matters, or concerns of private agencies such as welfare. Never relate hearsay that could be rumor, libel, or slander. Follow school guidelines to report any cases of suspected child abuse.

E-Portfolio (LiveText) Submissions and edTPA

Eastern Illinois University uses the software program [LiveText](#) for e-portfolio submissions and assessment of teacher education candidates. During the Student Teaching semester, ALL student teachers must have their own LiveText account. LiveText is used for submission of the edTPA. All edTPA materials and assignment templates will be loaded in LiveText prior to the beginning of the semester. Some programs have additional LiveText assignments that must be completed during student teaching. All students must pay for and submit the edTPA for official scoring in order to receive credit for student teaching and must meet the minimum passing score as set by the Illinois State Board of Education in order to be recommended for a teaching license in Illinois or any other state.

Seminars

Each university coordinator will provide her/his student teachers with a schedule for seminars. The university coordinator establishes the agenda and location for each seminar. Attendance at seminars is mandatory.

Seminars provide an opportunity for student teachers to share impressions and experiences with their peers, as well as address issues pertinent to the student teaching experience with the university coordinator.

Student Teaching 4000 (STG 4000)

All students are required to complete STG 4000 (Multicultural/ Disabilities Practicum). The STG 4000 syllabus and required assignments can be found on the student teaching website at www.eiu.edu/~clinical

Substitute Teaching

Student teachers cannot serve as a substitute for their cooperating teacher or for any other licensed personnel. The cooperating teacher may leave the classroom with the student teacher in charge of the class, but the cooperating teacher retains responsibility for control of the class and the program of instruction.

Application for Teacher Licensure

The Student Teaching Coordinators will distribute materials on how to apply for the Professional Educator's License (PEL). In order to receive their teaching license a candidate must successfully complete student teaching as well as all other University requirements, have graduation posted to his / her transcript, and have documentation of passing the edTPA posted to his / her ISBE ELIS account. Questions about teacher licensure should be directed to EIU's Teacher Licensure Officer, Dr. Stephen Lucas (selucas@eiu.edu or (217) 581-2524).

Public School Work Stoppage Policy

Eastern Illinois University's primary concern is with the education and welfare of its students. It would be inappropriate for the University to involve itself in any way in disputes between the teachers and their school districts during work stoppages. Student teachers must not participate on either side in negotiations or controversies between teachers and their school districts. Under no circumstances are EIU student teachers permitted to teach in classes that are left unsupervised as a result of work stoppage procedures.

After four consecutive days of work stoppage in any school district, a student teacher may be reassigned to another school district. If work stoppage occurs at the beginning of the fall semester, the assignment may be extended, depending upon the total student teaching days permissible according to the university calendar.

If a student teacher is withdrawn from a school district that has begun a work stoppage *after* the student teaching experience has begun, the cooperating teacher(s) remuneration will be pro-rated accordingly.

In the event the University faces an unexpected shutdown or work stoppage, off-campus student teachers are expected to remain at their assigned sites.

Termination of Placement

Schools reserve the right to refuse assignment of any student teacher and the right to terminate a student's placement for cause. Termination may or may not result in reassignment during the current or any subsequent semester. The student teaching coordinator will notify the student teacher and the Chair of Student Teaching.

Causes for termination may include, but are not limited to:

- Inability to perform duties required of a student teacher
- Inappropriate language
- Inappropriate dress
- Inappropriate behavior
- Inappropriate relationships with school personnel
- Breach of school district policy
- Illegal activity on the part of the student teacher

The University Coordinator may be asked to escort the student teacher from the school. All school property (textbooks, keys, materials) must be returned to the school. Usually, students whose assignments have been terminated are not allowed to return to the school for any reason.

Subsequently, a conference involving the student teacher, the university student teaching coordinator, and/or the Chair of Student Teaching (or designee), with input from the student teacher's major department, if appropriate or necessary, will address options.

The University Student Teacher Coordinator and the Student Teacher

The university coordinator is an important part of the student teaching semester and is a valuable resource for the student teacher. The University considers extensive supervision as a vital and important part of the student teaching experience. University student teaching coordinators act as contacts between student teachers and the University, and can be extremely helpful, not just to assist with teaching problems, but as confidantes when difficulties of a more personal nature occur. They are the people to whom student teachers should feel free to turn when in need, and they should not be kept in the dark about problems, for they are ready and willing to assist each of the student teachers. They provide a strong support system for the student teachers.

University student teaching coordinators serve as liaisons between the EIU campus and the public schools. They are skilled in supervision; that is their primary role in student teaching, for they observe and provide feedback that should assist student teachers in knowing their strengths and areas that require improvement. They will discuss these observations in terms of notes made or analyses performed using structured observation formats. They will have a conference following the teaching period and will find time to discuss progress with cooperating teachers. At times, they will request three-way conferences, for the purposes of clarification, or just to make sure that all agree about the directions required for growth or improvement.

Cooperating Teachers' Expectation for Student Teachers

Cooperating teachers undoubtedly have great impact upon each individual student teacher. Student teachers work closely with cooperating teachers, following, at least at first, the cooperating teachers' plans and expectations, and through observations and participation, making decisions and drawing conclusions about ways in which they can use the methods and ideas of these cooperating teachers.

Cooperating teachers expect professional growth on the part of their student teachers and have a right to expect certain beginning competencies. They do not expect a finished, polished product and are willing to allow student teachers to make mistakes, fully understanding that mistakes are correctable and both student teachers and class members will learn through that process.

Cooperating Teachers Appreciate:

- Initiative and enthusiasm
- A desire to be involved in the total school program
- A source of new teaching ideas
- Involvement with students
- Punctuality and preparedness
- Interaction about curriculum and students with another professional adult
- Opportunities to observe their students while under another's supervision
- Positive attitudes
- A desire and effort to do the job well
- An openness to the ideas and opinions of others
- Neat and appropriate appearance and dress

- Receptiveness to constructive feedback
- Willingness to try different instructional strategies
- Asking questions that reveal reflection on teaching
- Good content preparation and efforts to improve deficiencies
- Creativity and minimal reliance on prepared materials
- Flexibility
- Giving teaching priority over other activities
- Good grammar, writing and spelling

Exit Level Competencies for Student Teachers

The learning objectives are identified by the Illinois State Board of Education as the “Illinois Professional Teaching Standards”. Each objective articulates expectations within a specified domain. The university student teaching coordinator files all reports relative to the student teaching experience.

Illinois Professional Teaching Standards:

1. **Teaching Diverse Students** - The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
2. **Content Area and Pedagogical Knowledge** - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence – based practice.
3. **Planning for Differentiated Instruction** - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
4. **Learning Environment** - The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
5. **Instructional Delivery** - The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. The teacher understands that the classroom is a dynamic environment requiring on-going modification of instruction to enhance learning for each student.
6. **Reading, Writing, and Oral Communication** - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
7. **Assessment** - The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
8. **Collaborative Relationships** - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
9. **Professionalism, Leadership, and Advocacy** - The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Dispositions for Educators

Dispositions are the attitudes, perceptions or beliefs that form the basis for behavior; the five primary dispositional areas identified for EIU educator candidates are:

- Interactions with Students
- Professional Ethics and Practices
- Effective Communication
- Planning and Teaching for Student Learning
- Sensitivity to Diversity and Equity

Interaction with Students (IWS) - Interaction with students encompasses those behaviors that evidence the candidate's regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

Professional Ethics and Practices (PEP) - Professional ethics and practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category.

Effective Communication (EC) - Easily identified as a skill domain, effective communication within a dispositional framework refers to one's regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students. Honorable and non-judgmental professional discourse, especially in relation to the candidate's progress, is essential for growth. Effective communication considers the audience as well as the message.

Planning and Teaching for Student Learning (PTSL) - Planning and teaching for student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

Sensitivity to Diversity and Equity (SDE) - Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.

The University Student Teaching Coordinator

The university student teaching coordinator performs numerous roles in fulfilling her/his responsibilities as a representative from higher education. Primary responsibilities are performed away from the university, usually in a public school setting. The Coordinator has the initial responsibility of facilitating a placement. Additionally, the Coordinator performs visitations and observations, and acts as seminar director, liaison, counselor, supervisor, consultant, mediator, and evaluator.

The university student teaching coordinator is prepared both professionally and emotionally to accept a variety of identities. The university student teaching coordinator participates in the following activities, and functions in the following identifiable roles:

- Establish a liaison between student teacher, university administration, university department, participating agency (school or institution), cooperating teacher, and the public
- Perform analyses, evaluations, and selection of participating agencies and cooperating teachers in cooperation with the chair of student teaching
- Interpret the student teaching program to student teachers, participating agencies, cooperating teachers, and principals
- Serve as counseling and placement agent to match the education and experience of each student teacher with an appropriate agency and cooperating teacher
- Explain assignment policy and program structure to all individuals involved
- Provide preventive and diagnostic supervision
- Serve as a mediator as the situation warrants
- Provide support to the student teaching candidate and cooperating teacher in regard to the edTPA
- Perform as a public relations agent for the program
- Assist in the appraisal and evaluation of the student teacher's efforts
- Implement the University's electronic portfolio system for assessment in two primary areas: Impact on P-12 Learners, and Final Evaluation of the Student Teaching Experience
- Serve as a resource person, confidante, and in some circumstances, a technician
- Accumulate relevant data and prepare necessary reports
- Continuously appraise and evaluate toward improvement of the program
- Disseminate necessary information relative to the program
- Perform as active, interested, resourceful, and tactful co-worker
- Provide continuous communication with student, cooperating teacher, and the Department of Student Teaching

The university student teaching coordinator will enter into the preceding with complete dedication to the end that each student teacher receives the best possible opportunity to participate in a truly professional experience. A minimum of three formal observations/ evaluations will be conducted for each student teacher each semester with the exception of those student teachers in dual placement, who will be formally observed/evaluated a minimum of four times in the 80-day experience.

Student Teaching Activities

Teaching is a multi-faceted profession. Far more than disseminating information in the classroom is required of the teacher. The teacher must develop a broad range of instructional strategies, organize and manage a diverse population of students with a wide variety of abilities and needs, interact with other educators, parents and community members, and be aware of programs and policies that shape the total school program.

To help the student teacher become cognizant of the many requirements for the exemplary educator, a variety of associated activities are described in this section. Some are required, others are at the discretion of the university coordinator, though all address expectancies for the Eastern Illinois University student teacher and will contribute to the individual student teacher's growth as a teacher.

Supporting materials for select activities are in the indicated appendices.

The Teaching Schedule

The University Coordinator requires an accurate copy of the student teacher's schedule to facilitate visits. The university coordinator may request a copy of the schedule only at the beginning of the student teaching assignment or may wish to have it updated on a weekly basis. The student teacher must follow the university coordinator's directions. Be sure to include your name, teacher's name, school, room number, etc. on your schedule.

Classroom Management and Discipline Plan

Classroom and behavior management are essential parts of the productive learning environment. The student teacher manages classroom routines, pupil conduct and learning behaviors in a manner that contribute to a classroom environment that facilitates learning. The student teacher must behave appropriately when unusual classroom situations arise. Understanding the classroom management and discipline established by the cooperating teacher is the first step for the student teacher to take in initiating her/his personal approach. The student teacher must be able to work in conjunction with the cooperating teacher to ensure that the management is consistent and does not detract from the smooth running of the classroom.

Lesson Plans

Planning is an essential component of successful teaching. As a student teacher, you must have a lesson plan for each lesson you present. Lesson planning can be time consuming, but the results are worth the effort. The results of good planning are well-organized and meaningful lessons, as well as a higher level of self-confidence on the part of the teacher.

The student teacher is expected to perform in a "team" relationship with the cooperating teacher in developing the instructional program in the classroom. Planning is done with the assistance of the cooperating teacher, especially in the initial part of student teaching. The student teacher accepts increasing responsibility for planning as the student teaching experience progresses. Both long-range (unit) and short-range (individual lesson) plans should be completed.

Lesson plans do not have to be long, formal plans in every case. The complexity will vary depending on the lesson. The minimum requirements for any plan are:

- Goals and objectives
- Content and procedure
- Assessment or evaluation

The format will depend on what works best for the student teacher in the individual student teaching setting. The student teacher must meet any lesson plan requirements as set forth by the cooperating teacher, university coordinator, and/or school policy.

A lesson plan book (with squares covering a week on two pages) is not sufficient planning for a beginning teacher. The plan book may be used in conjunction with the written plans.

The university coordinator may have specific requirements for planning activities. Lesson plans are due to your coordinator as she/he specifies.

Late lesson plans are unacceptable.

Journals

Keeping a journal during student teaching helps to reflect on the experience day to day, and to provide a record of the experience that can be of help later in one's teaching career. Student teaching presents a tremendous amount of new material each day and what you learn on Monday may be critical to managing the class on Friday. The journal functions to help remember significant events and reactions to them.

A journal can help the student teacher explore thoughts about becoming a teacher, hopes for students and self, satisfaction or dissatisfaction with teaching performance, and reactions to events of the school day. The journal captures the growth process of student teaching and allows the student teacher to review the progress made in developing a teaching style.

The university coordinator will provide the journal format and necessary guidelines for sharing the writings. The coordinator may provide journal prompts for specific entries. Journals may be in paper or electronic format, according to the specific coordinator.

Parent Contact

The student teacher is expected to establish effective liaisons with parents and members of the community. This may be demonstrated by successful involvement with a parent conference, a newsletter, or a letter to parents, IEP meeting, home visit, or a parent-teacher organization meeting during her/his student teaching experience. An accounting of this experience protecting the identity and confidentiality of the participants should be written for the university coordinator. The role of the student teacher as participant or observer should be described. The student teacher's reactions to the process should be included along with a description of the communication process.

Anything sent home with students must be proofread and approved by the Cooperating Teacher.

Working with Diverse Populations

The student teacher is expected to demonstrate knowledge, understanding and respect for the diverse needs of the assigned school and surrounding community.

The student teacher should exhibit an awareness of the following areas of diversity: Ethnicity, religion, gender, sexual orientation, socioeconomic, race, and special needs.

The university student teaching coordinator, in collaboration with the cooperating teacher, will provide specific guidelines for completion of an activity or activities that provide an opportunity for applying this multicultural knowledge. Some possible projects include developing a multicultural unit or developing adaptations for a student or group of students with special needs. Additional project ideas include developing a program or play illustrating diversity, developing special materials for parents of students with special needs or varied cultural backgrounds, or developing a community involvement project that incorporates the diversity of the population.

The area of students with special needs is of particular importance. Every student teacher must take at least one special education course. In order to enhance knowledge about learners with special needs, student teachers should be involved in all aspects of the special education process. Student teachers are encouraged to review Individualized Education Programs (IEPs) (and/or assist in writing IEPs), attend IEP meetings and staffing's, attend Teacher Assistance Team (TAT) meetings, confer with special education personnel, and meet with parents. Student teachers should supply input for curricular and

instructional modifications and adaptations and participate in any other tasks that pertain to students with special needs as ascertained by the cooperating teacher.

Observations

Observing teachers at work is a key way to learn more about managing the classroom and providing meaningful instruction through a variety of instructional strategies. The student teacher should observe the cooperating teacher, as well as a variety of other teachers. Observations should occur throughout the student teaching experience, due to the changing perspective of the student teacher as s/he matures as a classroom teacher.

Advantages to frequent observations:

- Teaching techniques, even those observed in subjects other than the student teacher's responsibilities include, may be useful in her/his own classes
- The student can learn methods of classroom management and discipline from experienced teachers
- The student may wish to find out how some of his own students perform in other classes
- The student can explore future educational directions by observing classes or other activities in fields or with age groups of possible interest

As a matter of courtesy classroom visits must be arranged in advanced. The cooperating teacher may initially assist in identifying teachers to observe and scheduling visits. It is also courteous to thank the teacher observed following the visit and comment on positive reactions to the class. The university student teaching coordinator provides specific guidelines regarding the completion of observations, and preferred recording formats.

Department Requirements

While you have specific obligations to complete during your student teaching experience, you may have additional course requirements for your specific department. Addendums will be linked to your LiveText account.

Appendices

Appendix A Outside Employment Verification Form

Appendix B Teaching Schedule

Appendix C: Student Teaching Evaluation (mid-term)

Appendix D Student Teaching Evaluation (final)

Appendix A Outside Employment Verification Form

Eastern Illinois University College of Education
Department of Student Teaching and Clinical Experiences
Outside Employment Verification Form

Last Name	First Name
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Phone Number where you can be reached	EIU Email Address
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Address (while Student Teaching)

Please check the appropriate response:

_____ I am not working at an outside job during Student Teaching. (If you check this response, continue to the information at the bottom of the page regarding travel to your Student Teaching Site.)

_____ I am working at an outside job during Student Teaching. *(If you check this response, fill in the following information before continuing to the bottom of the page regarding travel to your Student Teaching Site.)

_____ Approximate number of hours per week I plan to work outside of student teaching.

_____ Total number of hours per month I plan to work outside of student teaching.

_____ These hours are primarily weekend hours.

_____ These hours are primarily during the week, after my student teaching duties.

_____ These hours are both weekday and weekend hours.

Per departmental policy, if the performance of your student teaching duties appears to be compromised due to outside employment, you will be asked to cut back on your employment, cease employment, or cease student teaching. You may not leave your student teaching assignment for outside work purposes.

Travel to Student Teaching

I will travel approximately _____ miles or _____ minutes from my residence to my student teaching site.

Student Signature	Date
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Appendix B Teaching Schedule

Student teacher: _____

Cooperating teacher: _____

Building principal: _____

School: _____ Week of: _____

Time/Room	Monday	Tuesday	Wednesday	Thursday	Friday
Begin _____ End _____ Room _____					
Begin _____ End _____ Room _____					
Begin _____ End _____ Room _____					
Begin _____ End _____ Room _____					
Begin _____ End _____ Room _____					
Begin _____ End _____ Room _____					
Holidays / Special Events (i.e., when classes are not in session):					

Designate who is teaching (Cooperating Teacher (CT) or Student Teacher (ST)).

Appendix C
Eastern Illinois University - Student Teaching Evaluation Rubric (Aligned with IPTS)
Midterm

Candidate: _____ Semester/Year: _____ Evaluator: _____

Teaching Diverse Students	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p><u>IPTS Standard 1 (Holistic Rating)</u> The candidate demonstrates understanding of the impact of individual differences.</p> <p>IPTS Standard 1 inTASC Standard 1</p>	<p>Candidate articulates the influence individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally sensitive instruction.</p> <p>However, the candidate appears to select instructional content, materials/activities, and strategies with little to no regard for developmental needs and cultural differences resulting in learners who have questionable access to instruction.</p>		<p>Candidate demonstrates an understanding of the influence individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally sensitive instruction.</p> <p>Candidate establishes a connection between the learners' cultural background and the instructional content, materials/activities, and strategies used to promote learner motivation and engagement.</p>		<p>Candidate demonstrates an understanding of the impact individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally responsive instruction.</p> <p>Candidate integrates the to maximize promote positive learning outcomes.</p>
Content Area and Pedagogical Knowledge	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p><u>IPTS Standard 2 (Holistic Rating)</u> The candidate demonstrates an understanding of central concepts, methods of inquiry, and structures of the disciplines.</p> <p>IPTS 2 inTASC 4, 8</p>	<p>Candidate demonstrates limited understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by making errors in curricular content as well as pedagogical methods selection and implementation.</p> <p>The candidate requires prompting by cooperating teacher or the university</p>		<p>Candidate demonstrates understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by using explicit instructional methods to systematically present the concepts. The candidate may make minor conceptual errors in the delivery of the content, but self</p>		<p>Candidate demonstrates understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by using various explicit and implicit instructional methods to systematically and errorlessly present and facilitate the learners' concept development. Candidate makes no</p>

	<p>supervisor during instruction to correct the error(s) or requires the cooperating teacher to take over instruction.</p> <p>Because the candidate makes errors in the delivery of the content, it is not evident that the candidate understands the scope and sequence of the skills presented in the lesson.</p> <p>Consequently, the candidate provides opportunities for the learner to practice skill(s) incorrectly or provides the learners with opportunities to engage in activities unrelated to the content/concepts taught.</p>		<p>corrects without prompting during instruction.</p> <p>Candidate understands the scope and sequence of the academic area and how academic skills within the content area are interdependent and can be represented in multiple ways resulting in opportunities for learners to practice the skill(s)</p>		<p>observable errors in the delivery and facilitation of instructional content.</p> <p>Candidate understands the scope and sequence of various academic areas and how academic skills interrelate and build on each other resulting in the candidate providing opportunities for learners to apply the skills/content taught across multiple learning environments.</p>
Planning for Differentiated Instruction	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 3 (Holistic) The candidate considers learners' diverse interests, characteristics, and abilities to differentiate instruction.</p> <p>IPTS 3 inTASC 2, 7, 8, 9</p>	<p>The candidate is aware that learners' have diverse interests, characteristics, and abilities, but the candidate does not plan for variations in learning experiences.</p>		<p>The candidate considers learners' diverse interests, characteristics, and abilities when differentiating instruction.</p> <p>Candidate uses the learners' responses to existing learning experiences to guide future instructional planning.</p>		<p>The candidate effectively applies knowledge of learners' diverse preferences, characteristics, and abilities to proactively respond to the variation in the learners' academic and behavior needs.</p> <p>Because the candidate plans for differentiation, the need for adaptations is minimized.</p>
Learning Environment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 4 (Holistic Rating) The candidate structures a safe and healthy learning environment promoting cultural and linguistic responsiveness and learner independence</p> <p>IPTS 4 inTASC 2, 3</p>	<p>The candidate can articulate the importance of creating a safe, positive and culturally responsive learning environment. However, when selecting strategies, routines, and activities, the candidate makes his/her selection based on familiarity and accessibility. As a result, the candidate establishes an unhealthy learning environment where learners are expected to culturally and socially assimilate to the cultural majority which negatively impacts the learners' ability to demonstrate ownership of their learning.</p>		<p>The candidate advocates for a safe, positive and culturally responsive learning environment selecting strategies, routines, and activities with the intent of promoting the learners' independence.</p> <p>Candidate creates a healthy and safe learning environment by encouraging learners to take ownership of their learning by setting social and behavioral goals and expectations that are consistent with their cultural</p>		<p>The candidate cultivates a safe, positive and culturally responsive learning environment using strategies, routines, and activities with the intent of promoting the learners to self-advocate for their needs.</p> <p>Candidate provides intentional opportunities using the social learning goals, for learners to take ownership of their learning by setting social and behavioral goals and expectations that align with their cultural values. Candidate establishes a healthy and safe environment</p>

			values. Candidate may provide incidental opportunities for learners to demonstrate ownership of their learning.		by encouraging learners to view their differences as a positive contribution to the classroom learning environment.
Instructional Delivery	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 5 (Holistic) The candidate uses various instructional evidence-based strategies to support skill mastery and generalization. IPTS 5 inTASC 2, 3, 4, 5, 6, 7, 8, 9	The candidate uses instructional strategies based on comfort level and his/her learning style. Candidate does not appear to consider the variation in learners' needs and preferences. As a result, the candidate may inhibit learners' skill acquisition.		The candidate uses a mixture of discipline-specific instructional strategies to individualize instruction and support skill mastery and generalization.		The candidate intentionally/purposefully uses varied explicit and implicit evidence-based instructional strategies to differentiate instruction and improve skill mastery and generalization.
Reading, Writing, and Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing learners' reading, writing, and oral communication needs IPTS 6 inTASC 3, 4, 5, 6, 7, 8, 9	The candidate appears to assume learners are already well versed in the literacy and communication demands of the content. Candidate expects learners to respond to the demands in the same way regardless of the need for varied reading, writing, and communication strategies and approaches resulting in learners who may experience difficulty accessing language arts instruction.		The candidate recognizes the interaction between literacy and communication demands of the content as needed in various lessons. Candidate addresses the intersection of the demands by requiring learners to carefully read, clearly and correctly write, and communicate ideas with accurate vocabulary in service to learning the content. Candidate's uses evidence-based best practices in developing content-area literacy and writing-across the curriculum to enhance the learners' acquisition of language arts skills.		The candidate purposefully plans and delivers lessons with the literacy and communication demands of the content in mind. Candidate pays special attention to these demands through focused or specific activities/ideas contained within the lesson. Candidate teaches learners how to carefully read, clearly and correctly write, and communicate ideas with accurate vocabulary all in service to learning the content. Candidate's uses evidence-based best practices in delivering content-area literacy and writing-across the curriculum to enhance mastery and generalization of the learners' language arts skills.
Assessment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 7 (Holistic) The candidate considers the impact of disabilities, methods	The candidate appears to be aware of the importance individual differences (disability, culture, and language difference) play in		The candidate considers the impact of disabilities, methods of communication, cultural background,		The candidate utilizes the impact of disabilities, methods of communication, cultural background, and primary language

<p>of communication, cultural background, and primary language when selecting and administering formal and informal assessment instruments.</p> <p>IPTS 7 inTASC 6, 10</p>	<p>assessment. However, the candidate selects and exposes learners to the same assessment instruments and strategies increasing bias and minimizing the usability of the data.</p> <p>Consequently, the candidate demonstrates dissonance in what he/she knows about assessment and how he/she practices assessment.</p>		<p>and primary language when selecting and administering formal and informal assessment instruments to minimize bias and obtain instructionally useable data.</p> <p>With guidance from the cooperating professional, the candidate selects and administers suggested assessment i</p>		<p>when selecting, administering, and providing adaptation for formal and informal assessment methods to minimize bias and obtain instructionally useable data.</p> <p>Candidate independently and appropriately selects and administers assessment tools according to the intended purpose of assessment.</p>
Collaborative Relationships	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 8 (Holistic) The candidate builds and maintains collaborative relationships to foster learner growth and development.</p> <p>IPTS 8 inTASC 1, 3, 5, 7, 9, 10</p>	<p>The candidate avoids or reluctantly participates in opportunities to be a member of collaborative professional learning teams. Consequently, the candidate provides little contribution to fostering learner growth and development (e.g. cognitive, linguistic, physical, social and emotional).</p> <p>Candidate may communicate poorly with colleagues, learners, families, and/or community members by talking over other team members. Candidate may also be disengaged and inattentive.</p>		<p>The candidate is an active member of collaborative professional learning teams dedicated to fostering learner growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional).</p> <p>The candidate participates in provided opportunities to collaborate and communicate with colleagues, learners, and families.</p> <p>The candidate is attentive and demonstrates acknowledging behaviors and communicative behaviors that encourage colleagues, learners, and families to share ideas.</p>		<p>The candidate initiates or provides leadership on collaborative professional learning teams dedicated to fostering learner growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional).</p> <p>The candidate takes advantage of opportunities to collaborate and communicate with colleagues, learners, and families. The candidate models teaming behaviors promoting shared responsibility, accountability, and reciprocity. The candidate uses active listening to equally acknowledge and promote views of colleagues, learners, families, and community members.</p>
Professionalism, Leadership, and Advocacy	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 9 (Holistic) The candidate upholds state and district policies as well as ethical principles governing the practice of the profession</p> <p>IPTS 9 inTASC 9, 10</p>	<p>Candidate unintentionally/intentionally violates district policies governing the education of learners and interactions with families.</p> <p>Candidate lacks content and pedagogical competence. Candidate may demonstrate unethical behavior such as discussing learners in public places inside and outside the school</p>		<p>Candidate adheres to district policies governing the education of learners and interactions with families.</p> <p>Candidate demonstrates ethical behavior by maintaining content and pedagogical competence and practicing with integrity (maintaining</p>		<p>Candidate upholds and promotes the spirit and intent of state and district laws and regulations governing the education of learners and interactions with families.</p> <p>Candidate demonstrates ethical behavior by maintaining and improving on content and pedagogical competence and practicing</p>

	and crossing boundaries in teacherstudent relationships).		confidentiality, appropriate teacher-student relationships).		with integrity (maintaining confidentiality, appropriate teacher-student relationships).
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Appendix D

Eastern Illinois University - Student Teaching Evaluation Rubric (Aligned with IPTS, Danielson Framework, inTASC) Final

Candidate: _____ Semester/Year: _____ Evaluator: _____

Teaching Diverse Students	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p><u>IPTS Standard 1 (Holistic Rating)</u> The candidate demonstrates understanding of the impact of individual differences.</p> <p>IPTS Standard 1 inTASC Standard 1</p>	<p>Candidate articulates the influence individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally sensitive instruction.</p> <p>However, the candidate appears to select instructional content, materials/activities, and strategies with little to no regard for developmental needs and cultural differences resulting in learners who have questionable access to instruction.</p>		<p>Candidate demonstrates an understanding of the influence individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally sensitive instruction.</p> <p>Candidate establishes a connection between the learners’ cultural background and the instructional content, materials/activities, and strategies used to promote learner motivation and engagement.</p>		<p>Candidate demonstrates an understanding of the impact individual differences (social, economic, cultural, linguistic, and academic experiences) and typical and atypical development (cognitive, social, linguistic, emotional, ethical, and physical) have on the designing and delivering of developmentally appropriate and culturally responsive instruction.</p> <p>Candidate integrates the to maximize promote positive learning outcomes.</p>
<p>Q1a. The candidate uses knowledge of individual differences and differing abilities to facilitate a respectful learning community.</p> <p>IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b inTASC 1a</p>	<p>Candidate ineffectively uses knowledge of individual differences (family, culture, socioeconomic, religious, sexual orientation) and learning abilities to facilitate a positive and respectful learning community through the making of assumptions about learners that may be inaccurate resulting in stereotyping.</p> <p>OR</p> <p>Candidate is nonresponsive to individual differences expecting learners to conform to the cultural majority as represented in the classroom.</p>		<p>Candidate appropriately uses knowledge of individual differences (family, culture, socio-economic, religious, sexual orientation) and learning abilities to follow the lead of the classroom teacher in facilitating a positive and respectful learning community.</p> <p>Candidate considers the diverse experiences represented in the classroom and uses the experiences to promote the appreciation and value of each learner.</p>		<p>Candidate effectively uses knowledge of individual differences (family, culture, socio-economic, religious, sexual orientation) and learning abilities to collect data from various sources (school professionals, families, and the learner) to promote a positive and respectful learning community.</p> <p>Candidate capitalizes on the diverse experiences represented in the classroom by planning intentional cooperative opportunities where differences can be shared, appreciated, and valued.</p>

Teaching Diverse Students	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>Q1b. The candidate understands the impact of typical and atypical development on learning.</p> <p>IPTS 1A, 1B, 1D, 1J, 1L DF: 1d, 1e, 3a,</p>	<p>The candidate demonstrates a limited understanding of the impact of typical development on learning by using existing curricular content, strategies, and materials without considering the developmental needs of the learners within the classroom. The candidate bases the delivery of instruction on his/her learning preferences instead of the developmental needs of the learners and provides the same level of task complexity for all learners which may negatively i</p>		<p>The candidate demonstrates an appropriate understanding of the impact of typical development on learning by using the learners’ developmental needs to select and implement curricular content, strategies, and materials. Additionally, the candidate integrates multiple levels of content representation, and provides various levels of task complexity into instructional planning and implementation to improve skill acquisition.</p>		<p>The candidate demonstrates a solid understanding of the impact of typical and atypical development on learning by using the learners’ developmental strengths and needs to select and implement curricular content, strategies, and materials. Additionally, the candidate integrates multiple levels of content representation, varied pacing and various levels of task complexity into instructional planning and implementation to improve skill mastery.</p>

Content Area and Pedagogical Knowledge	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 2 (Holistic Rating) The candidate demonstrates an understanding of central concepts, methods of inquiry, and structures of the disciplines.</p> <p>IPTS 2 inTASC 4, 8</p>	<p>Candidate demonstrates limited understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by making errors in curricular content as well as pedagogical methods selection and implementation.</p> <p>The candidate requires prompting by cooperating teacher or the university supervisor during instruction to correct the error(s) or requires the cooperating teacher to take over instruction.</p> <p>Because the candidate makes errors in the delivery of the content, it is not evident that the candidate understands the scope and sequence of the skills presented in the lesson.</p> <p>Consequently, the candidate provides opportunities for the learner to practice skill(s) incorrectly or provides the learners with</p>		<p>Candidate demonstrates understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by using explicit instructional methods to systematically present the concepts. The candidate may make minor conceptual errors in the delivery of the content, but self corrects without prompting during instruction.</p> <p>Candidate understands the scope and sequence of the academic area and how academic skills within the content area are interdependent and can be represented in multiple ways resulting in opportunities for learners to practice the skill(s)</p>		<p>Candidate demonstrates understanding of central concepts, structures of the discipline, and tools of inquiry of academic content areas (reading, writing, math, etc.) they teach by using various explicit and implicit instructional methods to systematically and errorlessly present and facilitate the learners’ concept development. Candidate makes no observable errors in the delivery and facilitation of instructional content.</p> <p>Candidate understands the scope and sequence of various academic areas and how academic skills interrelate and build on each other resulting in the candidate providing opportunities for learners to apply the skills/content taught across multiple learning environments.</p>

Content Area and Pedagogical Knowledge	1 Does Not Meet	2	3 Meets	4	5 Exceeds
	opportunities to engage in activities unrelated to the content/concepts taught.				
<p>Q2a The candidate adapts curricular content and pedagogy to address learners' conceptual and pedagogical needs.</p> <p>IPTS 2I, 2N, 2P, 3L, 3N DF: 1a, 1d, 1e inTASC 4a, 4b, 4d, 8b</p>	Without prompting by the cooperating teacher or university supervisor, the candidate appears unresponsive to considers learners' responses to instruction demonstrating an expectation that learners will assimilate to instruction as planned by the candidate. As a result, the candidate provides adaptations to curricular content and pedagogy that do not facilitate learners in accessing instruction.		<p>The candidate reactively considers each learners' current responses to instructional strategies and materials to appropriately adapt curricular content and strategies/materials to respond to each individual learner's conceptual and pedagogical needs.</p> <p>Candidate supports each learner's access to instruction through the use an array of viable adaptations.</p>		<p>The candidate proactively considers each learners' modality preferences, interests, and prior responses to instructional pedagogy to effectively adapt curricular content and pedagogy to meet each individual learner's conceptual and pedagogical needs.</p> <p>Candidate uses a continuum of adaptations from least intrusive (simple) to most intrusive (complex) to promote learner independence and support each learner's access and engagement in instruction.</p>
<p>Q2b The candidate fosters learners' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills.</p> <p>IPTS 2J, 2K, 2M, 2Q inTASC 4c, 8f</p>	The candidate attempts to foster learners' conceptual development of content by providing learners with practice opportunities that relate to the content taught by the candidate. However, the candidate provides learning opportunities that promote lower-order thinking skills (recall and comprehension) and questioning skills. As a result, the candidate provides limited opportunities for learners to develop critical thinking and problem-solving skills.		The candidate appropriately fosters learners' conceptual development of content by providing learners with guided practice opportunities requiring the use of higher order questioning skills to develop learners' critical thinking and problem-solving skills an		The candidate effectively fosters learners' conceptual development of content by providing learners with instruction demonstrating the use of critical thinking skills as well as independent practice opportunities requiring the use of higher order questioning skills to develop learners' critical thinking and problemsolving skills and promote learning extensions.
<p>Q2c The candidate selects and implements instructional and assistive technology when creating content area instruction and learning experiences for all students.</p> <p>IPTS 2L, 2O, 3N DF: 1b, 1d, 3c, 3e inTASC 4g</p>	Candidate attempts to selects assistive technology to support communication and learning by basing the selection and implementation on the classroom teacher's recommendations. However, the candidate is unfamiliar with the assistive technology resulting in an interruption in instruction and potentially limiting access to instruction for learners who require assistive technology.		<p>Candidate selects assistive technology to support communication and learning by basing the selection and implementation on the learners' strengths and needs as well as the classroom teacher's recommendations.</p> <p>Candidate requires minimal guidance in using the assistive technology and incorporates the assistive technology into instruction to make content accessible.</p>		<p>Candidate independently selects and incorporates assistive technology to support communication and learning by basing the selection and implementation on the learners' strengths and needs.</p> <p>Candidate is familiar with the assistive technology and seamlessly integrates it into instruction to make content relevant and to differentiate instruction.</p>

Planning for Differentiated Instruction	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 3 (Holistic) The candidate considers learners' diverse interests, characteristics, and abilities to differentiate instruction.</p> <p>IPTS 3 inTASC 2, 7, 8, 9</p>	<p>The candidate is aware that learners' have diverse interests, characteristics, and abilities, but the candidate does not plan for variations in learning experiences.</p>		<p>The candidate considers learners' diverse interests, characteristics, and abilities when differentiating instruction.</p> <p>Candidate uses the learners' responses to existing learning experiences to guide future instructional planning.</p>		<p>The candidate effectively applies knowledge of learners' diverse preferences, characteristics, and abilities to proactively respond to the variation in the learners' academic and behavior needs.</p> <p>Because the candidate plans for differentiation, the need for adaptations is minimized.</p>
<p>Q3a The candidate establishes high expectations for learning and behavior using short and longterm instructional plans.</p> <p>IPTS 3A, 3B, 3H, 3I, 3O DF: 1c, 1e inTASC 2e, 7f</p>	<p>The candidate creates expectations for learning and behavior within daily planning. However, the candidate does not consider variation in learner abilities when setting expectations. As a result, learners may be expected to perform at a level that is not commensurate with their abilities.</p> <p>Candidate is familiar with the fact that select learners may have long-term plans (IEPs, BIPs, Transition), but is not apparent that the candidate attempts to align instruction with the expectations documented in the plan</p>		<p>The candidate reinforces high expectations for learning and behavior by aligning instruction with goals and objectives articulated within daily planning (lesson plans), long-term plans (IEPs, BIPs, Transition) and district curricular goals.</p>		<p>The candidate promotes high expectations for learning and behavior by using the goals and objectives articulated within daily planning (lesson plans), long-term plans (IEPs, BIPs, Transition), and district curricular goals to define the learning and behavior expectations.</p>
<p>Q3b The candidate uses a variety of relevant instructional content, materials, resources, and strategies to support differentiation.</p> <p>IPTS 3D, 3E, 3G, 3J, 3Q DF: 1d, 1e inTASC 2a, 2d, 2e, 2f, 7d</p>	<p>The candidate using repetitive material formats and strategies based on what is comfortable or readily available to the candidate</p>		<p>The candidate uses each learner's learning preferences to provide a variety of relevant instructional content, materials and resources to support differentiation.</p>		<p>The candidate effectively uses learner interests, abilities, and learning preferences to provide learners with a variety of relevant and motivating instructional content, materials and resources to support differentiation.</p> <p>Candidate offers learners with multiple representations of content, choices of engagement, and choice of response to demonstrate their knowledge and abilities</p>
<p>Q3c The candidate provides various pathways for learning based on learner responses and current experiences and taking into consideration</p>	<p>The candidate ineffectively plans various pathways for learning presenting content/process from a singular viewpoint. As a result, the candidate appears unaware of how his/her personal bias or perspective impacts the learners'</p>		<p>The candidate appropriately uses student responses and experiences to plan various pathways for learning. The candidate collects learner feedback through end of lessons tools</p>		<p>The candidate effectively uses student responses and experiences to plan various pathways for learning. The candidate collects different forms of learner feedback across the lesson and promptly</p>

Planning for Differentiated Instruction	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>personal biases and perspectives.</p> <p>IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M DF: 1b, 1f inTASC: 2a, 2d, 8b, 9e</p>	<p>understanding of the content/process being taught. Similarly, the candidate provides limited opportunities for learners to engage in activities representing various perspectives.</p>		<p>and uses that information to consider different pathways for learning in future lessons.</p> <p>Candidate articulates his/her personal bias and perspectives that might impede understanding of the lesson content/process. Candidate provides opportunities for learners to engage in activities representing various perspectives.</p>		<p>uses that information to consider different pathways within the existing lesson as well as future lessons.</p> <p>The candidate navigates personal biases and perspectives that might impede understanding of the lesson content/process by presenting multiple representations of the content/process and providing opportunities for learners to engage in activities representing their chosen perspective.</p>

Learning Environment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 4 (Holistic Rating) The candidate structures a safe and healthy learning environment promoting cultural and linguistic responsiveness and learner independence</p> <p>IPTS 4 inTASC 2, 3</p>	<p>The candidate can articulate the importance of creating a safe, positive and culturally responsive learning environment. However, when selecting strategies, routines, and activities, the candidate makes his/her selection based on familiarity and accessibility. As a result, the candidate establishes an unhealthy learning environment where learners are expected to culturally and socially assimilate to the cultural majority which negatively impacts the learners' ability to demonstrate ownership of their learning.</p>		<p>The candidate advocates for a safe, positive and culturally responsive learning environment selecting strategies, routines, and activities with the intent of promoting the learners' independence.</p> <p>Candidate creates a healthy and safe learning environment by encouraging learners to take ownership of their learning by setting social and behavioral goals and expectations that are consistent with their cultural values. Candidate may provide incidental opportunities for learners to demonstrate ownership of their learning.</p>		<p>The candidate cultivates a safe, positive and culturally responsive learning environment using strategies, routines, and activities with the intent of promoting the learners to self-advocate for their needs.</p> <p>Candidate provides intentional opportunities using the social learning goals, for learners to take ownership of their learning by setting social and behavioral goals and expectations that align with their cultural values. Candidate establishes a healthy and safe environment by encouraging learners to view their differences as a positive contribution to the classroom learning environment.</p>
<p>Q4a The candidate creates a safe, healthy and positive learning environment using clear expectations and procedures that</p>	<p>The candidate attempts to create a safe, healthy and positive learning environment by following established classroom procedures and behavioral expectations. However, the candidate demonstrates difficulty in monitoring the learners' adherence to</p>		<p>The candidate with guidance from the classroom teacher, maintains a safe, healthy and positive learning environment by adhering to observable and measurable behavioral expectations and classroom procedures.</p>		<p>The candidate with input from learners in the classroom, creates and maintains a safe, healthy and positive learning environment by developing and implementing observable and measurable behavioral expectations and classroom procedures.</p>

Learning Environment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>promotes learning for all students.</p> <p>IPTS 4A, 4F, 4G, 4I, 4J DF: 2a, 2b, 2c, 2d, 2e inTASC 3c, 3d</p>	<p>expectations and procedures resulting in behavioral challenges and disruption in learning.</p>		<p>The candidate monitors and reinforces expectations and procedures and provides corrective feedback and consequences when learners do not meet behavioral expectations. The candidate maintains a classroom environment that allows for learning for all learners.</p>		<p>The candidate systematically monitors and reinforces expectations and procedures and provides corrective feedback and consequences when learners do not meet behavioral expectations. The candidate maintains a classroom environment that maximizes learning for all learners.</p>
<p>Q4b The candidate uses a variety of instructional and managerial strategies and techniques to engage all learners in meaningful learning activities.</p> <p>IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P DF: 2d, 2c, 3a, 3b, 3c, 3e inTASC 2a, 3d, 3e</p>	<p>The candidate attempts to use instructional and managerial strategies and routines to engage students in instructional learning activities. However, the candidate is inconsistent in adhering to classroom routines and is ineffective in managing instructional time. Consequently, the candidate wastes instructional time to a degree in which behavior challenges arise and learners are not engaged in instructional tasks.</p> <p>The candidate appears unfamiliar with material location due to misplacement of the candidate or the learners within the classroom. Candidate is also unfamiliar with the technology within the classroom.</p>		<p>The candidate appropriately uses instructional and managerial strategies and routines to engage students in instructional learning activities. Candidate demonstrates difficulty with instructional time loss due to use of ineffective transitioning procedures.</p> <p>The candidate maintains organization of materials and technology, and other classroom spaces by requiring learners to obtain permission prior to accessing and engaging with instructional materials and technology.</p>		<p>The candidate effectively uses a variety of instructional and managerial strategies and routines to maximize learners' engagement in instructional activities. Candidate effectively prepares learners for transitions between activities, content changes, and class exchanges to minimize loss of instructional time.</p> <p>The candidate organizes and maintains a physical classroom environment that encourages learners to independently access and engage with instructional materials and technology.</p>
<p>Q4c The candidate analyzes the learning environment and uses supporting learner behavior data.</p> <p>IPTS: 4B, 4C, 4D, 4E, 4H, 4L, 4Q DF: 1f, 3d, 4b inTASC: 3f, 3h</p>	<p>The candidate ineffectively scans the learning environment to adapt the learning environment to improve the learners' engagement in instructional tasks. Candidate creates circumstances in which learners demonstrate behaviors that interfere with learning.</p> <p>Consequently, the candidate is unable to build positive relationships and earn the respect of learners resulting in a classroom climate where learners are unengaged and possibly unsafe.</p>		<p>The candidate effectively scans the learning environment and uses learner behavior responses to adapt the learning environment to improve the learners' engagement in instructional tasks and minimize behaviors that could interfere with learning.</p> <p>Additionally, the candidate expects learners to positively engage in teacher-student and student-student interactions resulting in a respectful and safe classroom climate.</p>		<p>The candidate effectively and routinely analyzes the learning environment and uses learner behavior data to make adaptations and modifications to specific aspects of the learning environment (seating arrangement, routines, schedule) to improve the learners' engagement in instructional tasks and minimize behaviors that could interfere with learning and social interactions.</p> <p>Additionally, the candidate models and requires learners to positively engage in teacher-student and student-student interactions resulting in a respectful and motivating classroom climate.</p>

Instructional Delivery	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 5 (Holistic) The candidate uses various instructional evidence-based strategies to support skill mastery and generalization.</p> <p>IPTS 5 inTASC 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>The candidate uses instructional strategies based on comfort level and his/her learning style. Candidate does not appear to consider the variation in learners' needs and preferences. As a result, the candidate may inhibit learners' skill acquisition.</p>		<p>The candidate uses a mixture of discipline-specific instructional strategies to individualize instruction and support skill mastery and generalization.</p>		<p>The candidate intentionally/purposefully uses varied explicit and implicit evidence-based instructional strategies to differentiate instruction and improve skill mastery and generalization.</p>
<p>Q5a The candidate monitors and adjusts instruction to facilitate positive learning and behavioral outcomes.</p> <p>IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S DF: 1e, 1d, 3b , 3c inTASC 5f, 4f</p>	<p>The candidate randomly monitors learners' responses at the close of the lesson to adjust concept representation, instructional strategies, and activities/materials. Given the candidate is not attuned to the learners' responses, the learners' access and ability to perform short-term instructional goals and objectives may be negatively impacted.</p>		<p>The candidate purposefully monitors learners' responses at the close of the lesson to adjust concept representation, instructional strategies, and activities/materials to improve the learners' performance on short-term goals and objectives.</p>		<p>The candidate systematically monitors learners' engagement and responses to adjust concept representation, instructional strategies, and activities/materials to improve the learners' engagement and performance on short and long-term academic and behavioral goals/ objectives.</p>
<p>Q5b The candidate uses interdisciplinary instructional approaches to vary presentations and representations of concepts.</p> <p>IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b, 3c inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i</p>	<p>Candidate teaches content/concepts using instructional approaches supported by their discipline to enhance the learners' understanding.</p> <p>Candidates engage learners in lower-level thinking resulting in the learners demonstrating an inability to connect concepts to other contexts and subject areas.</p>		<p>Candidate teaches content/concepts using interdisciplinary instructional approaches to enhance the learners' understanding.</p> <p>Candidate encourages learners to use critical thinking through efficient and successful problem solving activities. Candidate meaningfully provides opportunities for learners to apply concepts in other curricular subjects.</p>		<p>Candidate demonstrates content/concepts using interdisciplinary instructional approaches and provides practice activities in a variety of ways to enhance the learners' understanding.</p> <p>Candidate engages learners in critical thinking through innovative problem solving. Candidate establishes relevant and functional connections between course content and other contexts and disciplines.</p>
<p>Q5c The candidate uses digital tools to locate, analyze, evaluate, and utilize information resources to support learning.</p>	<p>The candidate uses digital tools to locate and access information resources based mainly on familiarity and convenience.</p> <p>The candidate selects and uses digital tools to select and share informational resources with colleagues to support and encourage learning. However, the candidate obtains</p>		<p>The candidate can appropriately use emerging digital tools to locate and access information resources. Candidate seeks guidance to avoid potential limitations that inhibit access to information resources.</p> <p>The candidate selects and uses appropriate digital tools to select and share</p>		<p>The candidate is well versed in emerging digital tools and independently navigates potential limitations that inhibit access to information resources.</p> <p>Candidate independently selects and effectively uses a variety of digital tools to select and share professionally credible informational resources</p>

Instructional Delivery	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS 5E, 5G, 5H, 5O DF: 1d, 3a inTASC 3g, 6i, 8g	information resources that lack professional credibility.		professionally credible informational resources with colleagues to support		with learners, families, and colleagues to support and encourage learning.
Q5d The candidate adapts the curriculum, instructional strategies and materials according to the academic and behavioral needs of the learner. IPTS 5G, 5P DF: 1c, 3d, 3e inTASC 2b, 2c, 9c	<p>The candidate lacks observable familiarity with the disparity between the task demands of the lesson and each learner’s ability to meet the task demands. As a result, the candidate implements lessons with minimal consideration being given to learner responses.</p> <p>When the candidate does attempt to adapt the curriculum, strategies and materials, the candidate provides an insufficient or over abundance of support to the learner</p>		<p>Following instruction, the candidate becomes aware of the disparity between the task demands of the lesson and each learner’s ability to meet the task demands. In response, the candidate plans for and implements curriculum, strategies, and/or material adaptations to narrow the disparity in successive lessons and increase access to instruction.</p> <p>Candidate selects appropriate adaptations to address the disparity, but the candidate may not consider the intrusiveness and complexity of the adaptation. As a result, the candidate may promote learner dependence for the adaptation to be effectively implemented.</p>		<p>Prior to instruction, the candidate is keenly familiar with the disparity between the task demands of the lesson and each learner’s ability to meet the task demands. In response, the candidate effectively plans for and implements curriculum, strategies, and/or material adaptations to narrow the disparity and improve academic and behavioral learner outcomes.</p> <p>Candidate selects the least intrusive adaptation and promotes the use of an adaptation that can be independently implemented by the learner with minimal guidance from the candidate.</p>
Q5e The candidate varies his or her role in the instructional process. IPTS 5E, 5F, 5K, 5Q, 5R DF: 1e, 3e inTASC 2b, 8d	<p>The candidate tends to teach using a single role or mode. The candidate tries to address most learner needs in a similar manner. As a result, the candidate uses instructional time inefficiently and may limit access to instruction.</p>		<p>The candidate takes on a variety of roles (e.g. instructor, facilitator, coach, co-planner, audience) during the instructional process as needed. The candidate may switch roles unintentionally. The switching of roles is in response to the needs of the learners relative to lesson content and to promote maximized instructional time.</p>		<p>The candidate intentionally plans instruction requiring variation in specific roles (e.g. instructor, facilitator, coach, co-planner, audience) based upon the needs of learners and the focus of the content. Both the candidate and learners seamlessly shift between the roles in ways that maximize learner engagement and the impact on learning.</p>

Reading, Writing, and Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral	<p>The candidate appears to assume learners are already well versed in the literacy and communication demands of the content.</p>		<p>The candidate recognizes the interaction between literacy and communication demands of the content as needed in various lessons. Candidate addresses</p>		<p>The candidate purposefully plans and delivers lessons with the literacy and communication demands of the content in mind. Candidate pays special attention to</p>

Reading, Writing, and Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>communication within the content area by recognizing and addressing learners' reading, writing, and oral communication needs</p> <p>IPTS 6 inTASC 3, 4, 5, 6, 7, 8, 9</p>	<p>Candidate expects learners to respond to the demands in the same way regardless of the need for varied reading, writing, and communication strategies and approaches resulting in learners who may experience difficulty accessing language arts instruction.</p>		<p>the intersection of the demands by requiring learners to carefully read, clearly and correctly write, and communicate ideas with accurate vocabulary in service to learning the content.</p> <p>Candidate's uses evidence-based best practices in developing content-area literacy and writing-across the curriculum to enhance the learners' acquisition of language arts skills.</p>		<p>these demands through focused or specific activities/ideas contained within the lesson.</p> <p>Candidate teaches learners how to carefully read, clearly and correctly write, and communicate ideas with accurate vocabulary all in service to learning the content.</p> <p>Candidate's uses evidence-based best practices in delivering content-area literacy and writing-across the curriculum to enhance mastery and generalization of the learners' language arts skills.</p>
<p>Q6a The candidate participates in co-planning opportunities to select literacy materials and strategies.</p> <p>IPTS 6G, 6H, 6I, 6J, 6K, 6R DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d inTASC 5e, 9d</p>	<p>Although the candidate accepts suggestions from the classroom teacher, the candidate is reluctant to collaborate and co-plan with the classroom teacher or other professionals to select literacy materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners.</p> <p>As a result, the candidate may not consider the existing literacy curricula when selecting literacy materials and strategies resulting in disconnected reading instruction.</p>		<p>The candidate is responsive to collaborating and coplanning with other professionals to select literacy materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners and align with the learners existing literacy curricula.</p>		<p>The candidate proactively seeks opportunities to collaborate and co-plan with other professionals to select literacy materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners and align with the learners existing literacy curricula.</p>
<p>Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning.</p> <p>IPTS 6E, 6F, 6I, 6Q, 6S DF: 1c, 1e, 3a,</p>	<p>The candidate provides unilateral or isolated opportunities for learners to engage in the practice of reading, writing, and oral communication.</p> <p>Candidate appears to view reading, writing, and oral communication as isolated sets of skills to be taught. Candidate may or may not provide a sufficient level of support to facilitate the</p>		<p>The candidate provides opportunities requiring learners to engage in the practice of reading, writing, and oral communication to facilitate the mastery of language arts skills instruction. Candidate may or may not provide a sufficient intensity of support to facilitate the mastery of language arts skills.</p>		<p>The candidate provides a wide range of intentional learning opportunities and targeted support when requiring learners to engage in integrated practice of reading, writing, and oral communication to facilitate the generalization of language arts skills into other content areas.</p>

Reading, Writing, and Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds
	acquisition of reading, writing, and/or oral communication skills.				
<p>Q6c The candidate facilitates the use of word- identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for learners.</p> <p>IPTS 6A, 6I, 6L, 6M DF: 1a, 1c, 1e, 3a, 3b, 3c inTASC 5h</p>	<p>The candidate engages learners in the scope of reading instruction (word identification, vocabulary, fluency, and comprehension) to prepare learners to be effective readers. However, the candidate overemphasizes certain reading components and underemphasizes other critical components that negatively impact the learners’ ability to become effective readers.</p> <p>The candidate uses instructional strategies and reading materials that lack research support but have been used in the discipline repeatedly across time.</p> <p>Candidate makes choices that limit the comprehension of text for learners with and without reading challenges.</p>		<p>The candidate engages learners in the scope of reading instruction (word-identification, vocabulary, fluency, and comprehension) to prepare learners to be effective readers. However, the candidate lacks a balance in the various reading components that may impact the learners’ ability to become effective readers.</p> <p>The candidate uses evidence-based and discipline specific instructional strategies and reading materials.</p> <p>Candidate makes choices that have the potential to improve comprehension of text for learners with and without reading challenges.</p>		<p>The candidate purposefully engages learners in a balanced scope of reading instruction (word identification, vocabulary, fluency, and comprehension) to prepare learners to be effective readers.</p> <p>The candidate considers each learner’s reading strengths, needs, and preferences when selecting evidence-based and discipline specific explicit and implicit instructional strategies and reading materials.</p> <p>Candidate makes choices that improve comprehension of text for learners with and without reading challenges.</p>
<p>Q6d The candidate guides learners in using content area reading strategies to enhance reading comprehension.</p> <p>IPTS 6B, 6N, 6O DF: 1e, 3a, 3c inTASC 3b, 4e, 5a, 5d, 6h</p>	<p>The candidate uses a select organization tool to enhance comprehension of content area text regardless of the literacy and language demands facing the learners.</p> <p>OR</p> <p>Candidate expects learners to use concept maps or graphic organizers, or other learning tools at random or unpredictable times. Consequently, the learners are not proficient in the use of the learning tool(s).</p> <p>Additionally, the candidate tends to engage learners in lower-order comprehension skills (e.g. summary and paraphrasing) rather than higher-order skills (e.g. analysis, evaluation, synthesis).</p>		<p>Candidate guides and encourages learners in using concept maps or graphic organizers, or other learning tools to enhance comprehension of content area text.</p> <p>The candidate considers the text structure, vocabulary demands and learner abilities when selecting learning tools.</p> <p>Candidate requires learners to engage in activities requiring various literacy skills (e.g. summary, analysis, evaluation, synthesis).</p>		<p>The candidate provides learners instruction and consistent practice opportunities on how to efficiently consolidate information through the creation of concept maps or graphic organizers, or other learning tools to enhance comprehension of content area text. Candidate teaches learners how to evaluate text structure and vocabulary demands and select learning tools that align with learners’ preferences and needs.</p> <p>Candidate provides and solicits feedback from the learners on the use of these tools to assure that learners are engaging in a range of comprehension skills (e.g. summary, analysis, evaluation, synthesis).</p>

Reading, Writing, and Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>Q6e The candidate supports learners in developing oral and written communication skills.</p> <p>IPTS 6D, 6P DF: 1b, 1e, 3a, 3c inTASC 4i, 7c, 8a, 8f, 8h</p>	<p>The candidate provides minimal opportunities for learners to construct and express their spoken and written ideas about the content. Often, the candidate will subjugate what was said and restate in their own words.</p> <p>Candidate provides oral and written opportunities for learners to respond to targeted questions. However, the candidate asks learners to respond to questions requiring simplistic responses. Consequently, learners are not provided opportunities to develop and use key communication skills(e.g. organization, focus, elaboration,word choice, conventions).</p>		<p>Candidate provides opportunities for learners to construct and express their spoken and written ideas about the content and critique the reasoning of others.</p> <p>Candidate provides learners with structured assistance to write and speak about their ideas as well as targeted feedback on improving oral and written communication skills (e.g. organization, focus, elaboration, word choice, conventions).</p>		<p>The candidate purposefully plans experiences during lessons for learners to construct and express their spoken and written ideas about the content and critique the reasoning of others while providing real time feedback.</p> <p>Additionally, the candidate models the components of an effective critique and the statement of thought.</p> <p>Candidate provides learners with structured assistance to write and speak about their ideas and guides learners in self-correcting their ideas to improve oral and written communication skills (e.g. organization, focus, elaboration, word choice, conventions).</p>

Assessment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 7 (Holistic) The candidate considers the impact of disabilities, methods of communication, cultural background, and primary language when selecting and administering formal and informal assessment instruments.</p> <p>IPTS 7 inTASC 6, 10</p>	<p>The candidate appears to be aware of the importance individual differences (disability, culture, and language difference) play in assessment. However, the candidate selects and exposes learners to the same assessment instruments and strategies increasing bias and minimizing the usability of the data.</p> <p>Consequently, the candidate demonstrates dissonance in what he/she knows about assessment and how he/she practices assessment.</p>		<p>The candidate considers the impact of disabilities, methods of communication, cultural background, and primary language when selecting and administering formal and informal assessment instruments to minimize bias and obtain instructionally useable data.</p> <p>With guidance from the cooperating professional, the candidate selects and administers suggested assessment i</p>		<p>The candidate utilizes the impact of disabilities, methods of communication, cultural background, and primary language when selecting, administering, and providing adaptation for formal and informal assessment methods to minimize bias and obtain instructionally useable data.</p> <p>Candidate independently and appropriately selects and administers assessment tools according to the intended purpose of assessment.</p>

Assessment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>Q7a The candidate effectively formative and summative assessment strategies and technologies to monitor the learners' progress.</p> <p>IPTS 7K, 7O, 7Q, 7R DF: 1b, 1f, 3d, 3e inTASC 6a, 6b, 6c, 6e, 6g</p>	<p>The candidate relies heavily on summative assessment to measure intragroup changes in learners' academic and behavioral progress.</p>		<p>The candidate uses both formative and summative assessment strategies and technologies as applicable, to measure intragroup changes in learners' academic and behavioral progress. Candidate tends to use similar types of assessment strategies.</p>		<p>The candidate uses an array of formative and summative assessment strategies and technologies as applicable, to measure individual, intergroup, and intragroup changes in learners' academic and behavioral progress.</p>
<p>Q7b The candidate maintains useful and accurate records of learner performance.</p> <p>IPTS 7M DF: 4b inTASC 6b</p>	<p>The candidate maintains a gradebook and can communicate the grade being earned by each learner in each subject area. However, the candidate cannot support the grades with work samples supporting the grade being earned.</p>		<p>The candidate maintains useful and accurate records of learner performance. Candidate can generally communicate the content learners are being taught in various subject areas and identify the strengths and areas in need of improvement of for groups of learners. Candidate can identify the performance needs of individual learners whose performance is considered an outlier from the group.</p> <p>The candidate can produce work samples supporting group performance.</p>		<p>The candidate maintains useful and accurate records of learner performance. Candidate can articulate the skills learners are being taught in various subject areas and identify the strengths and areas in need of improvement of individual and groups of learners.</p> <p>The candidate can produce work samples and an error analysis supporting learners' performance.</p>
<p>Q7c The candidate interprets various types of assessment data to guide educational decision-making.</p> <p>IPTS 7J, 7L, 7N DF: 4a inTASC 6c, 6d, 6f</p>	<p>The candidate makes errors in interpreting formal and informal assessment data. As a result, the candidate may make formal and informal educational decisions based on a flawed data analysis/interpretation.</p>		<p>The candidate accurately interprets formal and informal assessment data to support instructional decision making specific to short-term instructional planning for learners with and without exceptional learning needs (e.g. ELL, ELN, gifted).</p> <p>Candidate understands the role standardized scores play in making formal decisions such as eligibility for SPE and retention decisions. Additionally, the candidate can use learner responses to adjust planning and instructional delivery practices.</p>		<p>The candidate accurately interprets and uses formal and informal assessment data, including learner selfassessment data, to guide instructional decision making for learners with and without exceptional learning needs (e.g. ELL, ELN, gifted).</p> <p>Candidate can interpret standardized scores to make formal decisions such as eligibility for SPE and retention decisions. Additionally, the candidate can analyze learner response patterns and establish performance trajectories to affirm and adjust planning and instructional delivery practices.</p>

Assessment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>Q7d The candidate communicates learner performance data to families and other school professionals.</p> <p>IPTS 7N, 7P DF: 4c inTASC 10b, 10d</p>	<p>The candidate communicates learner performance data to families and other school professionals at designated times of the year (e.g. parent conferences, eligibility meetings, report cards).</p>		<p>The candidate routinely communicates learner performance data to families and other school professionals using effective communication skills to enhance data interpretation.</p>		<p>The candidate routinely engages families and school professionals in the sharing and using of learner performance data. Candidate considers the communication preferences of the various stakeholders to enhance data interpretation and use.</p>

Collaborative Relationships	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 8 (Holistic) The candidate builds and maintains collaborative relationships to foster learner growth and development.</p> <p>IPTS 8 inTASC 1, 3, 5, 7, 9, 10</p>	<p>The candidate avoids or reluctantly participates in opportunities to be a member of collaborative professional learning teams. Consequently, the candidate provides little contribution to fostering learner growth and development (e.g. cognitive, linguistic, physical, social and emotional).</p> <p>Candidate may communicate poorly with colleagues, learners, families, and/or community members by talking over other team members. Candidate may also be disengaged and inattentive.</p>		<p>The candidate is an active member of collaborative professional learning teams dedicated to fostering learner growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional).</p> <p>The candidate participates in provided opportunities to collaborate and communicate with colleagues, learners, and families.</p> <p>The candidate is attentive and demonstrates acknowledging behaviors and communicative behaviors that encourage colleagues, learners, and families to share ideas.</p>		<p>The candidate initiates or provides leadership on collaborative professional learning teams dedicated to fostering learner growth and development in various areas (e.g. cognitive, linguistic, physical, social and emotional).</p> <p>The candidate takes advantage of opportunities to collaborate and communicate with colleagues, learners, and families. The candidate models teaming behaviors promoting shared responsibility, accountability, and reciprocity. The candidate uses active listening to equally acknowledge and promote views of colleagues, learners, families, and community members.</p>
<p>Q8a The candidate works with school personnel and families through cooperative partnerships to promote fair and equal learning opportunities for overall learner well-being.</p>	<p>The candidate appears reluctant to work with school personnel or families or does so in ways that do not positively impact learner well-being.</p> <p>Candidate attends activities such as professional development sessions, parent-</p>		<p>The candidate works with school personnel and families through cooperative partnerships to promote fair and equal learning opportunities for overall learner well-being.</p>		<p>The candidate initiates outreach and works regularly with school personnel and families through empowering partnerships to promote fair and equal learning opportunities for overall learner well-being.</p>

Collaborative Relationships	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS 3F, 3P, 5Q, 8J, 8P, 8Q DF: 4c, 4d, 4e, 4f inTASC 1c, 3a, 10b, 10d	teacher conferences, or IEP meetings, but appears unengaged.		The candidate participates in professional development sessions, parent-teacher conference, and IEP meetings.		The candidate actively participates and contributes to professional development sessions, parent-teacher conference, and IEP meetings and initiates positive change and/or support that improves learners' well-being.
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills. IPTS 8K, 8L, 8N, 8O, 8R, 8S DF: 4c, 4d, 4e, 4f inTASC: 7e, 10a, 10c, 10e	The candidate attempts to use problem-solving skills to improve curriculum planning, instructional delivery, and assessment. However, the candidate avoids conflict. Candidate relies on the problem-solving of colleagues to support the overall growth and learning of students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).		The candidate utilizes problem-solving skills to improve curriculum planning, instructional delivery, and assessment. However, the candidate demonstrates issues with conflict resolution. Candidate suggests problem-solving approaches to support the overall growth and learning of students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).		The candidate effectively utilizes problem-solving and conflict resolutions skills to improve curriculum planning, instructional delivery, and assessment. Candidate demonstrates an ability to think "outside of the box". Candidate uses differentiated problem-solving approaches to facilitate the overall growth and learning of learners, including those with diverse learning needs (i.e., ELN, Gifted, ELL).
Q8c The candidate selects and utilizes a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities. IPTS 8M, 8T DF: 1d, 1e, 1f, 2c, 4d inTASC 5g, 9d, 10g, 10h	The candidate provides an outdated or bias representation of local, national, and global issues in selecting resources (i.e., digital tools & community resources). Consequently, learners' understanding of the impact of the issues is skewed. The candidate collaborates with educators and community members who share similar values of the school to support classroom or school improvement goals.		The candidate utilizes a variety of resources (i.e., digital tools & community resources) to enhance learning and an understanding of the impact local, national, and global issues have on their communities. The candidate takes advantage of existing opportunities to collaborate with educators and community members to support classroom or school improvement goals.		The candidate successfully selects and utilizes a variety of resources (i.e., digital tools & community resources) to enhance learning and an understanding of the impact local, national, and global issues have on their families and daily lives. The candidate seeks out and initiates collaboration with educators and community members sharing varying view points to establish and support classroom or school improvement goals.

Professionalism, Leadership, and Advocacy	1 Does Not Meet	2	3 Meets	4	5 Exceeds
<p>IPTS Standard 9 (Holistic) The candidate upholds state and district policies as well as ethical principles governing the practice of the profession</p> <p>IPTS 9 inTASC 9, 10</p>	<p>Candidate unintentionally/intentionally violates district policies governing the education of learners and interactions with families.</p> <p>Candidate lacks content and pedagogical competence. Candidate may demonstrate unethical behavior such as discussing learners in public places inside and outside the school and crossing boundaries in teacherstudent relationships).</p>		<p>Candidate adheres to district policies governing the education of learners and interactions with families.</p> <p>Candidate demonstrates ethical behavior by maintaining content and pedagogical competence and practicing with integrity (maintaining confidentiality, appropriate teacher-student relationships).</p>		<p>Candidate upholds and promotes the spirit and intent of state and district laws and regulations governing the education of learners and interactions with families.</p> <p>Candidate demonstrates ethical behavior by maintaining and improving on content and pedagogical competence and practicing with integrity (maintaining confidentiality, appropriate teacher-student relationships).</p>
<p>Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128].</p> <p>IPTS 9C DF: 4d , 4f, inTASC 9b, 9f, 10k</p>	<p>The candidate demonstrates a lack of knowledge or preparedness concerning emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life- saving techniques).</p> <p>Candidate shows a lack of awareness of school wide drills and emergency response procedures. Consequently, the candidate serves as a negative distraction and impedes the learners’ ability to follow drill protocols and/or actual emergency responses.</p>		<p>The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life- saving techniques) through participation in relevant school wide drills, training activities, and certifications. The candidate takes training and/or emergency response situations seriously.</p> <p>Candidate supervises students successfully during drills or actual emergency responses.</p>		<p>The candidate demonstrates a thorough understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques) through participation in school wide drills, training activities, certifications, and self-initiated research on related issues (i.e., postcrisis student support protocols).</p> <p>Candidate leads and supervises students successfully during drills or actual emergency responses and can adapt response procedures to fit specific learners’ needs.</p>
<p>Q9B The candidate models professional behavior and appropriate dispositions reflecting honesty, integrity, personal responsibility, confidentiality, and respect.</p>	<p>The candidate showcases professional behavior and/or dispositional issues (in face to face and on-line settings) calling into question the candidate’s honesty, integrity, personal responsibility, confidentiality, and respect. Candidate may participate in sharing inaccurate or private information, talking negatively about other people, blaming others for personal</p>		<p>The candidate demonstrates professional behavior and appropriate dispositions (in face to face and on-line settings) that reflect honesty, integrity, personal responsibility, confidentiality, and respect of learners, families, and school professionals/staff.</p>		<p>The candidate serves as a model of professional behavior and appropriate dispositions (in face to face and on-line settings) reflecting honesty, integrity, personal responsibility, confidentiality, and respect of learners, families, and school professionals/staff.</p>

Professionalism, Leadership, and Advocacy	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS 9G, 9H, 9I, 9S, 9T DF: 4c, 4d, 4f inTASC 10i	challenges, talking disparagingly about the profession, using inappropriate language.				
Q9c The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS:9D,9E,9O,9P DF:4d,4e inTASC 9a, 10f	The candidate may or may not participate in required professional activities that contribute to personal growth and school improvement. When attending such events the candidate is negative, off task, or disengaged.		The candidate participates in available professional activities offered by the school/district, is an active member of their professional learning community, and initiates tasks that contribute to their personal growth and/or school improvement.		The candidate seeks out and actively participates in professional activities (including those not offered by the school/district), takes on leadership roles within their professional learning community, and applies professional development to further their personal growth and school improvement.
Q9d The candidate reflects on professional practice and uses professional literature/materials to adjust instruction IPTS 9A, 9K DF: 4a inTASC 10f	When required by the classroom teacher or university supervisor, the candidate attempts to reflect on his/her professional practice to initiate instructional changes to improve impact on learning. However, the candidate reiterates concerns already cited by the classroom teacher or university supervisor. Candidate supports reflection with comments from the classroom teacher or university supervisor. Candidate may or may not attempt to adjust his/her instructional practice in accordance with the comments.		Candidate accurately reflects on his/her professional practice to initiate instructional changes to improve impact on learning. However, the candidate does not use reflection to support his/her current practice. Candidate supports reflection with professional materials appropriate to his/her discipline. Candidate attempts to use the professional materials to adjust his/her instructional practice.		Candidate independently and routinely reflects on his/her professional practice to initiate instructional changes and support current practice to improve impact on learning. Candidate supports reflection with evidence-based and high leverage practice peer-reviewed literature appropriate to his/her discipline. Candidate uses the literature to successfully adjust his/her instructional practice.
Q9e The candidate advocates on behalf of students and families to ensure the learning and wellbeing of each student in the classroom. IPTS 9F, 9Q DF: 4f inTASC 10j	Without guidance from the classroom teacher, the candidate is nonresponsive to opportunities to advocate for learners and families. Candidate relies on the classroom teacher to suggest resources to families and other professionals in supporting learner acceptance and growth within the classroom.		The candidate proactively advocates on behalf of learners and families to ensure the learning and well-being of each learner. Candidate seeks out and provides resources to assist families and other school professionals in supporting each learner's acceptance and growth within the school environment.		The candidate collaborates with support staff to proactively advocate on behalf of learners and families, resulting in the improved learning and wellbeing of each learner. Candidate serves as a resource for engaging families and other school professionals in advocacy efforts to promote each learner's acceptance and growth within the school and home environment.