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

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.

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

In matters of dress in the classroom, all student teachers must abide by the guidelines and standards set by the school system and specific school to which they are assigned. Each student teacher has an obligation to become informed at the beginning of the student teaching assignment regarding these guidelines and standards and to observe them throughout the student teaching experience. Jewelry in facial piercings must be removed, and earrings should be limited in both size and quantity. Tattoos should be covered. Good grooming, including personal hygiene, is expected of all student teachers. Dress should be conservative and allow for easy and comfortable movement.

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.

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
- 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; he 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.

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

_____   _____
Phone Number where you can be reached   EIU Email Address

_____
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

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: _____

IPTS Standard	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 1: Teaching Diverse Students – The candidate demonstrates understanding of diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences by using these experiences to create instructional opportunities that maximize student learning.	Across time, the candidate does not create instructional opportunities that maximize student learning based on characteristics & abilities of learners.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners' development.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners, development, and context of learning within social, economic, cultural, linguistic, and academic experiences.
Standard 2: Content Area and Pedagogical Knowledge – The candidate demonstrates an in depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	The candidate creates learning experiences utilizing evidence-based practice. The candidate does not demonstrate content area knowledge including central concepts, methods of inquiry and content literacy.		The candidate creates meaningful learning experiences for students as a whole group based upon interactions among content area and pedagogical knowledge. The candidate does not include the use of evidence based practices. The candidate demonstrates a basic understanding of the content area being taught including central concepts and content literacy.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners, development, and context of learning within social, economic, cultural, linguistic, and academic experiences.
Standard 3: Planning for Differentiated Instruction – The candidate 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.	The candidate does not consider and utilize content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate considers and utilizes content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The candidate plans for ongoing student growth and achievement.

IPTS Standard	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 4: Learning Environment – The candidate structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional wellbeing, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goalsetting.	The candidate does not structure a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates all of the following: cultural and linguistic responsiveness, emotional wellbeing, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goalsetting.
Standard 5: Instructional Delivery – The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student.	Across time, the candidate does not differentiate instruction or use a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking or problem solving. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for whole group learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each individual student.
Standard 6: Reading, Writing, and Oral Communication – The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	Across time, the candidate does not demonstrate foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
Standard 7: Assessment – The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	The candidate does not utilize either formative or summative assessments evaluating student outcomes. The candidate does not make instructional decisions based on data.		The candidate utilizes summative assessments for measuring student growth and evaluating student outcomes. The candidate makes instructional decisions based on data.		The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

IPTS Standard	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Standard 8: Collaborative Relationships – The candidate 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.	The candidate does not build or maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate does not work as a team member.		The candidate builds or maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues and students.		The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues, students, parents or guardians, and community members.
Standard 9: Professionalism, Leadership, and Advocacy – The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	The candidate does not demonstrate ethical and reflective practices or professionalism including demonstrating leadership in the learning community or advocating for students, parents or guardians, and the profession.		The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; the candidate either does not provide leadership in the learning community or does not advocate for students, parents or guardians, and the profession.		The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

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
IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1	Across time, the candidate does not create instructional opportunities that maximize student learning based on characteristics & abilities of learners.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners' development.		The candidate creates instructional opportunities that maximize student learning based on characteristics & abilities of learners, development, and context of learning within social, economic, cultural, linguistic, and academic experiences.
Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a	The candidate ineffectively collected or analyzed data regarding student development, prior experiences, families, cultures, and differing abilities.		The candidate facilitates a respectful learning community based upon data collected and analyzed regarding student development and prior experiences.		The candidate facilitates a respectful learning community based upon data collected and analyzed regarding student development, prior experiences, families, cultures, and differing abilities in a highly effective manner.
Q1b. The candidate differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b	Across time, the candidate does not differentiate materials to introduce concepts and principles in so that these are meaningful to students at varying levels of development and with diverse learning needs.		The candidate differentiates strategies and materials to introduce concepts and principles in so that these are meaningful to students at varying levels of development and with diverse learning needs.		The candidate differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles in so that these are meaningful to students at varying levels of development and with diverse learning needs.

Content Area and Pedagogical Knowledge	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8	The candidate creates learning experiences utilizing evidence-based practice. The candidate does not demonstrate content area knowledge including central concepts, methods of inquiry and content literacy.		The candidate creates meaningful learning experiences for students as a whole group based upon interactions among content area and pedagogical knowledge. The candidate does not include the use of evidence based practices. The candidate demonstrates a basic understanding of the content area being taught including central concepts and content literacy.		The candidate demonstrates an in depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b	The candidate utilizes resources that are not appropriate for all students, grade-level or content being taught.		The candidate utilizes resources that are appropriate grade level or content being taught. The candidate adapts lessons, activities, and materials to meet the learning needs of differing students.		The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student, including all those identified as having exceptional learning needs (ELN, ELL, gifted).
Q2b The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f	Across time, the candidate does not use either a variety of strategies or content area literature to support the development of student learning. Students' are not challenged to think critically or to develop inquiry strategies such as the use of higher order questioning skills.		The candidate uses either a variety of strategies or content area literature to support the development of student learning. Students' are not challenged to think critically or to develop inquiry strategies such as the use of higher order questioning skills.		The candidate uses a variety of strategies and supporting content area literature to foster students' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills.
Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g	The candidate designs instruction which does not utilize instructional or assistive technology strategies to support all learners.		The candidate design instruction which utilized either instructional or assistive technology strategies to most learners, but instruction does not support all learners with exceptional learning needs (ELL, ELN, gifted).		The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students.

Planning for Differentiated Instruction	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 3 (Holistic) The candidate 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. IPTS 3; inTASC 2, 7, 8, 9	The candidate does not consider and utilize content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate considers and utilizes content area knowledge, student characteristics and performance data, when planning for and designing instruction. The candidate does not plan for ongoing student growth.		The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The candidate plans for ongoing student growth and achievement.
Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I , 3O; DF: 1c, 1e; inTASC 2e, 7f	Across time, the candidate does not create short term or long term plans that address state standards and federal for all student learning and behavior.		The candidate creates either short term or long term plans that address state standards and/or federal goals and objectives to establish high expectations for all student learning and behavior, but does not specifically address those students with exceptional learning needs (ELL, ELN, gifted).		The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for all student learning and behavior, including those students with exceptional learning needs (ELL, ELN, gifted).
Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d	The candidate does not use data to plan and develop or select relevant instructional content, materials, resources, and strategies, nor does the candidate differentiate instruction.		The candidate uses formative assessments to plan and develop or select relevant instructional content and materials to differentiate instruction.		The candidate uses multiple data sources, including formative and summative assessment data, to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction.
Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e	The candidate develops plans that provide a single pathway for learning and does not take into account student responses or experiences. The candidate does not take into consideration personal biases and perspectives.		The candidate develops plans that provide different pathways for learning but pathways are not based on student responses and current experiences. The candidate does take into consideration personal biases and perspectives.		The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives.

Learning Environment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 4 (Holistic) The candidate structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional wellbeing, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goalsetting. IPTS 4; inTASC 2, 3	The candidate does not structure a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates emotional well-being, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation.		The candidate structures a safe and healthy learning environment that facilitates all of the following: cultural and linguistic responsiveness, emotional wellbeing, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goalsetting.
Q4a The candidate creates a safe, healthy, and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d	The candidate does not provide clear expectations or procedures for students.		The candidate creates learning environment safe, healthy, and positive by utilizing either clear expectations or procedures that maximize learning for all students.		The candidate creates a safe, healthy, and positive learning environment through the use of clear expectations and procedures that maximize learning for all students.
Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage, and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a, 3b, 3c, 3e; inTASC 2a, 3d, 3e	The candidate does not use instructional and managerial strategies and techniques to organize or allocate or manage or modify time and materials.		The candidate uses instructional and managerial strategies and techniques to organize or allocate or manage or modify time and materials.		The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities, including those students with exceptional learning needs (ELL, ELN, gifted).
Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement, and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,	Across time, the candidate does not assess and analyzes either the learning environment or supporting student behavior data to develop awareness, respect, relationships, motivation, engagement, and behavior of most students.		The candidate assesses and analyzes either the learning environment or supporting student behavior data to develop awareness, respect, relationships, motivation, engagement, and behavior of most students.		The candidate assesses and analyzes the learning environment and supporting student behavior data to develop and enhance awareness, respect, relationships, motivation, engagement, and behavior of all students including those students with exceptional learning needs (ELL, ELN, gifted).

Instructional Delivery	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9	Across time, the candidate does not differentiate instruction or use a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking or problem solving. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for whole group learning.		The candidate differentiates instruction by using strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each individual student.
Q5a The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b, 3c; inTASC 5f, 4f	The candidate does not monitor or adjust evidence-based instructional strategies, the candidate does not effectively use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities.		The candidate monitors and adjusts evidence-based instructional strategies, and uses technology and pacing to engage most students in active learning opportunities.		The candidate monitors and adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage all students in active learning opportunities.
Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L; DF: 1c, 1e, 3b, 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i	The candidate does not implement disciplinary or interdisciplinary instructional approaches to develop presentations and representations of concepts which assist students' understandings and develop critical/creative thinking and problem solving.		The candidate implements disciplinary approaches to develop presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving.		The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students' understandings and to develop critical/creative thinking and problem solving.
Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,	The candidate does not address or utilize effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research or learning.		The candidate references but does not model effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning.		The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning.

Instructional Delivery	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c, 3d, 3e; inTASC 2b, 2c, 9c	The candidate does not use student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of students.		The candidate uses at least one source of student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of most students.		The candidate uses a variety of student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student including those students with exceptional learning needs (ELL, ELN, gifted).
Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d	The candidate does not vary his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time.		The candidate varies his or her role in the instructional process as instructor or facilitator in relation to the content, purposes, and the needs of the students to maximize instructional time.		The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time.

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 student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9	Across time, the candidate does not demonstrate foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing students reading and writing, needs to facilitate the acquisition of content knowledge.		The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing all students, including those students with exceptional learning needs (ELL, ELN, gifted), reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Reading, Writing, and Oral Communication	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d	The candidate does not use and collect assessment data to co-plan and select materials and strategies to teach content area reading and writing skills that meet the needs of diverse learners.		The candidate uses and collects assessment data to co-plan and select materials and strategies to teach content area reading and writing skills that meet the needs of diverse learners.		The candidate collects and uses assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners, including those students with exceptional learning needs (ELL, ELN, gifted).
Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h	Across time, the candidate does not integrate reading, writing, and oral communication to engage students in content learning.		The candidate integrates reading, writing, or oral communication to engage students in content learning.		The candidate integrates reading, writing, and oral communication to engage students in content learning.
Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h	The candidate does not facilitate the use of word-identification or vocabulary skills, including either academic language or fluency strategies to foster comprehension of content for most learners.		The candidate facilitates the use of word-identification or vocabulary skills, including either academic language or fluency strategies to foster comprehension of content for most learners.		The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners, including those students with exceptional learning needs (ELL, ELN, gifted).
Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h	Across time, the candidate does not guide students to analyze and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content.		The candidate guides students to analyze and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content.		The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content.
Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h	Across time, the candidate does not support students to develop oral or written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas.		The candidate supports students to develop oral or written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas.		The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas.

Assessment	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10	The candidate does not utilize either formative or summative assessments evaluating student outcomes. The candidate does not make instructional decisions based on data.		The candidate utilizes summative assessments for measuring student growth and evaluating student outcomes. The candidate makes instructional decisions based on data.		The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e, 6g	The candidate does not use or modify assessment strategies and technologies to conduct and assess individual and whole class progress and performance, including the application of accommodations for students with diverse learning needs.		The candidate uses and modifies assessment strategies and technologies to conduct and assess individual and whole class progress and performance, including the application of accommodations for students with diverse learning needs.		The candidate uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs.
Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b	The candidate does not maintain useful and accurate records of student work and performance		The candidate maintains useful and accurate records of student work and performance.		The candidate maintains useful, timely and accurate records of student work and performance.
Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies, and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f	The candidate does not accurately interpret or use assessment results.		The candidate accurately interprets and uses assessment results, for the following purposes: to determine performance levels and identify learning goals.		The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students including those students with exceptional learning needs (ELL, ELN, gifted).
Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d	The candidate does not communicate student performance data with families and other professionals		The candidate clearly communicates student performance other professionals in a manner that complies with district, state, and federal requirements.		The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements.

Collaborative Relationships	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 8 (Holistic) The candidate 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. IPTS 8; inTASC 1, 3, 5, 7, 9, 10	The candidate does not build or maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate does not work as a team member.		The candidate builds or maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues and students.		The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This candidate works as a team member with professional colleagues, students, parents or guardians, and community members.
Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student wellbeing. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,	The candidate does not work with school personnel or parents or guardians to promote fair and equal learning opportunities for overall student well-being.		The candidate works with school personnel through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being.		The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student well-being.
Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction, and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e, 4f; inTASC 7e, 10a, 10c, 10e	The candidate does not utilize collaborative problem-solving or conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).		The candidate utilizes collaborative problem-solving skills to effectively work with school personnel for the purposes of planning, instruction, and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).		The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction, and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL).
Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c , 4d; inTASC 5g, 9d, 10g, 10h,	Across time, the candidate does not implement resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning or understanding of local and global issues.		The candidate identifies and implements a variety of digital resources to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues.		The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues.

Professionalism, Leadership, and Advocacy	1 Does Not Meet	2	3 Meets	4	5 Exceeds
IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10	The candidate does not demonstrate ethical and reflective practices or professionalism including demonstrating leadership in the learning community or advocating for students, parents or guardians, and the profession.		The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; the candidate either does not provide leadership in the learning community or does not advocate for students, parents or guardians, and the profession.		The candidate demonstrates ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.
Q9a 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 and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d, 4f; inTASC 9b, 9f, 10k	The candidate does not demonstrate 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). Candidate does not participate in schoolwide drills, training activities and certifications.		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), or first response to medical emergencies (e.g., first aid and life-saving techniques). This is demonstrated through participation, but not leadership, in schoolwide drills, as well as participation in certifications and training activities.		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 and leadership in schoolwide drills, training activities and certifications.
Q9B The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism, and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i	The candidate does not model professional behavior and appropriate dispositions in the following areas: honesty, integrity, personal responsibility, confidentiality, altruism, and respect, including in matters with respect to digital culture.		The candidate models professional behavior and appropriate dispositions that reflect the following: honesty, integrity, personal responsibility, confidentiality, altruism, and respect, including in matters with respect to digital culture.		The candidate models professional behavior and appropriate dispositions that reflect all of the following: honesty, integrity, personal responsibility, confidentiality, altruism, and respect, including in matters with respect to digital culture.

Professionalism, Leadership, and Advocacy	1 Does Not Meet	2	3 Meets	4	5 Exceeds
Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d	The candidate does not communicate relevant information and ideas effectively to students, parents or guardians, and peers, and does not collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners.		The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, but does not collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement.		The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement.
Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d	The candidate either does not know or comply with laws and rules and does not protect the confidentiality of information pertaining to each student and family.		The candidate knows and complies with laws and rules but inconsistently protects the confidentiality of information pertaining to each student and family.		The candidate knows and complies with all laws and rules and protects the confidentiality of information pertaining to each student and family.
Q9e 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 does not participate in professional activities and does not employ leadership skills to contribute to personal growth and school improvement		The candidate participates in professional activities but does not employ leadership skills to contribute to personal growth and school improvement		The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement
Q9f The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f	The candidate does not evaluate best practices and research-based materials against benchmarks within the disciplines and does not reflect on professional practice and resulting outcomes.		The candidate evaluates best practices and research-based materials against benchmarks within the disciplines or reflects on professional practice and resulting outcomes.		The candidate evaluates best practices and research-based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes.
Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j	The does not advocate on behalf of students and families to ensure the learning and well-being of each student in the classroom.		The candidate advocates, when asked, on behalf of students or families to ensure the learning and well-being of each student in the classroom.		The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom.