Given the length of the student teaching evaluation, the holistic scores were used to provide a picture of candidates’ performance. As evidenced by the table below, the majority of candidates were rated as “exceeding standards” on each Illinois Professional Teaching Standard.

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric Element | Exceeds Standards4-5 | Meets Standards3 | Does Not Meet Standards1-2 |
| 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 | 79% | 21% | 0% |
| 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, andevidence-based practice. IPTS 2; InTASC 4, 8 | 82% | 17% | 1% |
| 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 | 84% | 14% | 2% |
| IPTS Standard 4 (Holistic) The candidate 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. IPTS 4; InTASC 2, 3 | 88% | 12% | 0% |
| 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 eachstudent. IPTS 5; InTASC 2, 3, 4, 5, 6, 7, 8, 9 | 77% | 22% | 1% |
| 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 | 83% | 16% | 1% |
| 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 | 79% | 19% | 2% |
| 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 | 85% | 15% | 0% |
| 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 | 89% | 9% | 2% |