

College of Education and Health Services
School of Education
Student Teaching Handbook

Benedictine University
5700 College Road
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*Benedictine University educators are
Effective Practitioners, committed to
Scholarship, Lifelong Inquiry,
Leadership and Social Responsibility*

2015 - 2016

CONCEPTUAL FRAMEWORK

School of Education

Benedictine University

Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**.



Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**. These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

Scholarship

Benedictine University's education program requires that students have a firm understanding of the subject matter and a well-rounded background in sound pedagogical principles that promote understanding of the content. They stay abreast of research and technological advances and apply innovative strategies that enhance teaching and learning.

Lifelong Inquiry

Students readily approach issues and challenges in a proactive way by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collectively, and formulate an in-depth knowledge base, grounded in research that informs their thinking and decision making.

Leadership

Benedictine educators are prepared for and willing to assume leadership roles that enable them to affect change and improve educational practice through the application of sound theory and ethical principles. They have learned how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that enrich learning experiences.

Social Responsibility

Educators in Benedictine's programs are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They are able to accommodate their teaching practices in order to address individual differences. They strive to maximize each person's potential by fostering self-esteem and motivation, and developing strategies that help learners deal with potential intellectual and social challenges. They promote professional relationships with others (colleagues, parents, agencies) to improve educational practice.

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INTRODUCTION

This handbook includes policies and procedures for student teaching candidates. Additional information regarding Benedictine University's teacher licensure programs can be found on the School of Education webpage at <http://www.ben.edu/college-of-education-and-health-services/education/index.cfm>.

Conceptual Framework

This handbook, as well as all other aspects of the teacher education program, are guided and enhanced by the School of Education's conceptual framework. This framework is grounded in Benedictine values and traditions that promote community, concern for the individual, and responsible stewardship.

The Conceptual Framework of the School of Education at Benedictine University reflects a shared view of what the unit and its partners believe to be the best practices for preparing teacher candidates to deliver instruction and services to students, families, schools, and communities. Benedictine University's School of Education equips candidates with the knowledge, skills, and dispositions that will shape and influence learning through critical thinking, research-based decisions, and best practices. As an integrated whole, the conceptual framework contains the overarching purpose of the unit: to create effective practitioners who are committed to **Scholarship, Lifelong Inquiry, Leadership, and Social Responsibility**. These enduring outcomes are the critical elements necessary to ensure readiness for every teacher candidate to positively impact student learning through reflective practice. This requires that teacher candidates develop a comprehensive foundation in the knowledge and practice of state and national teaching standards in culturally diverse learning environments. These practices support a system that produces outcomes for teacher candidates to become highly effective practitioners who actively engage with content to promote critical thinking skills, innovatively manage the learning environment, and consistently monitor student progress to adjust curriculum delivery while collaborating with others to positively impact students, the community, and the professional field.

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STUDENT TEACHING EXPERIENCE

ISBE defines student teaching as a “form of internship established by Illinois statute calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel” [Illinois Administrative Code 25.610 <http://www.isbe.net/rules/archive/pdfs/25ark.pdf>]

The student teaching experience at BU is the capstone of the professional Education program and provides candidates, as well as professional preparation personnel, with opportunities to evaluate the candidates’ competence for teacher licensure. It further affords candidates the opportunity to apply knowledge and skills from core Education coursework, with a focus on effective instructional practices, optional learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, assessment, instruction, and other professional tasks, culminating in their assuming full responsibility for a classroom setting.

The following statements describe the goals of the student teaching experience at Benedictine University.

Student teaching candidates will:

- Apply integrated concepts related to effective teaching/learning through direct teaching experiences;
- Demonstrate satisfactory mastery of teaching methods, planning, student assessment, establishing an effective learning environment, class management, and teacher-student interactions;
- Participate in and design learning experiences for students of diverse abilities and cultures;
- Demonstrate satisfactory proficiency of basic skills, command of subject matter, and an understanding of state and federal laws concerning education;
- Establish learner outcomes, facilitate learners’ achievement of those outcomes, evaluate learner achievement, and evaluate his or her own performance as a teacher;
- Effectively interact with and use the support systems within the school, including but not limited to:
 - Curriculum and Instruction (e.g., resource center, audio-visual aids; print material);
 - Education Personnel (e.g., other teachers; librarian; school administrators); and
 - Student Support Staff (e.g., counselors; therapists; school nurse; paraprofessionals)
- Access and use systems external to the school that support the curriculum (e.g., state goals, professional standards; professional organizations);
- Actively participate in out-of-class activities that are:
 - Directly supportive of instruction (e.g., grading papers, writing lesson plans; participating in faculty development and inservice training activities);
 - Indirectly supportive of instruction (e.g., attending faculty meetings, participating in related co-curricular activities); and
 - Expected of all faculty (e.g., hall and/or playground monitoring, participating in the arrival and departure of students on school busses);
- Exhibit personal and professional behavior in keeping with the Benedictine University and Illinois Educator codes of ethics, and demonstrate the desire to improve as needed;
- Fulfill the role of student teacher at a high performance level, with at least a “meets” or average level of performance (e.g., “Meets Standards,” “Adequate Performance”)

POLICIES AND PROCEDURES

APPLICATION AND ADMISSION TO STUDENT TEACHING

The student teacher candidate must file an Application for Student Teaching, at least one year in advance of the student teaching semester (see guidelines for the student teaching application process posted on the School of Education website). The deadline for filing is announced in the University Academic Calendar and posted within the School of Education offices. Candidates must schedule an appointment to meet with their advisors, at least four weeks prior to the application due date. This will allow adequate time for candidates to make modifications recommended by their advisors, before submitting their applications to the Director of Student Placement, by the posted application due date.

Applications submitted after the posted filing deadline will be accepted only for very extenuating reasons. A typed petition to the Director of Student Placement must accompany all late applications, and are subject to approval by the Chair of the School of Education.

Since applications must be acted upon, even though all requirements are not yet satisfied, placements are conditional and are formalized only after all requirements detailed on page 8 of this Handbook are met. A candidate who does not meet the requirements and prerequisites for student teaching may appeal for consideration to the Chair of the School of Education. Only when the candidate has completed all requirements for Checkpoint #3, including acceptance into the Teacher Education Program (TEP) and passage of the applicable content area test(s), and is tentatively approved for student teaching, will the placement process begin.

In compliance with Illinois State Board of Education policy, Benedictine University requires that all candidates must pass the content area test(s) for their major at least six months prior to the start of the student teaching experience. **Under no circumstances are candidates permitted to student teach until they have passed their Illinois Licensure Testing System (ILTS) content area test(s).**

PLACEMENT PROCEDURES

The University is favorably located among many excellent and diverse school settings, both public and private. The University establishes contractual agreements with schools and school districts that provide quality experiences for Student teaching candidates.

Upon receipt of your approved application (from your academic advisor) and verification that you have passed your ILTS Content Area test and been accepted into the Teacher Education Program (TEP), a placement will be sought by the School of Education Director of Student Placement. Your personal suggestions for placement should indicate 2-4 preferred broad (multiple-city) geographic areas for placement that total at least 6-8 different cities. Please keep in mind that, by School of Education policy, student teaching placements can be no farther than 25 miles from the BU campus. Consideration will be given to your personal geographic preferences for placement; however, there is no guarantee that a candidate will be placed at a specific location or in a specific school district of their choice.

Student teaching placements are processed by the School of Education Office, **not by the student teaching candidate**. The Director of Placement will make **all** contacts with schools and forward the Student Teaching Application to them, on the candidate's behalf. As per contractual agreement with our schools and school districts, **candidates and/or their representatives (e.g., friends; family members) are not allowed to make contact with schools, in search of a placement.**

Please be advised that it is the School of Education's policy **not** to place a candidate where they have: a) attended school as a student; b) completed a preclinical experience; c) are or have been employed; d) have a relative employed; or e) have children who attend that school. According to Illinois State Teaching Standards efforts are made to place student teaching candidates in settings that are rich in cultural diversity.

The following factors are considered when processing a placement:

- The candidate's field of study and professional educator license sought;
- The list of schools already approved as student teaching sites;
- Geographic area and grade level references of the candidate; and
- The availability of appropriate placement sites.

When a placement has been tentatively approved, candidates will be informed in writing, and provided with a *Tentative Student Teaching Placement Form* and a *Verification of Student Teaching Placement Form*. The Placement Form will provide information regarding the candidate's tentative school placement, cooperating teacher, and contact person.

The candidate must contact the person designated on the Placement Form, within 48 hours, to arrange a meeting and an interview. Do not expect the contact person to return your call immediately -- be patient. The purpose of this initial meeting is for the district to determine your final placement approval and (if granted) to designate a Cooperating Teacher to mentor you and to establish your student teaching schedule. You should consider this meeting as a formal "job" interview and come prepared to discuss your teaching experience and educational philosophy. You should also become familiar with the placement district's mission, curriculum, and special initiatives, prior to the interview. If final placement approval is granted, you must acquire the appropriate signatures on the *Verification of Student Teaching Placement Form* and return the form to the Director of Student Placement, in the School of Education Office, within one week of your meeting with the teacher.

The student teaching candidate is placed at the grade levels compatible with the teaching license sought. A candidate for elementary licensure generally teaches in either the primary grades (1-3) or intermediate grades (3-5). Elementary education candidates who desire to teach at the middle school level must complete all content area requirements for teacher licensure in the subject they choose to teach. Candidates seeking a K-12 special, physical, or music education license may student teach in either the elementary grades (1-5), middle school grades (6-8), or high school grades (9-12). Candidates seeking secondary licensure may student teach at either the middle school or high school grade levels..

All candidates must furnish or arrange their own transportation to and from their placement school site. A site within walking/biking distance cannot be guaranteed.

No changes will be made in a placement, once it has been confirmed. Any candidate who subsequently chooses not to student teach at their assigned placement must wait until all other student teaching candidates have been placed, before an alternative placement will be sought for them. Candidates who elect not to student teach at their assigned placement will not be guaranteed a second placement.

ELIGIBILITY FOR PLACEMENT

The minimum standards for student teaching eligibility established by Benedictine University follow. Candidates should be aware; however, that most school districts have requirements that exceed these minimum standards. For example, many districts require that student teaching candidates have a grade point average of at least 3.0 on a 4.0 scale. Some districts further require that candidates have no less than a grade of “B,” in courses within their content area.

A. To be eligible for consideration for **student teaching**, the candidate must have fulfilled the following:

- Successful completion of all requirements for Checkpoint #3;
- Admission to the Teacher Education Program (TEP);
- Undergraduate Students: Cumulative GPA of 2.75, based only on courses completed at Benedictine University;
 - Graduate Students: Cumulative GPA of 3.0;
- Undergraduate Students: Major GPA of 3.00; education courses with grade of “C” or higher; secondary education minors 3.00 GPA for education courses
 - Graduate Students: Successful completion of all professional coursework with a grade of “B” or higher;
- Completion of all general education course requirements;
- Satisfactory completion of all requisite preclinical experiences and accompanying recommendations to continue in the program;
- Successful Ratings on Professional Behaviors/Dispositions in all courses and preclinical experiences; (any ratings below three will require a plan for professional growth);
- Senior or graduate standing;
- Successful passage of the Illinois Test of Academic Proficiency (TAP) or minimum required score on ACT/SAT;
- Successful passage of the Illinois Content Area Test(s) for your major;
- Approval from the Teacher Education Committee;
- Evidence of health and stamina necessary for the rigors of teaching;
- National and state background check clearance:
 - Fingerprint based criminal history records check (completed at the school district where the student teaching experience will be completed)
 - Check of the Statewide Sex Offender Database
 - Statewide Child Murderer and Violent Offender Against Youth Database
(www.CertifiedBackground.com and enter package code: **BC93**)
- IL Department of Children and Family Services (DCFS) Mandatory Reporting of Abuse and Neglect (completed prior to beginning of preclinical experience)
- TB Test as required by school district
- Evidence of personal/professional qualities essential for teaching (e.g., integrity, character, ethics, mental fitness, and personality adjustment).

TIME COMMITMENT FOR STUDENT TEACHING

In order to maximize full potential for success in the student teaching experience, the student teacher candidate must devote full time to the professional semester. The Benedictine School of Education believes that there is a cause and effect relationship between effort (amount and quality) and success in the experience. It is strongly recommended that the candidate plan in advance to free himself/herself from outside activities requiring a substantial time commitment (e.g., academic classes, extracurricular University activities and sports, service functions, and outside employment). It is further expected that the candidate work within the calendar of the respective school, follow the vacation schedule of the school, and be present during the entire teacher day...including before and after school meetings, as well as teacher training institutes and extracurricular activities. as may be required. **Student teaching should be viewed as a full-time job.**

NATURE OF EXPERIENCE

The student teaching experience involves only minimal amounts of initial directed observation and teacher assistant roles. At the earliest possible time, the candidate should begin actively participating in the design and implementation of instructional activities. This usually occurs by the *second or third week*. (See Appendix K and L for suggested schedules of activities).

The candidate is expected to gradually increase the number of teaching responsibilities, until he or she assumes all of the responsibilities normally fulfilled by the Cooperating Teacher. It is further expected that the candidate will be in charge of the class for at least **four to six full weeks of the placement** (in a full semester placement). Earlier transfer of all responsibilities is recommended and is at the discretion of the Cooperating Teacher, in consultation with the candidate and the University Supervisor.

DURATION OF EXPERIENCE

Each undergraduate candidate need to complete sixteen weeks of student teaching experience. Graduate candidates must complete twelve weeks of experience. Those seeking an initial Special Education license (K-12) will have a single sixteen-week experience with pupils who have high incidence disabilities (e.g., mild intellectual disabilities; learning disabilities; behavioral disorders; Asperger's syndrome; etc.).

ATTENDANCE AND ABSENCE

The candidate is expected to attend school each day it is in session, unless an absence is necessitated for reasons of illness, emergency, or professional activities that have been preapproved by the University Supervisor, in consultation with the Cooperating Teacher. Absences due to participation in University athletic events will not be tolerated, and disciplinary action will be taken unless they are preapproved by the School of Education Department Chair. Request for participation in athletic events must be in the form of a typed petition. University Supervisors and Cooperating Teachers have been informed of the School of Education's policy on attendance and are required to report any discrepancies.

For unplanned absences, the candidate must notify the Cooperating Teacher and the University Supervisor, as soon as the impending absence is realized, preferably the day before the absence is to occur. The placement school's office should also be notified, as per school policy. If the student is unable to reach the University Supervisor, he or she must contact the Director of Student Placement.

Make-up days for absences may be requested by the University Supervisor (in consultation with the Cooperating Teacher), especially if the student demonstrates a pattern of absences, being late to school, leaving early, and/or has missed three or more days of student teaching.

PROCEDURES FOR INITIAL SCHOOL SITE MEETING

Within one to two weeks following the formalized student teaching placement (refer to prior section on Placement Procedures), the student teacher must arrange for a visit with the Cooperating Teacher, to clarify the nature of the experience and to establish a schedule. During this visit the candidate should:

- Review essential materials and forms with the Cooperating Teacher including the:
 - *Student Teaching Handbook*,
 - *Assessment and Evaluation of Student Teaching Experience* form (Appendix G), and
 - edTPA content area handbook;
- Establish a schedule/timeline for assuming classroom responsibilities and activity completion, following the guidelines in Appendices K and L;
- Review all School of Education student teaching materials with the Cooperating Teacher;
- Clarify expectations regarding teaching responsibilities, in collaboration with the University Supervisor; and,
- Obtain confirmation about expectations of teachers (e.g., health and safety precautions; attire, arrival/departure time; holidays, institutes, conferences; parking) and about the school (e.g., student handbook; faculty handbook; emergency procedures).

STUDENT TEACHING GUIDELINES

SEMINARS

Candidates are required to participate in all scheduled Student Teaching Seminars and other scheduled meetings, including the edTPA LiveText Professional Portfolio Presentation, during the semester of student teaching. These seminars are held during the late afternoon or early evening and include the opportunity to meet with supervisors and collaborate with peers. The University Supervisor may schedule up to three additional “cluster” sessions with his or her student teachers.

Seminars will be located on campus at Benedictine University. Typically 5 informational seminars, 6 edTPA training seminars, and a “mini” edTPA portfolio presentation are conducted during the student teaching semester. During at least half of the seminars, student teachers will be meeting with their University Supervisors for a minimum of 30 minutes, to collaborate and receive instruction.

SUPERVISION

As soon as possible, arrange for the initial visit by the University Supervisor. The visit should occur no later than the second or third week of the experience (preferably within the first two weeks). The identity of your University Supervisor will be announced prior to Student Teaching Seminar I. Provide your University Supervisor with:

- A copy of your schedule using the *Student Teaching Schedule: Time Record* form (Appendix A), including inclusive dates;
- The name and title of cooperating teacher; and
- Contact information (i.e. your phone numbers and e-mail address, as well as contact information for your Cooperating Teacher and school) and directions to the school, location of the school parking lot, and your classroom location (see *Student Teaching and Placement Information* form in Appendix B).

Qualified personnel, including University faculty, supervise all student teaching experiences. The standard for determining qualified personnel includes appropriate licensure, expertise in the subject, pedagogy and/or supervision knowledge and experience, at least a Master's Degree or comparable professional development, and extended classroom teaching experience.

University Supervisors will conduct a minimum of 5-6 school site visits, during the semester-long student teaching experience. They will further conduct at least one additional visit to assist candidates with the taping of edTPA video clips.

When a candidate works with more than one teacher at the cooperating school, it is expected that one of the teachers serve as the primary supervisor. This site supervisor is determined by the designated administrator of the school.

STUDENT TEACHER EXPECTATIONS AND RESPONSIBILITIES

The general goals and objectives for student teaching are outlined at the beginning of this document. Accepting a student teaching placement means accepting the accompanying professional and educational responsibilities of a teacher. For this reason, candidates are expected to perform in a manner that exemplifies professional conduct and professional ethics. Elements of professional conduct include, but are not limited to:

- Complying with the Illinois Educator Code of Ethics (<http://www.isbe.net/rules/archive/pdfs/22ARK.pdf>)
- Maintaining the dignity necessary to gain the respect of pupils;
- Showing high regard and respect for each pupil and enthusiasm for teaching;
- Maintaining confidentiality of information about pupils and their families;
- Being a good example for pupils: physically, mentally, ethically, and humanistically;
- Exhibiting professional courtesy when relating to or about others;
- Assuming no authority other than that delegated by the site supervisor; and
- Being resourceful, displaying initiative, being responsible, and being responsive to constructive criticism

Duties & Tasks

Other duties and tasks address the educational and instructional component of student teaching. These should be accomplished in a timely and thorough fashion. Among these duties are the following:

- Initiate conferences with the Cooperating Teacher, on a routine basis. It is important that there be regularly scheduled (daily/weekly) planning and evaluation sessions. Additional conferences should be scheduled, as needed.
- Arrange visits by the University Supervisor. Have a conference with the Supervisor following each visit, and sign the *Student Teacher Observational Performance Assessment* form (Appendix F).
- Complete the edTPA Completion Checklist for Student Teachers, while adhering to the timelines for edTPA portfolio completion specified on the checklist.
- Write Daily Notes and Reflections. These daily are a reflection of instructional techniques observed and used, teaching methodology, classroom management strategies, etc. Use the "Daily Notes and Reflections" electronic template to submit your notes to your Student Teaching Supervisor (see hardcopy of the template in Appendix D).

- Prepare a written Lesson Plan for each class segment taught (Appendix E). **Each lesson plan should be prepared at least 2-3 days in advance of the day during which the corresponding lesson will be taught.** This enables the Cooperating Teacher and University Supervisor to provide feedback on the plan, with sufficient time to make modifications. All plans (cumulative plans as well as the plan for the day) are to be submitted to the University Supervisor prior to program visits. An electronic lesson plan template will be provided for use by student teachers.
- Maintain a Student Teaching Ring Binder. The content of the binder is detailed below. The binder should be made readily available to the Cooperating Teacher and to the University Supervisor, at each supervisory visit.
- Complete a self-evaluation using the *Assessment and Evaluation of Student Teaching Experience* form at both midterm and during the last two weeks of the student teaching experience, and then review the assessment with the Cooperating Teacher(s) and University Supervisor.
- Prepare and submit a Professional edTPA Portfolio using LiveText (see Assessment and Evaluation section of this handbook for details and guidelines regarding edTPA).

Candidates are expected to exhibit professionalism in appearance, competence, and appropriate demeanor, while assuming responsibility for their role in relation to students, cooperating teachers, school personnel, and the University. Please be aware that, as a student teacher, you are a guest in the school and can be asked to leave at anytime during your experience, for inappropriate appearance or behavior, or for poor performance.

Student Teaching Ring Binder Instructions

The Ring Binder is a part of the student teaching experience and will be evaluated and factored into the candidate's course grade. The Ring Binder is property of the candidate. The binder should be divided into the following sections, with a tabbed divider inserted in front of each section:

Divider: Student Teaching Handbook
 Divider: edTPA Content Area Handbook and Other edTPA Materials
 Divider: Placement/Schedule (Appendix A)
 Divider: Daily Notes and Reflections
 Divider: Routine Lesson Plans
 Divider: edTPA Assessments and Information
 Divider: Miscellaneous Artifacts (e.g., teacher tools, forms, resources; records and certificates related to professional development activities; etc.)

Ring Binder Responsibilities

For the Candidate:

Make the Ring Binder readily available to the Cooperating Teacher and the University Supervisor. The University Supervisor will expect to review the contents during each visit and at other times, as requested.

For the Cooperating Teacher:

Regularly review the Ring Binder to assess the student teacher's ability to plan, reflect, and evaluate.

For the University Supervisor:

Systematically review the Ring Binder to assess/evaluate the candidate's ability to plan, reflect, and evaluate. Assess the Ring Binder at the conclusion of the experience, and return it to the candidate.

ASSESSMENT AND EVALUATION

Assessment of the professional competence of student teaching candidates and their readiness for Illinois educator (teacher) licensure is accomplished via the use of two disparate types of measures: 1) standardized assessments mandated by the Illinois State Board of Education (ISBE); and 2) authentic assessment of candidate performance and dispositions, as demonstrated during the entirety of the student teaching experience. While the ongoing assessment of candidate performance is the primary component used in determining the student teaching course grade, successful completion of all ISBE mandated assessments is required for educator licensure. A detailing of the ISBE assessment requirements for educator licensure and the measures used to assess candidate instruction and accomplishment throughout the student teaching experience follow.

Illinois Assessment Requirements for Educator Licensure

Beginning on September 1, 2015, all candidates completing teacher preparation programs in the State of Illinois are required to pass an evidence-based assessment of teacher effectiveness approved by ISBE, in consultation with the State Educator Preparation and Licensure Board. The mandated assessment to be used in Illinois is the Teacher Performance Assessment (edTPA). Pearson, ISBE's testing partner, will be responsible for the assessment (i.e., scoring) of Illinois teacher candidates' edTPA portfolios.

The edTPA is currently one of three assessments required for educator licensure in the State of Illinois. It is meant to serve as a capstone evaluation that complements the other assessment procedures used by ISBE and candidates' individual teacher preparation programs. No Illinois educator license will be granted a candidate, until such time as all three ISBE mandated assessments are passed. A list of each assessment and its relationship to student teaching follow:

1. The Test of Academic Proficiency (TAP) or ACT/SAT scores that meet ISBE requirements identified at <http://www.isbe.net/licensure/pdf/act-sat-scores-teacher100114.pdf>.

Candidates must pass the TAP or its ACT/SAT equivalent and be accepted into the Teacher Education Program (TEP), before a student teaching placement will be sought for them. Candidates should gain acceptance into the TEP at least one year prior to the start of their anticipated student teaching semester.

2. The appropriate Illinois Licensure Testing System (ILTS) content area test(s)

Candidates must pass their requisite ILTS Content area tests (see <http://www.il.nesinc.com/>), before a student teaching placement can be confirmed for them. Deadlines for passing content area tests follow. Additional information regarding content area test completion requirements for candidates are in the directions of the Student Teaching Application located at <http://www.ben.edu/college-of-education-and-health-services/education/index.cfm>.

- Candidates who student teach during the fall term must pass their ILTS content area tests, by March 15 of the spring term preceding their intended student teaching experience.
- Candidates who student teach during the spring term must pass their ILTS content area tests, by May 15 of the term preceding their intended student teaching experience

3. The Teacher Performance Assessment (edTPA) [See <http://www.isbe.net/licensure/pdf/higher-ed/edTPA/edTPA-informational-doc.pdf>]

The edTPA is completed during the first 8-10 weeks of the student teaching experience. It is an ISBE requirement that all teacher candidates pass the edTPA, before an Illinois educator license will be granted. Candidates who subsequently fail to pass the edTPA prior to their BU graduation will have "Graduated without Licensure" indicated on their BU transcript.

Additional information on Illinois educator licensure requirements can be found at <http://www.isbe.net/licensure/> and http://www.il.nesinc.com/IL17_licensurerequirements.asp.

The edTPA

The edTPA is a performance-based, content specific assessment used to help determine whether pre-service teachers are ready to enter the teaching profession with the skills necessary to help all of their students acquire essential knowledge and skills. It requires that teacher candidates demonstrate that they have the classroom abilities necessary to ensure student learning within five key areas of competence: planning, assessment, instruction, reflection, and academic language. The edTPA process used to assess teacher candidates is similar to the process used for National Board teacher certification. It is also comparable to entry-level licensing exams that demand applications of skills in other professions, such as the medical licensing exams, the architecture exam, and the bar exam in law.

Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons, within a single unit of instruction taught to one class of students. A professional portfolio is subsequently developed that is comprised of examples of the candidate's work in the classroom during the unit of instruction, including: authentic teaching materials; short video clips of student instruction; examples of student work; planning and assessment documentation; analysis of student learning; and reflective commentaries. The edTPA portfolio is then securely submitted via an electronic online platform to a Pearson protected site for scoring by carefully selected evaluators

The edTPA assessment and evaluation procedures mandated for student teaching candidates are delineated in the edTPA Handbooks corresponding to each candidate's academic major (e.g., Elementary Education; Special Education; Music Education; Physical Education; Secondary Education Mathematics; Secondary Education Science/Biology; etc.). These handbooks are located online at http://edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceHandbookUpdate.html. Copies will also be provided candidates by the Director of Student Placement. Each candidate is held personally accountable for carefully reading and meticulously following the edTPA handbook in their content area. To reduce the likelihood of having to retake the edTPA, candidates should take particular care to address every point in the commentary prompts and to provide evidence directly related to the criteria in all edTPA rubrics. Whether or not a candidate passes the edTPA is accordingly directly contingent upon the amount of care and preparation the candidate puts into his or her portfolio.

Candidates are further responsible for following the edTPA submission timelines specified below very closely, as failure to do so could delay the issuance of their educator license and/or result in having "Graduated without Licensure" indicated on their BU transcript. All fall 2015 candidates must subsequently submit their edTPA portfolios on October 22, with spring 2016 candidates submitting their portfolios on March 22. The portfolios of all candidates for each term will be submitted together as a group, during a specially designated meeting the week following Student Teaching Seminar VII. The edTPA submission dates specified are consequently inviolate, with no initial portfolios accepted for submission after the dates indicated.

❖ Fall, 2015

- edTPA Portfolio Submission Date: October 22, 2015
- edTPA Profile Scores Received: November 19, 2015

❖ Spring, 2016

- edTPA Portfolio Submission Date: March 22, 2016
- edTPA Profile Scores Received: April 21, 2016

edTPA Candidate Support

There will be six Student Teaching Seminars conducted during the first two months of the student teaching experience that are designed to assist candidates in both developing and compiling their edTPA portfolios. Further guidance and support will be afforded candidates by their University Supervisors and Cooperating Teachers. Candidates will additionally be given an *edTPA Completion Checklist for Student Teachers*, to assist them in completing edTPA tasks in a timely fashion. Each candidate is consequently responsible for conducting all tasks specified on the checklist, by the due dates indicated on the document

A variety of resources (e.g., books; articles, resource links; webinars; etc.) will be made available to candidates, to assist in their development of a successful edTPA portfolio. It is *strongly* recommended that candidates use these resources, in the preparation of their portfolios for submission. A partial listing of BU edTPA supports follow.

- The Director of Student Placement will provide candidates with select edTPA resource documents, immediately prior to the start of the student teaching experience. She will further furnish them with updated materials from edTPA, as they are received.
- Candidates will be given a list of other documents, journal articles, online training videos, webinars, and resources that will assist them in preparing their edTPA portfolios. This list will be reviewed and updated annually, to ensure that all resources and materials referenced are current.
- A variety of edTPA resource materials will be available to candidates at the BU Library. New and updated materials will be added to the collection annually.
- Informal, individualized study sessions will be conducted at candidate request, to review edTPA content related task requirements and to practice test taking strategies.
- Candidates will be notified of additional edTPA resources and supports via electronic mail, announcements at Student Teaching Seminars, and postings on the School of Education website.

edTPA Training

A School of Education (SOE) “Introduction to edTPA” powerpoint presentation is located on the SOE Home Page (<http://www.ben.edu/college-of-education-and-health-services/education/index.cfm>). All candidates are required to view this presentation, in order to attain a better understanding of the edTPA performance assessment, its components, and its requirements. Additional information and training regarding the edTPA will be provided during scheduled Student Teaching Seminars, as noted above.

edTPA Resource Links

- edTPA information website: <http://edtpa.aacte.org/>
- edTPA special site for candidates: http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html
- Steps for learning the edTPA process (“Getting Started”):
http://www.edtpa.com/PageView.aspx?f=GEN_GettingStarted.html
- Getting Ready for edTPA (3-part webinar series):
<https://secure.aacte.org/apps/rl/resource.php?resid=150&ref=edtpa>
- edTPA Resource Library candidate support: <https://secure.aacte.org/apps/rl/resource.php?ref=edtpa>

- Essential “Support Guide for edTPA Candidates:”
<http://www.edtpa.com/Content/Docs/edTPAMGC.pdf>
- Candidate edTPA preparation guides: www.edtpa.com
- Information about edTPA in Illinois: <http://www.isbe.net/licensure/html/higher-education.htm#tpa>

Retaking the edTPA

Candidates who do not pass the edTPA on their first attempt must contact the School of Education Assessment Coordinator, Ms. Mary Jeffery, within 24 hours following the receipt of their initial edTPA results. Given that the turnaround time for resubmitting a revised portfolio may be less than a week (see timelines that follow), it is imperative that an appointment be made to immediately meet with Ms. Jeffery, preferably within 36-48 hours after obtaining the test results. Ms. Jeffery will then determine whether a candidate needs to retake the whole edTPA or retake only one or two edTPA tasks. She will additionally review the edTPA results profile with the candidate, provide guidance in the resubmission of the portfolio, and refer the candidate for tutoring and support by faculty who are content area specialists, as appropriate.

Candidates who fail the edTPA on their first submission will be given the opportunity to resubmit their portfolios a second time, on the dates indicated below. This is the only opportunity that candidates will have to retake the edTPA, prior to BU graduation for the term specified. Candidates who must revise and retake two or more edTPA tasks may consequently have to wait until after graduation to submit their revised portfolio, due to time constraints.

❖ Fall, 2015

- edTPA Resubmission Date: November 25, 2015 [For candidates who failed on their first attempt]
- edTPA Revised Portfolio Profile Scores Received: December 17, 2015

❖ Spring, 2016

- edTPA Resubmission Date: April 28, 2016 [For candidates who failed on their first attempt]
- edTPA Revised Portfolio Profile Scores Received: May 19, 2016

Candidates who fail to pass the edTPA on their second attempt will be required to meet with their academic advisor and the School of Education Department Chair in conference, to develop an action plan for their progress to teacher licensure and their continuation in the program. Additional edTPA resources and study sessions will be provided the candidate, as appropriate.

Resources for Retaking the edTPA

- ISBE webinar and powerpoint presentation “edTPA Guidelines and Support for Teacher Candidate Retakes:” http://www.isbe.net/licensure/html/webinar_archive.htm?col5=open#EDtpa040815
- Candidate instructions for Retaking the edTPA:
<http://www.edtpa.com/Content/Docs/edTPATaskRetakeInstructions.pdf>
- Guidelines for edTPA Retake Decision-Making and Support:
<http://www.edtpa.com/Content/Docs/edTPARetakeGuidelines.pdf>
- Review of Low Scoring edTPAs and Guidance for Retakes (log-in required):
<https://secure.aacte.org/apps/rl/resource.php?resid=468&ref=edtpa>

Student Teaching Course Assessment

The edTPA is not intended to take the place of University Supervisor and Cooperating Teacher semester-long observation and assessment of student teacher candidates. While the edTPA assesses a candidate's design of a portfolio targeting a single unit of instruction conducted over 1-3 days, the student teaching course assessment measures the totality of a candidate's routine instruction and performance across the full 16-week student teaching experience (12 weeks for graduate students). Supervisors and Cooperating Teachers will consequently conduct ongoing assessments of candidates' professional dispositions and execution of teaching responsibilities, as specified in this *Student Teaching Handbook*. The creators of the edTPA clearly state that these school-based authentic observations, along with assessments embedded across the teacher preparation curriculum, ensure that candidates gain the skills and knowledge necessary to demonstrate their readiness for the classroom.

Student teaching course assessment will be principally based on the candidate's performance, accomplishments, and dispositions, as demonstrated across the entirety of the student teaching experience. Attributes assessed will include, but not be limited to: execution of ongoing classroom teacher responsibilities; quality of lesson plans for ongoing instruction, timely completion of Daily Notes and Reflections; maintenance of a student teaching 3-ring binder; demonstration of professional dispositions; and attendance at Student Teaching Seminars and meetings (see Appendix I, *Rubric for Student Teaching*). Additional student teacher tasks, skills, traits and expectations assessed are identified on pages 9-13 of this handbook. A primary assessment measure to be used is the *Assessment and Evaluation of Student Teaching Experience* (Appendix G), which provides both a midterm and final evaluation of the candidate.

All student teaching materials must be filed with the University Supervisor, during the final week of the student teaching experience, unless otherwise specified. The University Supervisor will use this information to determine candidates' student teaching grades. Once this process has been completed, the University Supervisor will file each candidate's assessment evaluations and rubrics with the School of Education (SOE). All candidates are advised to make copies of their evaluations for their records, before submitting them to their Supervisor for grading. Although it is not required that a candidate obtains a written recommendation from his or her University Supervisor and/or cooperating teacher, it is strongly advisable to do so.

Please be aware that receiving a passing grade of "C" or better in the student teaching course does not guarantee Illinois educator licensure. The student teaching grade solely reflects a candidate's performance of key student teaching experience components (e.g., routine planning and instruction; Daily Notes and Reflections; composite application of student assessment data; professional dispositions; collaborative relationships; professional responsibility and leadership; etc.) not otherwise measured by the ISBE mandated edTPA. Educator licensure will consequently require that candidates use all resources afforded them by the SOE to carefully prepare for and pass the edTPA and ...in addition to meeting the requirements for student teaching.

LISCENSURE, ENTITLEMENT AND ENDORSEMENT

Guidelines and policies regarding educator licensure, entitlement, and endorsement in Illinois can be found at the ISBE's Division of Educator Licensure website (<http://www.isbe.net/licensure/>). Additional questions regarding Illinois educator licensure should be directed to the School of Education's Licensure Officer. Please be aware that ISBE regulations are constantly changing, and the School of Education policies must adjust to meet those changes.

UNIVERSITY SUPERVISOR EXPECTATIONS AND RESPONSIBILITIES

In support of the student teaching candidate, the placement school, and the Cooperating Teacher who is working with us, the University Supervisors accept responsibility for:

- Orienting the candidate to the student teaching experience, including intended student outcomes, policies, procedures, and the responsibilities of all parties involved;
- Serving as a mentor to the candidate, in order to ensure a quality student teaching experience;
- Providing the Cooperating Teacher with a brief orientation to BU's student teaching experience, during the first two weeks of the experience;
- Providing a minimum of 5-6 quality supervisory visits spread across the experience;
- Conducting an additional site visit to assist the candidate with edTPA videotaping;
- Reviewing and constructively critiquing the candidate's daily lesson plans and *Daily Notes and Reflections*, at least weekly, and providing prompt, constructive feedback;
- Reviewing the Student Teaching Binder at each visit, including the candidate's lesson plans, Daily Notes and Reflections, and resource materials and documents;
- Completing a *Student Teacher Observational Performance Assessment* form, signed by the University Supervisor and the candidate, at each visit;
- Ensuring the timely completion of all assessments and evaluations completed by the candidate and the Cooperating Teacher;
- Appraising the candidate's *edTPA Completion Checklist for Student Teachers* during each site visit, to ensure that the candidate's edTPA portfolio progress is proceeding on schedule;
- Completing a *Candidate Growth Plan for Remediation* and alerting the Director of Student Placement, at the very onset of problematic behavior. The issuance of this plan will further necessitate placing a related an Early Warning notice in the candidate's BU file on PeopleSoft;
- Conducting a 3-way (candidate-Cooperating Teacher-Supervisor) conference half-way through (midterm) and during the last two weeks of the experience (final), to discuss the candidate's progress, performance, and dispositions;
- Conducting 3-way conferences periodically during the experience, to celebrate the candidate's successes and to discuss concerns that any persons may have.
- Conducting routine conferences with the cooperating teacher(s) and the candidate regarding candidate performance;
- Serving as a liaison and resource person between the cooperating school and the University, which includes providing supportive assistance to school personnel and visiting appropriate school administrators;
- Attending and participating in all Student Teaching Seminars that present edTPA information, as well as seminars that entail student teacher-supervisor conferences;
- Observing and evaluating the candidate's edTPA mini presentation and handout;
- Completing a *Professional Behaviors (Dispositions) for Teacher Preparation* evaluation of the candidate, during the last two weeks of the student teaching experience; and
- Providing an overall student teaching experience evaluation of the candidate (refer to page 17 and Appendix I), and then reviewing the evaluation with the candidate;

COOPERATING SCHOOL AND TEACHER EXPECTATIONS AND RESPONSIBILITIES

Benedictine University and its students have always depended upon the expertise and support of the schools and teachers who give so generously to our programs and students. Over time, we have come to know that the following tasks will be accomplished for and with our student teachers:

For the Cooperating School

- Provide assurance by the school Principal that student teaching conducted at the school is done under the active supervision of a tenured cooperating teacher who is licensed and qualified to teach in the area assigned, has three (preferably five) years of teaching experience in a public school or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), has received a proficient or above performance rating in his or her most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching, as per ISBE Administrative Code 25.620 (<http://www.isbe.net/rules/archive/pdfs/25ark.pdf>);
- In the event that a candidate works with two or more Cooperating Teachers, designate one individual to serve as the primary supervisor and Cooperating Teacher; and
- Orientate the candidate to performance expectations, the school setting, and to faculty, and staff.

For the Cooperating Teacher

- Acquaint the student teacher candidate with your classroom and talk to your students ahead of time about the second teacher who will be joining the class;
- Serve as a mentor to the candidate, guiding and supporting them and fostering their success;
- Schedule a daily and/or weekly time when you and your student teacher can meet to plan together and to talk about what has been—and will be—going on in the classroom;
- Provide opportunities for the candidate to participate in a wide range of experiences related to the Cooperating Teacher's role. These in-class and out-of-class tasks may include the following:
 - Perform classroom organizational and clerical activities;
 - Instruct individual pupils, small groups, and whole class activities;
 - Identify and employ curriculum materials and media to facilitate appropriate lesson plans;
 - Assist with the design of experiences for pupils who are English Language Learners, culturally diverse, gifted, and those who have disabilities;
 - Adapt curriculum, instruction, and materials to meet the unique needs of individual pupils;
 - Create and develop lesson plans and classroom instruction;
 - Prepare instructional materials and evaluate student achievement;
 - Identify and assess learner outcomes;
 - Self-assess/self-evaluate teaching (which may include videotaping teaching experience);
 - Assist with supervisory responsibilities associated with all facets of the teacher's role;
 - Assume the total role of the teacher for at least four to six full weeks; and
 - Have school and extracurricular experiences supportive of instruction (e.g., interact with school administrators and other professional personnel; participate in all school events; attend faculty meetings; attend teacher training institutes; observe other classes; interact with parents; interact with school support personnel; etc.).
- Provide the candidate with systematic and ongoing constructive feedback regarding lesson planning, teaching, performing as a professional, and other responsibilities of a teacher;

- Participate in post-observation conferences with the candidate and the University Supervisor, as feasible and appropriate;
- Communicate with the University Supervisor on the candidate's performance and achievements, share ideas and suggestions, and collaborate on the candidate's final grade;
- Monitor and support the candidate's successful completion of the *Teacher Performance Assessment* (edTPA);
- Provide feedback to the University regarding the overall preparation of the student teacher to perform via completion of an *Assessment and Evaluation of Student Teaching Experience* form, both halfway through the experience (midterm) evaluation and during the last two weeks of the experience (final evaluation); and
- Complete a *Professional Behaviors (Dispositions) for Teacher Preparation* evaluation of the candidate, during the last two weeks of the student teaching experience.
- Write a recommendation for the candidate's credential file, if requested and if amenable.

GENERAL POLICIES AND PROCEDURES

Academic Honesty and Ethical Behavior

Candidates who compromise the integrity of the student teaching experience are subject to **disciplinary action**, on the part of the School of Education and the University. Violations of integrity include:

- Forgery, falsification, or alteration of any documents pertaining to academic records;
- Plagiarism or using the work of others as one's own;
- Cheating in any form, whether in formal examinations or elsewhere; and,
- Disruptive behavior in a course of study or abusiveness toward faculty, University Supervisors, Cooperating Teachers, students, or personnel at a school placement site

Student Teacher Experience Dress Code

The professional status of a candidate as a teacher is, in part, determined and reinforced by appropriate dress and appearance. Your students will learn from the example you set. We further believe that there is a direct correlation between appropriate dress and how others perceive the individual, as well as the organization represented by the individual. Always remember that everything you do during your student teaching experience reflects not only on you, but also on this University.

Inappropriate clothing, paraphernalia, jewelry, accessories, bodily adornments, grooming, or personal hygiene habits that are in any way disruptive or potentially distracting to students and/or others in the learning environment are discouraged. Some examples of these include, but are not limited to:

- Visible tattoos and/or body piercings (except earrings);
- See-through clothing or fishnet fabrics, halter-tops, spaghetti strap tops, off the shoulder or low-cut tops, bare midriff tops, and low cut/hip hugger pants;
- Tight or form-fitting clothing, such as leggings and spandex tops and pants;
- T-shirts, sports jerseys, and sweatshirts;
- Jeans and denim pants;
- Sandals, flip flops, and sports shoes, as well as sneakers (which may only be worn by PE majors)
- Excessive jewelry that may be disruptive to students and the learning environment; and
- Fingernails that are distracting in appearance due to length or decoration.

The overall guidepost for student teacher dress and appearance is to come to school each day dressed as though you were having a job interview. Your appearance and demeanor may well be your first step to an interview and can be influential in your being hired in the future.

Academic Accommodations for Religious Obligations

A candidate whose religious obligation conflicts with a requirement within the student teaching experience should discuss this conflict with the University Supervisor and Cooperating Teacher. Should an accommodation be deemed warranted, students must make such requests in writing by the end of the second week of the student teaching experience.

Termination of Placement

In the event that a student teacher candidate does not complete his or her student teaching experience, either by a decision of the cooperating school, the University, or the individual student teacher, the candidate must arrange a meeting with the School of Education Chair and Director of Student Placement, to determine the appropriate steps to be taken regarding the situation.

The following list includes, but is not limited to, possible reasons for termination of a student teaching placement:

- Unprofessional behavior;
- Frequent absences;
- Frequency of arriving late and/or leaving early;
- Insubordination to school and/or University personnel;
- Failure to comply with directives of the Cooperating Teacher(s) and/or the University Supervisor;
- Failure to conform to school policies;
- Ineffective teaching performance;
- Failure to complete lesson plans and/or Daily Notes and Reflections in a timely manner; and/or
- Failure to adhere to the BU code of conduct for students, as detailed in the *BU Student Handbook* (<http://www.ben.edu/student-life/upload/Student-Handbook.pdf>).).

If a student teacher's experience is terminated for any reason (voluntary or involuntary), the candidate must withdraw from the course, as required by University policy. A second placement will subsequently not be sought for that student, during the term in which the termination occurs.

As noted in the BU Undergraduate and Graduate Course Catalogs, a student can withdraw from the student teaching course with a grade of "W" up to the end of the 12th week of classes for a 15-week course (or the end of the seventh week for an 8-week class). A student who wishes to withdraw from the University during the semester must contact the Student Success Center (<http://www.ben.edu/student-life/student-success-center/index.cfm>) and follow the prescribed steps through completion. Withdrawals must subsequently be done using MyBenU or in person at Enrollment Services (Ben Central). A student who plans to return within two full academic years to complete their student teaching experience must file a *Leave of Absence Request Form* with the Registrar's Office (<http://www.ben.edu/registrar/>).

Students who elect to terminate their placement due to circumstances beyond their control (e.g., a severe illness; death of a close relative) will be granted a second placement during a subsequent semester. Students who are terminated by their placement school will not be provided a second placement, until such time as they successfully complete an individually prescribed remediation program.

Governing Policies

The following two policies govern all student teaching situations, and all participating parties must observe them scrupulously:

- The student teacher may not receive remuneration for the student teaching experience.
- The student teacher may not serve as a substitute for the regular teacher. However, he or she may assume responsibility for the class in the Cooperating Teacher's absence, if judged capable by a school administrator, and if a qualified substitute teacher is assigned and present.

CONCLUDING STATEMENT

To Our Cooperating Schools and Teachers:

Benedictine University wishes to thank you for your investment of time and effort on our students' behalves. We hope your relationship with our student teacher candidates is both satisfying and productive. Our graduates report that student teaching was the most important component of their teacher training. Successful student teaching is the gateway to a rewarding profession and career. The faculty and staff of the Benedictine University School of Education, in collaboration with schools and classroom teachers, conscientiously work to make the student teaching experience both productive and enjoyable for each of our candidates.

APPENDICES

BENEDICTINE UNIVERSITY
STUDENT TEACHING SCHEDULE: TIME RECORD

STUDENT TEACHER _____ STUDENT PHONE _____

STUDENT E-MAIL _____

COOPERATING SCHOOL _____ TOWN _____

COOPERATING TEACHER _____ ROOM _____ GRADE _____ PHONE _____

PLEASE INDICATE ESTIMATED MILES FROM BENEDICTINE UNIVERSITY TO YOUR SCHOOL ONE WAY _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

STUDENT TEACHER AND PLACEMENT INFORMATION

For University Supervisor

Please complete this form and hand in to your University Supervisor at the first Student Teacher Seminar. [If you have two placements, please complete a form for each placement.]

Name _____

Address _____

Email _____

Cell Phone _____

Home Phone _____

Name of School where you are student teaching _____

Address _____

Phone _____

Location of the main entrance or door that should be used _____

Directions to the School from Benedictine University (include mileage and directional landmarks, such as names of stores at key street corners; large signs, significant sites; etc.)

Name of Cooperating Teacher(s) _____

Phone number of Cooperating Teacher(s) _____

Email address(s) _____

Grade level _____ **Subject(s)** _____

Dates of student teaching at this location

First Day: _____ **Last Day:** _____

Name of Discipline/Subject Supervisor (if applicable) _____

Phone and Email address _____

SECONDARY EDUCATION

Student Teacher Observation Information Sheet

Please complete this form **AT LEAST 6 Weeks** into your student teaching experience.

E-mail or drop off to the BU content area supervisor within your major.

Name _____ E-Mail Address _____

Day Phone Number _____ Cell Phone Number _____

Name of middle/high school where you are student teaching _____

School phone number _____

School Address _____

Location of the main entrance or door that should be used _____

Location of the Visitor parking spots _____

Directions to the middle/high school from Benedictine University, including mileage and directional landmarks (e.g., stores at key street corners; large signs, significant sites ; etc.)

Total mileage from Benedictine University to the middle/high school _____

Average driving time from Benedictine University to the middle/high school _____

Name of school Cooperating Teacher _____

Phone number of Cooperating Teacher _____

Name of University Supervisor _____

Phone number of University Supervisor _____

Names of the classes you are teaching, start and stop times, days of the week, and room numbers for each course.

Last date of student teaching _____

Holidays, vacations, non-school days, test dates _____

Have a copy of the Evaluation Form ready on the day of the observation. Thank you.

DAILY NOTES AND REFLECTIONS

Student Teacher:

Date:

School:

Summarize what you did, saw, and learned today.

Identify 2-3 Illinois Professional Teaching Standards targeted by today's instruction.	
Describe activities which occurred today that address the Teaching Standards identified above.	
Describe the impact of the instruction and activities (that you saw and/or conducted) on student learning	
Identify 2-3 additional strategies you would recommend to enhance student learning (specific to what you did and/or saw).	
Describe additional activities of "note" that occurred today (i.e., something that caught your attention).	
General comments and observations about what you did and saw today:	

BENEDICTINE UNIVERSITY SCHOOL OF EDUCATION

Student Teaching Lesson Plan

Instructor: _____

Date: _____

Lesson/Activity: (Brief Statement)	
Common Core/ Illinois Learning Standards:	Identify specific Illinois Learning Standards (http://www.isbe.net/ils/) targeted by the lesson (e.g., 1.A.3b Analyze the meaning of words and phrases in their context.)
Learner Objectives:	[Objectively describe the specific skills, concepts and strategies that are targeted for students to learn via this lesson. Consider how knowledge and skills learned via the lesson will be applied in the future, including in real word contexts. Address <u>WHY</u> you are teaching this lesson]
Teaching Materials:	[Identify specific instructional materials, curricular resources, and technologies that will be used in this lesson. Cite the sources of materials used (e.g., teacher manual, website, curriculum guide, media; technology program, etc.)]
Setup/ Preparation	[List specific things you must do to prepare (e.g., reminders to students, listing steps on the board, distributing materials etc.).]
Assessment and Documentation of Student Performance	Formative (documentation of student performance and understanding during the lesson): Summative (data/evidence collected at the end of the lesson that evaluates the impact of the lesson on student learning):
Lesson Introduction	[Identify a brief activity at the beginning of the lesson used to effectively engage all students' attention and focus their thoughts on the lesson's learning objectives. Include specific statements, procedures or demonstrations you will do to focus student attention, activate prior knowledge and clearly state lesson objective.]
Instructional Activities	[List the sequence of planned instruction, including relevant vocabulary. Include how you will develop students' understanding through the use of strategies such as modeling, explanations, demonstrations, and linking prior learning to new instruction.]
Conclusion / Culminating Activity	[Describe "culminating/wrap-up" activity and Include restatement of lesson objective and vocabulary, directions for cleanup, and expected behavior when complete. When possible, have students independently apply knowledge and skills learned via the lesson]
Differentiation of Instruction	[Describe adaptations in curricula and instruction such as input, output, time, level of difficulty, level of support and/or degree of participation, as pertinent to your students. Identify strategies that will be used to identify and respond to students' diverse learning needs and abilities.]
Self- Assessment and Reflection	What was the impact of the lesson on student learning? What went well and why? What did not go well and why: What unexpected things happened and how did I respond? What will I do next time to improve the lesson and student outcomes?

BENEDICTINE UNIVERSITY SCHOOL OF EDUCATION
Student Teacher Observational Performance Assessment

Candidate: _____ **Date:** _____

Observer: _____ **School:** _____

Activities/Content Observed: _____

Please indicate in the space provided, if there was no opportunity to observe an evaluation focus area.

Evaluation Focus	Observations, Recommendations & Comments
Fidelity in Lesson Plan Implementation	
Instructional Delivery & Learner Engagement	
Use of Academic Language	
Display of Content Area & Pedagogical Knowledge	
Differentiation of Instruction to Meet Observed Learner Needs	
Responsiveness to Learner Comprehension & Understanding of Instruction	
Student Encouragement & Use of Proactive Interventions & Positive Behavioral Supports	

Student Teacher Observational Performance Assessment (continued)

Evaluation Focus	Observations, Recommendations & Comments
Effective Time & Materials Management	
Effective Use of Cooperative Learning & Independent Work	
Use of Technology to Support Instruction	
Use of Printed, Visual, & Auditory Materials, Cues & Supports in Delivery of Instruction	
Integration of Reading, Writing & Oral Communication in Content Instruction	
Learner Assessment & Progress Monitoring	
Collaboration & Rapport with School Personnel & Students	
Professional Behavior & Leadership	
General Comments	

Signature of University Supervisor:

Date

Signature of Cooperating Teacher:

Date

Signature of candidate:

Date



BENEDICTINE UNIVERSITY SCHOOL OF EDUCATION

ASSESSMENT AND EVALUATION OF STUDENT TEACHING EXPERIENCE

Benedictine University educators are effective practitioners, committed to scholarship, lifelong inquiry, leadership and social responsibility.

Student Name: _____

Date of Assessment: _____

Semester of Experience: _____

School _____

Cooperating Teacher _____ University Supervisor _____

Evaluation

University Supervisor Midterm: _____

Cooperating Teacher Midterm: _____

Candidate Self-Evaluation Midterm: _____

University Supervisor Final: _____

Cooperating Teacher Final: _____

Candidate Self-Evaluation Final: _____

Note: The University Supervisor, Cooperating Teacher(s), and Candidate should complete and submit a midterm evaluation of the candidate's performance and behavior approximately halfway through the student teaching experience. Each should subsequently submit a final evaluation, during the last two weeks of the student teaching experience.

DIRECTIONS: Please indicate in the correct rating box (1-5) to what extent the following descriptors are observed during the student's instruction. It is extremely important that ratings be clearly entered in the center of the appropriate box, not on the line between boxes. Comments can be made following each standard area, as well as at the end of the evaluation. Please use the following rating scale as a guide: 0 = Lack for basis of judgment at this time; 1 = No progress toward competency at a pre-service teaching level; 2 = Minimal competency at a pre-service teaching level; 3 = Approaching competency at a pre-service teaching level; 4 = Demonstrates competency at a pre-service teaching level; 5 = Exceeds competency at a pre-service teaching level. On final evaluations, all performance indicators should be rated 1 to 5 (i.e., there should be no ratings of "N").

1. Teaching Diverse Learners: (Scholarship; Lifelong Inquiry; Leadership; Social Responsibility)	0	1	2	3	4	5
Ability to adjust time and tasks to meet needs of all students.						
Modifies content to meet needs of all students.						
Models and fosters a climate of respect, acceptance and community.						
Uses cultural diversity to enrich instruction.						
Identifies student needs and employs a variety of methods to address the needs (e.g., multiple intelligences, learning styles, and performance modes).						
Comments:						
2. Content Area & Pedagogical Knowledge: (Scholarship; Lifelong Inquiry)	0	1	2	3	4	5
Displays an understanding of major discipline concepts.						
Uses inquiry processes.						
Use multiple explanations and examples to present key ideas.						
Makes connections to other subjects and real life.						
Designs learning experiences that integrate technology.						
Comments:						

3. Planning for Differentiated Instruction: (Scholarship; Lifelong Inquiry)	0	1	2	3	4	5
Evidences high but appropriate expectations for student accomplishment.						
Incorporates experiences into instructional practices that relate to a student's life.						
Learning experiences planned meet the needs of all students in the class.						
Each lesson plan indicates timing/pacing and multiple learning activities.						
Learning objectives for the lesson are clearly stated.						
Each lesson plan indicates methods of checking for understanding and evaluation of student comprehension of instruction.						
Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.						
Accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement.						
Reflection is used in the planning process.						
Comments:						
4. Learning Environment (Scholarship; Leadership; Social Responsibility)	0	1	2	3	4	5
Creates an atmosphere of community that is conducive to learning for all.						
Students work cooperatively and productively in groups.						
Encourages and motivates students to be responsible.						
Manages time, materials and space effectively (smooth transitions, clear directions etc.).						
Provides opportunities to work collaboratively and independently.						
Comments:						
5. Instructional Delivery: (Scholarship; Lifelong Inquiry; Social Responsibility)	0	1	2	3	4	5
Uses correct and appropriate language.						
Explains objective(s) of the lesson.						
Implements an anticipatory set.						
Uses alternative explanations to assist student understanding.						
Prepares examples that show linkages to past learning and real life.						
Asks questions that go beyond the recall level of knowledge.						
Adjusts instruction based upon student responses.						
Uses technology to support instruction.						
Provides closure at the end of the lesson.						
Takes a variety of instructional modes: e.g., instructor, facilitator, coach audience.						
Comments:						

6. Reading, Writing, & Oral Communication: (<i>Scholarship; Lifelong Inquiry</i>)	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student.						
Facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content.						
Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies appropriate to the content.						
Teaches students to analyze, evaluate, synthesize, and summarize information in text.						
Teaches students to develop written text appropriate to the content areas.						
Integrates reading, writing, and oral communication to engage students in content learning.						
Stimulates discussion in the content areas for varied instructional and conversational purposes.						
Comments:						
7. Assessment: (<i>Lifelong Inquiry; Social Responsibility</i>)	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Understands assessment as a means of diagnosing, remediating and improving instruction.						
Uses Illinois Academic Standards as an assessment guide.						
Uses assessment as a tool of reflection and content modification.						
Displays the ability to select, construct and use assessment strategies to improve instruction.						
Demonstrates the ability to identify student learning needs.						
Demonstrates the ability to develop learning strategies to address diagnosed needs.						
Works to involve students in self-assessment.						
Keeps accurate records of student work and performance.						
Communicates progress to students, parents and administration in a knowledgeable and responsible manner.						
Comments:						
8. Collaborative Relationships (Leadership; Social Responsibility)	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Understands the place of school in the community.						
Understands the need for collaboration and cooperation.						
Practices collaborative skills.						
Seeks and uses community resources.						
Works to develop positive rapport with students, parents and colleagues.						
Initiates collaboration with others to create opportunities that enhance student learning.						
Uses digital tools and resources to promote collaborative interactions.						
Uses effective co-planning and co-teaching techniques to deliver instruction to each student.						
Participates in the design and implementation of individualized instruction for students with special needs.						
Comments:						

9. Professional Leadership & Advocacy: (Leadership; Social Responsibility)	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Is punctual and responsible.						
Dress in an appropriate manner.						
Understand and respects school organization and policy.						
Is open and respectful when constructive criticism is offered						
Consistently follows recommendations offered by cooperating teacher and university supervisor						
Demonstrates flexibility, cooperation, enthusiasm and initiative.						
Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.						
Understands and practices reflective self-assessment.						
Participates in professional dialogue and is interested in continuous learning.						
Willingly shares knowledge and skills with others.						
Understands teacher's role as student advocate.						
Comments:						

Required Attachments: The University Supervisor, Cooperating Teacher(s) and Candidate should each independently select and submit one of the candidate's lesson plans that he or she believes to be most representative of the candidate's best work. For the midterm evaluation, select a lesson plan created over the prior 1-3 weeks that you personally believe to be indicative of the candidate's best work. For the final evaluation, select a lesson plan created during the time when the candidate had full teaching and planning responsibilities that you personally believe to be indicative of the candidate's best work. The selected lesson plan should subsequently be submitted with the corresponding candidate (midterm and final) evaluation form.

Signature of University Supervisor:

Date

Signature of Cooperating Teacher:

Date

Signature of candidate:

Date

General Comments:

To be completed by the University Supervisor ONLY, at midterm and at completion of the student teaching experience:

_____ Student demonstrates competency at a pre-service teaching level.
Special strengths include:

_____ Student needs to improve in the following area(s):

Overall Performance Evaluation

Teaching and overall school performance reflect a high level of commitment, preparedness, and effort.

1
Low/Unsatisfactory

2

3
Moderate/Basic

4

5
High/Distinguished

BENEDICTINE UNIVERSITY

EdTPA PORTFOLIO PRESENTATION GUIDELINES

edTPA Presentation Handout Requirements

Every candidate is required to write a two to three page handout that contains the following components. The completed handouts (electronic or hard copy) must be turned in to Dr. Writer by 2:00 p.m. on the weekday directly preceding the day of the presentations. See the rubrics that follow for additional requirements.

1. **Context for Learning:** Describe student teaching placement school assignment. Include information regarding building level (elementary, Middle, or High) and grade level of your experience. Also include information regarding your subject areas of instruction and the general characteristics of the students you taught. For confidentiality purposes do not list the name of the school district or any person (student, faculty, parents, etc.).

Components: 1) placement assignment; 2) building and grade level; 3) subject areas of instruction; 4) general characteristics of students taught

2. **Planning:** Describe the choices you made in the selection of instructional strategies and how are linked to research and evidenced based practices.

Components: 1) choices you made in selection of strategies; 2) how strategies are supported by research; and 3) how strategies are linked to evidence-based practices

3. **Instruction:** Describe the strategies used to promote active student engagement and a positive learning environment.

Components: 1) strategies used to promote active student engagement; and 2) strategies used to foster a positive learning environment.

4. **Assessment:** Provide an overview of the assessment strategies you employed during your lesson and summarize how you evaluated their impact on student learning.

Components: 1) overview of assessment strategies; and 2) summary of ways in which the impact of the lesson on student learning was evaluated.

5. **Reflection:** Based upon what you learned in the execution of your lesson, what would you do differently in the future and why?

Components: 1) what would you do differently in regard to your lesson; and 2) why would you make the changes you specified.

edTPA Presentation

You will be allowed 10 minutes to present an overview of your target lesson. Your presentation should address components two through five above (planning through reflection), along with a brief video clip of your lesson. Organize your presentation according to the time allotments listed below.

- Video Clip Excerpt from the Target Lesson – 2 minutes
- Planning – 2 minutes
- Instruction – 2 minutes
- Assessment – 2 minutes
- Reflection – 2 minutes

Benedictine University edTPA Presentation Handout Rubric

Name: _____

Evaluator: _____

Date: _____

	1	2	3	4	5
Context for Learning	<ul style="list-style-type: none"> • 3 or more required components missing. • No narrative. 	<ul style="list-style-type: none"> • 1-2 required components missing. • 1 paragraph lacking detail. 	<ul style="list-style-type: none"> • All required components included. • 1 paragraph with minimal detail. 	<ul style="list-style-type: none"> • All required components included. • 1 paragraph with some detail. 	<ul style="list-style-type: none"> • All required components included. • 1-2 detailed paragraphs.
Planning	<ul style="list-style-type: none"> • 2 or more required components missing. • No narrative. 	<ul style="list-style-type: none"> • 1 required component missing. • 1 paragraph lacking detail.. 	<ul style="list-style-type: none"> • All required components included. • 1 paragraph with minimal detail. 	<ul style="list-style-type: none"> • All required components included. • 2 paragraph with some detail. 	<ul style="list-style-type: none"> • All required components included. • 3 detailed paragraphs.
Instruction	<ul style="list-style-type: none"> • Neither required component addressed. • No narrative. 	<ul style="list-style-type: none"> • 1 required component missing. • 1 paragraph lacking detail. 	<ul style="list-style-type: none"> • All required components included. • 1 paragraph with minimal detail. 	<ul style="list-style-type: none"> • All required components included. • 2 paragraph with some detail. 	<ul style="list-style-type: none"> • All required components included. • 3 detailed paragraphs.
Assessment	<ul style="list-style-type: none"> • Neither required component addressed. • No narrative. 	<ul style="list-style-type: none"> • 1 required component missing. • 1 paragraph lacking detail. 	<ul style="list-style-type: none"> • All required components included. • 1 paragraph with minimal detail. 	<ul style="list-style-type: none"> • All required components included. • 2 paragraph with some detail. 	<ul style="list-style-type: none"> • All required components included. • 3 detailed paragraphs.
Reflection	<ul style="list-style-type: none"> • Neither required component addressed. • No narrative. 	<ul style="list-style-type: none"> • 1 required component missing. • 1 paragraph lacking detail. 	<ul style="list-style-type: none"> • All required components included. • 1 paragraph with minimal detail. 	<ul style="list-style-type: none"> • All required components included. • 2 paragraph with some detail. 	<ul style="list-style-type: none"> • All required components included. • 2-3 detailed paragraphs.

Point Total: _____ (out of 25)

Benedictine University edTPA Presentation Rubric

Name: _____

Evaluator: _____

Date: _____

	1	2	3	4	5
Planning	<ul style="list-style-type: none"> • 2 or more required components missing within the presentation. 	<ul style="list-style-type: none"> • 1 required component missing within the presentation. 	<ul style="list-style-type: none"> • All required components addressed with minimal detail. 	<ul style="list-style-type: none"> • All required components addressed with some detail. 	<ul style="list-style-type: none"> • All required components addressed in detail within the presentation.
Instruction	<ul style="list-style-type: none"> • Neither required component addressed within the presentation. 	<ul style="list-style-type: none"> • 1 required component missing within the presentation. 	<ul style="list-style-type: none"> • All required components addressed with minimal detail. 	<ul style="list-style-type: none"> • All required components addressed with some detail. 	<ul style="list-style-type: none"> • All required components addressed in detail within the presentation.
Assessment	<ul style="list-style-type: none"> • Neither required component addressed within the presentation. 	<ul style="list-style-type: none"> • 1 required component missing within the presentation. 	<ul style="list-style-type: none"> • All required components addressed with minimal detail. 	<ul style="list-style-type: none"> • All required components addressed with some detail. 	<ul style="list-style-type: none"> • All required components addressed in detail within the presentation.
Reflection	<ul style="list-style-type: none"> • Neither required component addressed within the presentation. 	<ul style="list-style-type: none"> • 1 required component missing within the presentation. 	<ul style="list-style-type: none"> • All required components addressed with minimal detail. 	<ul style="list-style-type: none"> • All required components addressed with some detail. 	<ul style="list-style-type: none"> • All required components addressed in detail within the presentation.
Presentation of Video Clip	<ul style="list-style-type: none"> • Video clip encompassed only 1 lesson aspect targeted. • Presentation of clip was unorganized lacked relevance to the lesson. 	<ul style="list-style-type: none"> • Video clip encompassed 2 lesson aspects targeted. • Presentation of clip lacked organization 	<ul style="list-style-type: none"> • Video clip encompassed 3 lesson aspects targeted. Presentation of clip was minimally organized. 	<ul style="list-style-type: none"> • Video clip encompassed all four lesson aspects targeted. • Presentation of clip was somewhat lacking in organization and detail. 	<ul style="list-style-type: none"> • Video clip encompassed all four lesson aspects targeted above (planning; instruction; assessment; and reflection). • Presentation of clip appeared well organized with attendance to detail.

Point Total: _____ (out of 25)

Candidate Name: _____

Date: _____

Education Major: _____

Evaluator: _____

Rubric for Student Teaching

(700 Points Maximum)

	Does Not Meet Expectations (0%-59%)	Minimally Meets (60%-69%)	Meets (70%-79%)	Exceeds (80%-89%)	Far Exceeds Expectations (90%-100 %)	Score
Assessment & Evaluation of ST Experience (300 Points)	Composite performance evaluation ratings average less than 3.0. (45-50 points)	Composite performance evaluation ratings average 3.0-3.4. (45-50 points)	Composite performance evaluation ratings average 3.5-3.9. (36-38 points)	Composite performance evaluation ratings average 4.0-4.4. (45-50 points)	Composite performance evaluation ratings average 4.5-5.0. (45-50 points)	_____ pts. Comments:
Routine Lesson Plans (100 Points)	<i>Lesson plans are frequently incomplete</i> and indicate a <i>low understanding</i> of the lesson plan components. <i>Does not adjust</i> instruction according to student needs. <i>Rarely</i> provides lesson plans to coop. teacher and supervisor in advance of the lesson. (0-59 points)	<i>Lesson plans are sometimes incomplete</i> and indicate a <i>minimal understanding</i> of the lesson plan components. <i>Rarely adjusts</i> instruction according to student needs. <i>Occasionally</i> provides current lesson plans to coop. teacher and supervisor in advance of the lesson (60-69 points)	<i>Lesson plans are generally complete</i> and indicate a <i>moderate understanding</i> of the lesson plan components. <i>Addresses most components and frequently adjusts</i> instruction according to student needs. <i>Largely</i> provides current lesson plans to coop. teacher and supervisor in advance of the lesson (70-79 points)	<i>Lesson plans are complete</i> and indicate a <i>good understanding</i> of the lesson plan components. Thoroughly addresses <i>all components</i> and <i>typically adjusts</i> instruction according to student needs. <i>Usually</i> provides current lesson plans to coop. teacher and supervisor in advance of the lesson (80-89 points)	<i>Daily lesson plans are complete</i> and indicate an <i>in-depth and thorough understanding</i> of the plan components. Thoroughly addresses <i>all components</i> and <i>consistently adjusts</i> instruction according to student needs. <i>Consistently</i> provides current lesson plans to coop. teacher and supervisor in advance of the lesson (90-100 points)	_____ pts. Comments:
Daily Notes & Reflections (100 Points)	<i>Evidences very minimal</i> thought and effort while addressing <i>some</i> of the components of the Daily Notes and Reflections. <i>Does not connect or apply</i> information from one entry to the next. (0-59 points)	<i>Evidences minimal</i> thought and effort while addressing <i>most</i> of the components of the Daily Notes and Reflections. <i>Rarely connects and applies</i> information from one entry to the next (60-69 points)	<i>Inconsistently evidences careful thought and effort</i> while addressing <i>most</i> components of the Daily Notes and Reflections . <i>Occasionally connects and applies</i> information from one entry to the next. (70-79 points)	<i>Typically evidences critical thought and effort</i> while addressing <i>all six</i> components of the Daily Notes and Reflections. <i>Regularly connects and applies</i> information from one entry to the next. (80-89 points)	<i>Consistently evidences insightful, critical thought and effort</i> while addressing <i>all six</i> components of the Daily Notes and Reflections. <i>Consistently connects and applies</i> information from one entry to the next. (90-100 points)	_____ pts. Comments:

	Does Not Meet Expectations (0%-59%)	Minimally Meets (60%-69%)	Meets (70%-79%)	Exceeds (80%-89%)	Far Exceeds Expectations (90%-100 %)	Score
Student Teaching Seminars & Required Meetings and Professional Behavior (50 Points)	<i>Seldom</i> attends Student Teaching Seminars and meetings. Infrequently follows recommendations of Cooperating Teacher and Supervisor. Rarely demonstrates behavior that reflects honesty, integrity, personal responsibility, and/or respect (0-29 points)	<i>Infrequently</i> attends Student Teaching Seminars and meetings. Inconsistently and/or unreliably follows recommendations of the Cooperating Teacher and/or Supervisor. Inconsistently demonstrates behavior that reflects honesty, integrity, personal responsibility, and respect. (30-34 points)	<i>Generally</i> attends scheduled Student Teaching Seminars and meetings. Sometimes follows recommendations of Cooperating Teacher and Supervisor. Frequently demonstrates professional behavior that reflects honesty, integrity, personal responsibility, and respect. (36-38 points)	<i>Usually</i> attends scheduled Student Teaching Seminars and meetings. Usually follows recommendations of Cooperating Teacher and University Supervisor. Typically demonstrates professional behavior that reflects honesty, integrity, personal responsibility, and respect. (40-44 points)	<i>Consistently</i> attends all scheduled Student Teaching Seminars and meetings. Reliably follows recommendations of Cooperating Teacher and Supervisor. Continually demonstrates professional behavior that reflects honesty, integrity, personal responsibility, and respect. (45-50 points)	_____ pts. Comments:
Professional Dispositions (50 Points)	Composite Professional Dispositions Evaluation ratings average less than 2.0. (0-29 points)	Composite Professional Dispositions Evaluation ratings average 2.0-2.4. (30-34 points)	Composite Professional Dispositions Evaluation ratings average 2.5-2.9. (36-38 points)	Composite Professional Dispositions Evaluation ratings average 3.0-3.4. (40-44 points).	Composite Professional Dispositions Evaluation ratings average 3.5-4.0. (45-50 points)	_____ pts. Comments:
Student Teaching Ring Binder (50 points)	The binder was poorly organized and lacked clear sections for content (e.g., lesson plans, Daily Notes, learner assessments), and/or contained minimal or no resource materials, tools, and forms obtained from the Cooperating Teacher, school, district, or other sources The binder was typically not up to date and/or not made readily available to the Supervisor, at and the Cooperating Teacher (0-29 points)	The binder did not have clear sections for content (e.g., lesson plans, Daily Notes and Reflections, learner assessments), and/or contained few resource materials, teacher tools, and forms obtained from the Cooperating Teacher, or other sources The binder was often not up to date and/or not made readily available to the Supervisor, and the Cooperating Teacher (30-34 points)	The binder has sections for student lesson plans, Daily Notes and Reflections, learner assessments, and a moderate amount of resource materials, teacher tools, and forms obtained from the Cooperating Teacher, school, district, or other sources The binder was sometimes not up to date and/or not made available to the Supervisor, at each visit and/or to the Cooperating Teacher on most days (35-39 points)	The binder has sections for student lesson plans, Daily Notes and Reflections, learner assessments, and a variety of resource materials, teacher tools, and forms obtained from the Cooperating Teacher, school, district, and other sources The binder was usually up to date and typically made available to the Supervisor, at each supervisory visit and to the Cooperating Teacher on most days. (40-44 points)	The binder has sections for student lesson plans, Daily Notes and Reflections, learner assessments, and a wide range of resource materials, teacher tools, and forms obtained from the Cooperating Teacher, placement School, district, and other sources The binder was up to date and made available to the Supervisor, at each supervisory visit and to the Cooperating Teacher at all times. (45-50 points)	_____ pts. Comments:
Portfolio Handout & Presentation (50 Points)	[Enter Combined Score from Separate Handout + Presentation Rubrics] (0-29 points)	(30-34 points)	(35-39 points)	(40-44 points)	45-50 points)	_____ pts. Comments:

Far Exceeds Expectations = 630-700 pts. **Exceeds** = 560-629 pts. **Meets**= 490-559 pts. **Minimally Meets** = 420-489 pts. **Does Not Meet Expectations** = 0-419 pts.

Signature of University Supervisor: _____

Date _____

ILLINOIS PROFESSIONAL TEACHING STANDARDS

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

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

#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 a

n ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

BENEDICTINE UNIVERSITY
SUGGESTED WEEKLY ACTIVITY SCHEDULE FOR STUDENT TEACHERS
Undergraduate Program – 16 weeks

WEEK ONE:

Initial introduction to the class and school; Student Teacher is to gain knowledge of the class and pupils; may help individual pupils; may perform assigned duties.

WEEK TWO:

Student Teacher will continue as above. Discuss long and short-range plans with Cooperating Teacher. Select first subject area and prepare plans for beginning the following week. All plans must be submitted to and approved by the Cooperating Teacher at least one day in advance. **[The initial steps of the edTPA Checklist for Student Teachers have been completed.]**

WEEK THREE:

Begin teaching a subject area with jointly created plans. Select a second area to begin the following week with joint plans. Student Teacher may begin the day and dismiss students at noon or at the end of the day. Make time for bi-weekly conference.

WEEK FOUR:

Continue teaching in two subject areas, the first now with student plans (but approved and evaluated by the Cooperating Teacher) and the second with joint plans. Begin plans (and may be teaching) for a third subject area late in the week. Cooperating Teacher may leave the room for short periods of time. **[Task 1 of the edTPA Checklist for Student Teachers has been completed.]**

WEEKS FIVE AND SIX:

Teach three areas/class periods with carefully approved plans. Make plans for the continued take-over and full teaching duties. Be certain that the Student Teacher knows the subject requirements for the remainder of the semester and where flexibility or change may be appropriate. Standardized testing, field trips, parent conferences, institutes -- all make a difference to the Student Teacher's plans. Make time for bi-weekly conference. **[Task 2 of the edTPA Checklist for Student Teachers has been completed.]**

WEEKS SEVEN AND EIGHT:

Move into full-time teaching as soon as seems appropriate, although there is no hurry. Be ready to give help to the Student Teacher in planning units or subjects and provide advice and/or materials as needed. Cooperating Teacher should leave the classroom occasionally for longer periods. **[Task 3 of the edTPA Checklist for Student Teachers has been completed and your edTPA portfolio submitted on Live Text.]**

WEEK NINE:

Students should soon be in full control and responsibility. Conferences should be held daily to evaluate and to discuss the plans to follow. Cooperating Teacher will leave the room for longer periods of time -- perhaps half an hour or longer -- but observe carefully when in the room. Please keep the University Supervisor apprised of progress made. Make time for bi-weekly conference. Complete midterm evaluations (self-assessment and Cooperating Teacher). **[Task 3 of the edTPA Checklist for Student Teachers is completed.]**

WEEKS TEN, ELEVEN, TWELVE, THIRTEEN AND FOURTEEN:

Allow full teaching and planning responsibilities. Cooperating Teacher will leave classroom for extended periods of time but still supervise closely during the time spent in room. All plans and preparations are now in the hands of the Student Teacher. Plans must still be approved. (The Cooperating Teacher can be held legally responsible for the plans and activities of the Student Teacher). Make time for two bi-weekly conferences.

WEEKS FIFTEEN AND SIXTEEN:

Cooperating Teachers will resume part of the teaching responsibilities. The remainder of the Student Teacher's time will be used to view the Cooperating Teacher's methodology again, as well as to visit other levels in this school and others. The Cooperating Teacher will be apprised of and approve all visiting and teaching plans. Complete Final Evaluation.

BENEDICTINE UNIVERSITY
SUGGESTED WEEKLY ACTIVITY SCHEDULE FOR STUDENT TEACHERS
Graduate Program-12weeks

WEEK ONE:

Initial introduction to the class and school; Student Teacher is to gain knowledge of the class and pupils; may help individual pupils; may perform assigned duties. Discuss long and short-range plans with Cooperating Teacher. Select first subject area and prepare plans for beginning the following week. All plans must be submitted to and approved by the Cooperating Teacher at least one day in advance.

WEEK TWO:

Begin teaching a subject area with jointly created plans. Select a second area to begin the following week with joint plans. Student Teacher may begin the day and dismiss students at noon or at the end of the day. Make time for bi-weekly conference. **[The initial steps of the *edTPA Checklist for Student Teachers* have been completed.]**

WEEK THREE:

Continue teaching in two subject areas, the first now with student plans (but approved and evaluated by the Cooperating Teacher) and the second with joint plans. Begin plans (and may be teaching) for a third subject area late in the week. Cooperating Teacher may leave the room for short periods of time.

WEEK FOUR:

Teach three areas/class periods with carefully approved plans. Make plans for the continued take-over and full teaching duties. Be certain that the Student Teacher knows the subject requirements for the remainder of the semester and where flexibility or change may be appropriate. Standardized testing, field trips, parent conferences, institutes -- all make a difference to the Student Teacher's plans. Make time for bi-weekly conference. **[Task 1 of the *edTPA Checklist for Student Teachers* has been completed.]**

WEEK FIVE:

Move into full-time teaching as soon as seems appropriate, although there is no hurry. Be ready to give help to the Student Teacher in planning units or subjects and provide advice and/or materials as needed. Cooperating Teacher should leave the classroom occasionally for longer periods.

WEEK SIX:

Students should soon be in full control and responsibility. Conferences should be held daily to evaluate and to discuss the plans to follow. Cooperating Teacher will leave the room for longer periods of time -- perhaps half an hour or longer -- but observe carefully when in the room. Please keep the University Supervisor apprised of progress made. Make time for bi-weekly conference. Complete midterm evaluations (self-assessment and Cooperating Teacher). **[Task 2 of the *edTPA Checklist for Student Teachers* has been completed.]**

WEEKS SEVEN, EIGHT, NINE AND TEN:

Allow full teaching and planning responsibilities. Cooperating Teacher will leave classroom for extended periods of time but still supervise closely during the time spent in room. All plans and preparations are now in the hands of the Student Teacher. Plans must still be approved. (The Cooperating Teacher can be held legally responsible for the plans and activities of the Student Teacher). Make time for two bi-weekly conferences. **[By the end of week eight: Task 3 of the *edTPA Checklist for Student Teachers* has been completed and your *edTPA* portfolio submitted on Live Text.]**

WEEKS ELEVEN AND TWELVE:

Cooperating Teachers will assume part of the teaching responsibilities. The remainder of time will be used to view the Cooperating Teacher's methodology again, as well as to visit other levels in this school and others. The Cooperating Teacher will be apprised of and approve all visiting and teaching plans. Complete Final Evaluation.

**BENEDICTINE UNIVERSITY
SCHOOL OF EDUCATION
STUDENT TEACHER EVALUATION OF STUDENT TEACHING EXPERIENCE**

This form is to be completed by the student and returned to the Director of Student Placement, within one week of completion of student teaching. If you have two experiences, complete a form for each and submit both after both experiences have been completed.

Name _____ University Supervisor _____

Semester _____ Year _____

Site _____ District (if applicable) _____

Cooperating Teacher _____ Grade Level(s) _____

		<u>Not at All</u>	<u>Satisfactory</u>	<u>Good</u>	<u>Excellent</u>
I.	Was this site conducive to the following?				
a.	Working on small and large group instructional activities	1	2	3	4
b.	Working on small and large group classroom management techniques	1	2	3	4
c.	Improving your professional communication skills, both written and verbal	1	2	3	4
d.	Carrying out student teaching assignments and applying methods learned through coursework	1	2	3	4
e.	Providing you with assistance, such as clarifying expectations, giving feedback, and giving support	1	2	3	4
f.	Providing you with opportunities to be integrated into the culture of the school	1	2	3	4
g.	Providing you with opportunities for varied responsibilities/experiences	1	2	3	4
h.	Providing you with an experience that appealed to your professional interests	1	2	3	4

Additional Comments:

	Poor	Satisfactory	Good	Excellent
II. Please rate your <u>University Supervisor</u> on the following:				
a. Providing constructive and timely feedback	1	2	3	4
b. Providing time for answering questions	1	2	3	4
c. Serving as a professional resource	1	2	3	4
d. Supporting you in trying new ideas	1	2	3	4
e. Making timely visitations to site	1	2	3	4
f. Serving as a mediator, if needed	1	2	3	4
g. Being available, if needed	1	2	3	4
h. Providing you with clear expectations	1	2	3	4
i. Positively reinforcing your efforts	1	2	3	4

Are there assignments/areas that you feel should be covered in PC-3 experiences and methods classes, prior to the student teaching experience?

Are there any specific aspects of your experience that you feel were unclear, unnecessary, or inappropriate to your student teaching experience? Identify them and your concerns.

Is there any way in which you feel the BU School of Education could better support you, within your student teaching placement?

What are the ways in which you felt this experience was positive and contributed to your growth as a professional?

Benedictine University - School of Education
Candidate Growth Plan for Remediation
Preclinical/Student Teaching Experience

APPENDIX N

Semester: _____ Year: _____

Today's Date: _____

Candidate: _____

Candidate ID #: _____

Cooperating Teacher(s): _____

University Supervisor: _____

Cooperating School: _____

Subject/Grade/Level: _____

Candidate Major: _____

Experience Level (circle 1): PC1 PC2 PC3 ST

Specific Area(s) for Growth and Remediation

IPTS 1: Teaching Diverse Students

- ☐ (1H) Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (*InTASC 1a, 1b, 1h, 1i*)
EdTPA Tasks (Numbers refer to specific rubrics)
- PI2 – Planning to Support Varied Student Learning Needs
 - PI3 – Using Knowledge of Students to Inform Teaching and Learning
 - PI4 – Identifying and Supporting Language Demands
 - In10 – Analyzing Teaching Effectiveness
 - As15 – Using Assessment to Inform Instruction
- ☐ (1I) Stimulates prior knowledge and links new ideas to already familiar ideas and experiences (*InTASC 1b, 2c, 2d, 4d, 6i, 7a, 7d*)
EdTPA Tasks (Numbers refer to specific rubrics)
- PI1 – Planning for Content Understandings
 - In7 – Engaging Students in Learning
- ☐ (1J) Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs (*InTASC 1b, 1i, 1j, 2b, 2c, 3e, 4a, 4f, 5a, 7a, 7b, 8a*)
EdTPA Tasks (Numbers refer to specific rubrics)
- PI2 – Planning to Support Varied Student Learning Needs
 - PI3 – Using Knowledge of Students to Inform Teaching and Learning
 - PI4 – Identifying and Supporting Language Demands
- ☐ (1K) Facilitates a learning community in which individual differences are respected (*InTASC 1c, 2f, 2l, 2n, 3d, 3f, 3q, 3r*)
EdTPA Tasks (Numbers refer to specific rubrics)
- In6 – Learning Environment
- ☐ (1L) Uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students (*InTASC 1c, 1k, 2d, 2m, 3a, 3n, 4d, 5g, 5q, 8c*)
EdTPA Tasks (Numbers refer to specific rubrics)
- PI3 – Using Knowledge of Students to Inform Teaching and Learning
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 2: Content Area and Pedagogical Knowledge

- ☐ (2I) Evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs (*InTASC 2b, 2f, 4f*)
EdTPA Tasks (Numbers refer to specific rubrics)
- P11 – Planning for Content Understandings
 - P12 – Planning to Support Varied Student Learning Needs
 - P13 – Using Knowledge of Students to Inform Teaching and Learning
- ☐ (2J) Uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts (*InTASC 2d, 2m, 4a, 5a*)
EdTPA Tasks (Numbers refer to specific rubrics)
- In9 – Subject-Specific Pedagogy
- ☐ (2K) Engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines (*InTASC 4b, 4c, 4d, 5b, 5d, 5e, 5f, 6e, 8f, 8i*)
EdTPA Tasks (Numbers refer to specific rubrics)
- P11 – Planning for Content Understandings
 - In8 – Deepening Student Learning
 - In9 – Subject-Specific Pedagogy
- ☐ (2L) Demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines (*InTASC 2f, 3g, 4g*)
- ☐ (2M) Uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings (*InTASC 1b, 3e, 4a, 4e, 8e*)
EdTPA Tasks (Numbers refer to specific rubrics)
- P12 – Planning to Support Varied Student Learning Needs
 - In8 – Deepening Student Learning
 - In9 Subject-Specific Pedagogy
 - As14 – Analyzing Students' Language Use and Literacy Learning
- ☐ (2N) Facilitates learning experiences that make connections to other content areas and to life experiences (*2c, 2d, 4d, 5a*)
EdTPA Tasks (Numbers refer to specific rubrics)
- P13 – Using Knowledge of Students to Inform Teaching and Learning
- ☐ (2O) Designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities (*InTASC 3g, 4g, 7b, 8g*)
EdTPA Tasks (Numbers refer to specific rubrics)
- P12 – Planning to Support Varied Student Learning Needs
- ☐ (2P) Adjusts practice to meet the needs of each student in the content areas (*InTASC 1a, 1h, 2b, 4f, 7a, 7b*)
EdTPA Tasks (Numbers refer to specific rubrics)
- P12 – Planning to Support Varied Student Learning Needs
 - P13 – Using Knowledge of Students to Inform Teaching and Learning
 - P14 – Identifying and Supporting Language Demands
 - In10 – Analyzing Teaching Effectiveness
 - As15 – Using Assessment to Inform Instruction
- ☐ (2Q) Applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student (*InTASC 2e, 3g, 4h, 4i, 5h, 8h*)
EdTPA Tasks (Numbers refer to specific rubrics)
- ☐ P14 – Identifying and Supporting Language Demands
 - ☐ As14 – Analyzing Students' Language Use and Literacy Learning
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 3: Planning for Differentiated Instruction

- ☐ (3H) Establishes high expectations for each student's learning and behavior (*InTASC 3c, 3g*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI1 – Planning for Content Understandings
 - In6 – Learning Environment
- ☐ (3I) Creates short-term and long-term plans to achieve the expectations for student learning (*InTASC2b, 3c, 7f, 10b*)
- ☐ (3J) Uses data to plan for differentiated instruction to allow for variations in individual learning needs (*InTASC 1a, 1h, 1i, 4a, 4f, 6g, 6h, 6t, 6u, 6v, 7d, 8b*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI3 – Using Knowledge of Students to Inform Teaching and Learning
 - In10 – Analyzing Teaching Effectiveness
 - As15 – Using Assessment to Inform Instruction
- ☐ (3K) Incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences (*InTASC2c, 2d, 3b, 4d, 5a*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI3 – Using Knowledge of Students to Inform Teaching and Learning
- ☐ (3L) Creates approaches to learning that are interdisciplinary and that integrate multiple content areas (*InTASC 5a, 5b, 5h, 8h*)
- ☐ (3M) Develops plans based on student responses and provides for different pathways based on student needs (*InTASC 1a, 1b, 1i, 3e, 6a, 8e*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI2 – Planning to Support Varied Student Learning Needs
 - As15 – Using Assessment to Inform Instruction
- ☐ (3N) Accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement (*InTASC 1b, 1h, 4f, 4g, 6i, 8g, 8r*)
- ☐ (3O) When planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006) (*InTASC 1a, 1b, 2e, 3e, 4f, 7e, 9f*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI2 – Planning to Support Varied Student Learning Needs
 - PI5 – Planning Assessment to Monitor and Support Student Learning
- ☐ (3P) Works with others to adapt and modify instruction to meet individual student needs (*InTASC 1c, 1k, 2f, 4k, 4i, 6c, 7e, 8s, 9d, 10d, 10e*)
- ☐ (3Q) Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction (*InTASC: 1b, 1c, 1h, 1i, 1k, 2d, 2f, 2l, 3b, 3d, 7b, 7o, 7p*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI2 – Planning to Support Varied Student Learning Needs
 - PI3 – Using Knowledge of Students to Inform Teaching and Learning
 - PI4 – Identifying and Supporting Language Demands
 - As15 – Using Assessment to Inform Instruction
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 4: Learning Environment

- ☐ (4I) Creates a safe and healthy environment that maximizes student learning (*InTASC: 1c, 1k, 3a, 3f, 3n, 3q, 3r*)
EdTPA Tasks (Numbers refer to specific rubrics)
➤ In6 – Learning Environment
- ☐ (4J) Creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals (*InTASC: 1c, 1i, 1k, 3f, 3q, 3r*)
EdTPA Tasks (Numbers refer to specific rubrics)
➤ In6 – Learning Environment
- ☐ (4K) Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities (*InTASC 3b, 3d, 3e, 3p, 6f, 8e, 10g*)
EdTPA Tasks (Numbers refer to specific rubrics)
➤ In6 – Learning Environment
- ☐ (4L) Analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement (*InTASC 1b, 3f, 3g, 3q, 5e, 5g, 7o*)
EdTPA Tasks (Numbers refer to specific rubrics)
➤ In6 – Learning Environment
- ☐ (4M) Organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities (*InTASC 3d, 6d, 6s, 7f, 7p, 7q*)
- ☐ (4N) Engages students in and monitors individual and group-learning activities that help them develop the motivation to learn (*InTASC: 1h, 1i, 3b, 3e, 3o, 3p*)
EdTPA Tasks (Numbers refer to specific rubrics)
➤ In7 – Engaging Students in Learning
➤ As13 – Student Use of Feedback
- ☐ (4O) Uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports (*InTASC 3h, 3o, 3p, 3q*)
EdTPA Tasks (Numbers refer to specific rubrics)
➤ In6 – Learning Environment
- ☐ (4P) Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics (*InTASC 1a, 1b, 1h, 1i, 3e, 3f, 3q, 8b*)
- ☐ (4Q) Analyzes student behavior data to develop and support positive behavior.
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 5: Instructional Delivery

- ☐ (5I) Uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities (*InTASC 6d, 6e, 6f, 6q, 7f, 7p, 7q, 8a, 8f, 8i*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In7 – Engaging Students in Learning
- ☐ (5J) Monitors and adjusts strategies in response to feedback from the student (*InTASC 3e, 6d, 8c*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In10 – Analyzing Teaching Effectiveness
 - As15 – Using Assessment to Inform Instruction
- ☐ (5K) Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students (*InTASC 3e, 4b, 4c, 5s, 8d*)
- ☐ (5L) Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking (*InTASC 5d, 5e, 5f, 6d, 6e, 6f, 6q, 8f*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI2 – Planning to Support Varied Student Learning Needs
 - In7 – Engaging Students in Learning
 - In8 – Deepening Student Learning
- ☐ (5M) Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences (*InTASC 2a, 2b, 3g, 4f, 4g, 5f, 7d*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In6 – Learning Environment
- ☐ (5N) Uses technology to accomplish differentiated instructional objectives that enhance learning for each student (*InTASC 5c, 6i, 8g, 8r, 9f, 10g*)
- ☐ (5O) Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (*InTASC 3g, 5c, 8g, 9f*)
- ☐ (5P) Uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student (*InTASC 1a, 1b, 1h, 1i, 6a, 6g, 7d*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In10 – Analyzing Teaching Effectiveness
 - As15 – Using Assessment to Inform Instruction
- ☐ (5Q) Uses effective co-planning and co-teaching techniques to deliver instruction to all students (*InTASC 3c, 7e*)
- ☐ (5R) Maximizes instructional time (e.g., minimizes transitional time) (*InTASC 2b, 3d*)
- ☐ (5S) Implements appropriate evidence-based instructional strategies
EdTPA Tasks (Numbers refer to specific rubrics)
 - In7 – Engaging Students in Learning
 - In8 – Deepening Student Learning
 - In9 – Subject-Specific Pedagogy
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 6: Reading, Writing, and Oral Communication

- ☐ (6E) Knows and models standard conventions of written and oral communications (*InTASC 5e, 8h*)
- ☐ (6I) Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers) (*InTASC 2f, 4g, 5c*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI4 – Identifying and Supporting Language Demands
- ☐ (6J) Uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (*InTASC 1a, 1b, 6g, 7d*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI4 – Identifying and Supporting Language Demands
 - As14 – Analyzing Students’ Language Use and Literacy Learning
- ☐ (6K) Facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content (*InTASC 2e, 5e*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI4 – Identifying and Supporting Language Demands
 - As14 – Analyzing Students’ Language Use and Literacy Learning
- ☐ (6L) Teaches fluency strategies to facilitate comprehension of content (*InTASC 2e, 5e*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI4 – Identifying and Supporting Language Demands
- ☐ (6M) Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning (*InTASC 2e, 4a, 4b, 4c, 5h*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI4 – Identifying and Supporting Language Demands
 - In9 – Subject-Specific Pedagogy
- ☐ (6N) Teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources (*InTASC 2e, 4g, 5h*)
- ☐ (6O) Teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar) (*InTASC 5e, 8h*)
- ☐ (6P) Integrates reading, writing, and oral communication to engage students in content learning (*InTASC 5e, 5h, 8h*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI4 – Identifying and Supporting Language Demands
- ☐ (6Q) Works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs (*InTASC 1c, 1k, 3c*)
- ☐ (6R) Stimulates discussion in the content areas for varied instructional and conversational purposes (*InTASC 4d, 5e*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In8 – Deepening Student Learning
- ☐ Other: _____

General Comments (include the candidate’s area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 7: Assessment

- ☐ (7J) Uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes (*InTASC 1a, 4f, 6a, 6b, 7d*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In10 – Analyzing Teaching Effectiveness
 - As11 – Analysis of Student Learning
 - As13 – Student Use of Feedback
 - As15 – Using Assessment to Inform Instruction
- ☐ (7K) Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole (*InTASC: 1a, 6g, 6r, 6s, 6t, 7d*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI5 – Planning Assessment to Monitor and Support Student Learning
 - As11 – Analysis of Student Learning
- ☐ (7L) Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning (*InTASC 3c, 5f, 6d*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - As12 – Providing Feedback to Guide Further Learning
 - As13 – Student Use of Feedback
- ☐ (7M) Maintains useful and accurate records of student work and performance
- ☐ (7N) Accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008) (*InTASC 1c, 1k, 6h, 7e*)
- ☐ (7O) Effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress
- ☐ (7P) Collaborates with families and other professionals involved in the assessment of each student (*InTASC 1c, 1k, 3a, 3c, 7e, 9c, 10a*)
- ☐ (7Q) Uses various types of assessment procedures appropriately, including making accommodations for individual students in specific context (*InTASC 1a, 1b, 6a, 6b, 6c, 6g, 6h, 6u, 6v, 7d, 8b*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI5 – Planning Assessment to Monitor and Support Student Learning
- ☐ (7R) Uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students (*InTASC 2m, 6b, 7d, 9e*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - PI5 – Planning Assessment to Monitor and Support Student Learning
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 8: Collaborative Relationships

- ☐ (8J) Works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals (*InTASC: 1c, 1k, 3a, 3c, 3n, 9a, 9b, 10c, 10e*)
- ☐ (8K) Participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students (*InTASC 1c, 1ki, 3c, 8c, 9b, 9d, 10b, 10c*)
- ☐ (8L) Initiates collaboration with others to create opportunities that enhance student learning (*InTASC 1c, 1k*)
- ☐ (8M) Uses digital tools and resources to promote collaborative interactions (*InTASC: 3g*)
- ☐ (8N) Uses effective co-planning and co-teaching techniques to deliver instruction to each student (*InTASC 3c*)
- ☐ (8O) Collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students (*InTASC 1c, 1k, 6c, 9d*)
- ☐ (8P) Develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning (*InTASC 1c, 1k, 3a, 9d*)
- ☐ (8Q) Establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being (*InTASC 1c, 1k, 2f*)
- ☐ (8R) Uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork
- ☐ (8S) Participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted (*InTASC 1c, 1k, 2f, 7e*)
- EdTPA Tasks (Numbers refer to specific rubrics)*
- P12 - Planning to Support Varied Student Learning Needs
 - P13 - Using Knowledge of Students to Inform Teaching and Learning
 - P14 – Identifying and Supporting Language Demands
 - P15 – Planning Assessment to Monitor and Support Student Learning
 - In10 – Analyzing Teaching Effectiveness
 - As13 – Student Use of Feedback
 - As14 – Analyzing Students’ Language Use and Literacy Learning
 - As15 – Using Assessment to Inform Instruction
- ☐ (8T) Identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities (*InTASC 1c, 1k, 2f, 3g*)
- ☐ Other: _____

General Comments (include the candidate’s area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

IPTS 9: Professionalism, Leadership, and Advocacy

- ☐ (9A) Evaluates best practices and research-based materials against benchmarks within the disciplines (*InTASC 10h*)
- ☐ (9B) Knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school
- ☐ (9C) Understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques)
- ☐ (9D) Identifies paths for continuous professional growth and improvement, including the design of a professional growth plan
- ☐ (9E) Is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities (*InTASC 10k*)
- ☐ (9F) Understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students (*InTASC 10k*)
- ☐ (9G) Understands local and global societal issues and responsibilities in an evolving digital culture (*InTASC 3g, 5c, 5d, 5e, 5g*)
- ☐ (9H) Understands the importance of modeling appropriate dispositions in the classroom
- ☐ (9I) Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism, and respect (*InTASC: 3q, 3r, 93, 10t*)
- ☐ (9J) Maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family
- ☐ (9K) Reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth (*InTASC 5q, 7q, 9c, 9e*)
EdTPA Tasks (Numbers refer to specific rubrics)
 - In10 – Analyzing Teaching Effectiveness
 - As15 – Using Assessment to Inform Instruction
- ☐ (9L) Communicates with families, responds to concerns, and contributes to enhanced family participation in student education (*InTASC 1c, 1k, 2e, 3a*)
- ☐ (9M) Communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats (*InTASC 1c, 1k*)
- ☐ (9N) Collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement (*InTASC 1c, 1k, 3c, 6c, 7d, 9b, 10a, 10b, 10c, 10d, 10e, 10f*)
- ☐ (9O) Participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development (*InTASC 9a, 9b, 9c, 9d, 10f, 10i, 10k*)
- ☐ (9P) Uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession (*InTASC: 3a, 3n, 9b, 10f*)
- ☐ (9Q) Proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom (*InTASC 1k*)
- ☐ (9R) Is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4] (*InTASC: 9o*)
- ☐ (9S) Models digital etiquette and responsible social actions in the use of digital technology (*InTASC: 3f, 9f*)
- ☐ (9T) Models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources (*InTASC 3g, 9f*)
- ☐ Other: _____

General Comments (include the candidate's area(s) of strength and specific evidence):

Steps for Remediation	Date Successful Completion Required
1.	
2.	
3.	
4.	

Benedictine University - School of Education
Candidate Growth Plan for Remediation Follow-Up Report

Semester: _____ Year: _____

Today's Date: _____

Candidate: _____

Candidate ID #: _____

Cooperating Teacher(s): _____

University Supervisor: _____

Cooperating School: _____

Subject/Grade/Level: _____

Candidate Major: _____

Experience Level (circle 1): PC1 PC2 PC3 ST

The Preclinical/Student Teacher Growth Plan for Remediation was developed on _____.

The results of the remediation steps were:

_____ The following remediation steps were successfully completed:

_____ The following remediation steps were not successfully completed:

and the candidate:

_____ withdrew from preclinical/student teaching experience with a grade of _____.

_____ was removed from preclinical/student teaching experience with a grade of _____.

_____ was allowed to continue with the preclinical experience because significant progress was made.

Any remediation step not completed by the review date will continue to be an area of focus for the candidate.

Additional Comments:

University Supervisor – Date

Candidate – Date

Cooperating Teacher – Date

Preclinical Specialist/Director of Student Teacher Placements – Date

Other (Title: _____) – Date

Copies to: Candidate, University Supervisor, Cooperating Teacher, Director of Preclinical/Student Teaching Placements, and Academic Advisor. Original to be placed in candidate's advising file.