



Department of Education
Student Teaching Residency
Handbook
2016-2017

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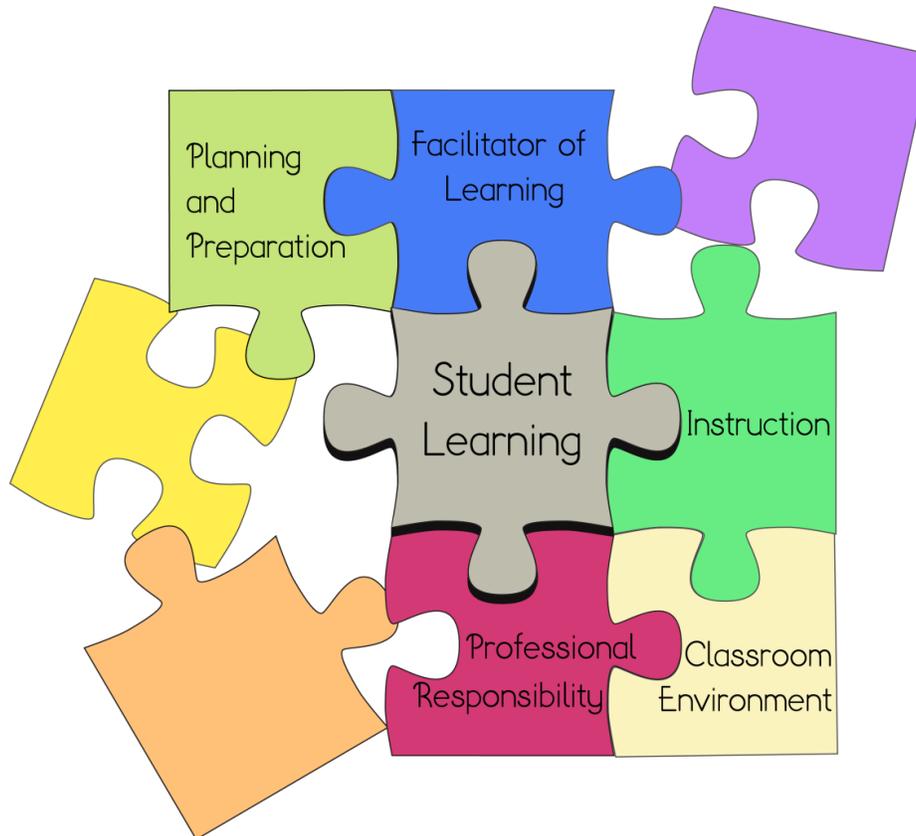
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Mission

The Department of Education prepares undergraduate teacher candidates and practicing teachers to facilitate the learning of all students, enabling both teachers and their students to act as informed, involved, principled, and productive citizens and leaders over a lifetime.



Compliance with Legal Requirements

Non-Discrimination Policy

The Department of Education at North Central College adheres to the College's Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy as partially described below:

North Central College is committed to maintaining a positive learning, working and living environment. The College does not discriminate or allow harassment on the basis of race, color, religion, national origin, sex, gender, gender identity, age, marital status, citizenship, mental or physical disability status, sexual orientation, order of protection status, military or veteran status, genetic information, unfavorable military discharge (except dishonorable discharges) or any other characteristic protected by law in admission and access to, and treatment and employment in, its educational programs and activities. In pursuit of these goals, the College will not tolerate acts of discrimination, harassment, sexual misconduct (including dating/domestic violence or stalking) or retaliation against or by any administrator, staff, faculty or student as such behavior seriously undermines the College's effectiveness as an educational institution and a workplace. **(The full policy can be found on the North Central College website under the Health and Safety Tab/Student Life Handbook /The College's Responsibility to Students/Discrimination, Harassment, Sexual Misconduct, and Retaliation. (p 41))**

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Preface

Student Teaching Residency is the most dynamic experience in the Teacher Education Program. The opportunity to apply educational theory and academic preparation should make this juncture exciting and rewarding.

The Student Teaching Residency experience is also the most demanding experience in the Teacher Education Program. No other college course entails as much responsibility or offers as much challenge for growth as the Student Teaching Residency. The demands for professional responsibility, creativity, and high quality performance can be stress producing. The journey is not, however, taken alone. You will be guided under the careful supervision of veteran professionals including your cooperating teacher, department chair/building principal, and college supervisor.

You will utilize the skills that you have learned and developed in college and in your life. Positive communication, reflection, effective planning and instruction, effective relationships and a continued desire to learn and grow will all be important skills to apply in the Student Teaching Residency.

Student Teaching Residency, however, is more than an opportunity to demonstrate competence. You will be participating in an experience that will provide you with a transition into the role of a professional educator. You will be expected to make a full-time commitment and in general you can expect to spend no less than 40 hours per week in school related activities. You will also spend numerous additional hours on planning and grading outside of the school day.

In addition to your Student Teaching Residency responsibilities, you will be completing the edTPA, a new performance-based assessment. This authentic assessment will evaluate your competence in planning, instruction, assessment, and reflection. You will be concurrently enrolled in EDN 481, Residency Seminar and will receive guidance and support on the edTPA components from a faculty member and your supervisor. Beginning September 1, 2015, teacher candidates must pass the edTPA to be entitled to licensure in Illinois.

This handbook is designed to serve as a guide to teacher candidates enrolled in Student Teaching Residency. Hopefully, it will offer answers to questions and problems that may arise, and it is intended to be a functional part of the Student Teaching Residency experience.

The appendix contains examples of the evaluation forms that will be used by the supervisor and cooperating teacher.

The weekly Student Teaching Residency time sheet is found at:
<http://northcentralcollege.edu/academics/dept-div-progs/education/timesheets>

To obtain additional information, contact: Department of Education
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Student Teaching Residency Experience

The Student Teaching Residency is the final phase of the Teacher Education Program and is required in order for teacher candidates to become eligible for the Professional Educator License. **It is an all day, full-time experience throughout the entire term**, with a teacher candidate enrolling concurrently for eight (8) credit hours in EDN 480 Student Teaching Residency and for three (3) credit hours in EDN 481: Residency Seminar. In addition, teacher candidates will enroll in EDN 470: Pre-Residency for one (1) credit, which takes place in August, prior to the start of student teaching. Teacher candidates will be involved daily in teaching related activities from approximately 7:15 am until 4:30 pm for the full experience, but hours will vary based on the individual requirements of schools/cooperating teachers. Minimally, teacher candidates must be present at the school site during the hours the cooperating teacher is in attendance. Teacher candidates may not enroll in any other college courses, participate in extracurricular activities or intercollegiate athletics or work during this time.

Student Teaching Residency gives the teacher candidate an opportunity to gain practical classroom experience under the competent guidance of a cooperating teacher. The teacher candidate will put the principles of educational theory and philosophy into practice by assuming the full responsibilities of a classroom teacher.

Substitute Policy

Because teacher candidates are not licensed to teach, they may **not** serve as substitute teachers. This is a college policy and is intended to protect the cooperating school system and its students, as well as the teacher candidate. If a cooperating teacher is absent during the Student Teaching Residency experience, the district must provide a substitute teacher, even if it is during the time in which the teacher candidate is fully responsible for all classes / subjects.

Time Frame for the Student Teaching Residency

Prior to the start of the Student Teaching Residency, the teacher candidate will contact the cooperating teacher and set up a time to meet. During this meeting, the teacher candidate will discuss the plan for a successful transition, as well as ask for the curriculum and available materials for the classes he/she will teach. This includes asking for an outline of the curriculum and for textbooks or other readings and materials that will assist in preparation. In most cases, the teacher candidate will need to prepare for the experience prior to the first day of Student Teaching Residency reading curriculum manuals and materials. Teacher candidates should attend beginning of the year meetings with their cooperating teacher.

Week One

The teacher candidate will be observing the classroom organization and the cooperating teacher's methods of working with students. He/she might have some limited teaching during this period. When not directly working with the class he/she should:

1. Become acquainted with the cooperating teacher.
2. Become acquainted with the students: learn their names, ascertain something about their backgrounds, interests and study their school records, if possible.
3. Observe the teaching methods and classroom management techniques being used and keep a log/journal of key information.
4. Observe the relationship that exists between the teacher and students.
5. Observe how individual differences are attended to in regular classroom procedures and keep a log/journal of key information.
6. Observe the types of problems that arise and how they are addressed in the classroom.
7. Observe how routine duties are carried out and keep a log/journal of key information.
8. Learn school policies that will have a bearing on relationships with the students and keep a log/journal of key information.
9. Learn what teaching aids and instructional materials are available and keep a log/journal of key information.
10. Study the textbooks, accompanying manuals, and courses of study that are available.
11. Meet other personnel in the school or department.
12. Become acquainted with the school building.

Week Two

The teacher candidate takes responsibility for teaching at least one subject/class, paying special attention to suggestions provided by the cooperating teacher.

Note: The cooperating teacher will complete the Evaluation of Professional Dispositions by February 3, 2017.

Weeks Three through Fifteen

During this time, the teacher candidate will gradually take charge of the total day, adding at least one subject/class to his/her responsibilities each week. As the teacher candidate assumes increased responsibility, the co-teaching strategies may be used to enhance student learning. Refer to Appendix 6 for a description of the seven co-teaching strategies. The teacher candidate is required to spend a minimum of **three to five weeks totally in charge** of the instructional program/classroom, including planning and teaching all classes/subjects, grading papers, and all other responsibilities performed by the cooperating teacher.

Leaving the teacher candidate alone in the classroom during the term is a recommended procedure and should always be considered in light of the individual situation and the local school policy governing this procedure. In these instances, the teacher candidate must always know where she/he can find the cooperating teacher if needed.

The college supervisor will observe a minimum of four lessons and will expect to see the North Central College Daily Lesson Plans (Appendix 5) submitted through Taskstream. A paper copy must be provided on the day of the observation.

The cooperating teacher and college supervisor will lend expertise and support. The teacher candidate is expected to implement suggestions provided by the cooperating teacher and college supervisor.

**Note: The cooperating teacher will complete a midterm evaluation by 3/3/2017
The cooperating teacher will complete a final evaluation by 5/12/2017**

Weeks Sixteen through Eighteen (December Term)

The cooperating teacher will gradually regain responsibility over the class(es) leading up to week 18. We strongly recommend that the teacher candidate observe in other classes at other grade levels during week 17 or 18, if time permits.

EDN 480 Self-Monitoring Checklist

It is the responsibility of the North Central College teacher candidate to submit paperwork required for EDN 480 to his/her college field supervisor, seminar supervisor and cooperating teacher by specified due dates. Responsibility in meeting deadlines will be essential as a future teacher. This form should be helpful to monitor the deadlines and timelines associated with EDN 480.

The teacher candidate is required to spend at least 40 hours a week in the placement with a minimum daily schedule of **approximately** 7:15 am – 4:30 pm. Teacher candidates may not enroll in any other college courses, work during this time, or participate in extracurricular activities. Student Teaching Residency seminars are mandatory.

Before Student Teaching Residency Begins
<ul style="list-style-type: none"> • Contact cooperating teacher and share your phone numbers and email addresses with each other • Download the school calendar (provide your field supervisor with the calendar) • Notify cooperating teacher of seminar dates and if you need to leave early on those days to reach NCC campus and notify cooperating teacher of the edTPA work days
Week One
<ul style="list-style-type: none"> • Learn student names, review curriculum manuals, observe established classroom management tools • Determine with your cooperating teacher how far in advance your lesson plans are due to him/her • Student Teaching Residency weekly time forms due every two weeks to your field supervisor
Week Two
<ul style="list-style-type: none"> • Teacher candidate takes responsibility for teaching at least one subject/class • Schedule the first 2 lessons to be observed by your field supervisor • These observations should be completed by week 7 • Student Teaching Residency weekly time forms due every two weeks to your field supervisor
Week Three
<ul style="list-style-type: none"> • Evaluation of Professional Dispositions form due from cooperating teacher through Taskstream • Utilize co-teaching models • Gradually begin taking charge of the total day by adding at <u>least</u> one subject/class per week until you have taken charge of the entire day <p style="text-align: center;"><i>The teacher candidate will spend at least 3-5 weeks fully responsible for all planning, teaching, grading and management of all classroom decisions</i></p> <ul style="list-style-type: none"> • Student Teaching Residency weekly time forms due to your field supervisor every two weeks
Week Five
Student Teaching Residency weekly time forms due to your field supervisor every two weeks
Week Seven
<ul style="list-style-type: none"> • Cooperating teacher will complete a midterm evaluation through Taskstream • Schedule lessons 3 & 4 to be observed by your supervisor • These observations are to be completed prior to Week 14
Week Fourteen (the week before Thanksgiving)
<ul style="list-style-type: none"> • Cooperating teacher will complete a final evaluation through Taskstream • Field Supervisor will complete a supervisor summative evaluation through Taskstream • Student Teaching Residency weekly time forms due to your field supervisor every two weeks
Weeks Fifteen – Eighteen
<ul style="list-style-type: none"> • Student Teaching Residency weekly time forms due to your field supervisor every two weeks • Teacher Candidates could spend 5 days in week 17 or 18 observing other classrooms/grade levels • Teacher Candidates will continue using the co-teaching models to support the cooperating teacher in the classroom

Cooperating Teacher: Organizational and Procedural Responsibilities

It will be very beneficial for your teacher candidate to know about the following organizational and procedural responsibilities. Use this list to help set some of your expectations for the Student Teaching Residency experience and feel free to relay other important information not contained in this list.

- A. Provide an orientation to the building. Introduce your teacher candidate to other teachers and staff in the building and on your team.
- B. Go over classroom rules / expectations and make the teacher candidate familiar with school rules and procedures.
- C. Let your teacher candidate know where her/his workspace is located in the classroom.
- D. Identify the time your teacher candidate is expected to be at school in the morning and how late your teacher candidate is expected to stay after school. Does your teacher candidate have access to the building on the weekends?
- E. Plan, in writing, when your teacher candidate will be taking over different classes or subjects and duties (e.g., bus, hall, recess, study hall). It is recommended that this be done gradually, adding one subject/class each week, until your teacher candidate has a full load. It also is helpful if you reserve the last several weeks for a transition of subjects/classes back to you.
- F. Assist your teacher candidate in selecting a unit and lesson segment for the edTPA project they will complete by week four of the Student Teaching Residency.
- G. Assist your teacher candidate in securing permission from parents for the edTPA project and its filming requirement.
- H. Determine times that will be used for consistent cooperating teacher / teacher candidate conferences so you can provide ongoing feedback to the teacher candidate.
- I. Identify the format for lesson plans. We do encourage teacher candidates to be more detailed before moving into a plan book format. This assures the cooperating teacher of the teacher candidate's skills in developing a full scope and sequence of the lesson. The teacher candidate is required to use the North Central College Daily Lesson Plan format for the four lessons observed by the supervisor and for the edTPA lesson segment.
- J. Identify when you want your teacher candidate to give you lesson plans. A week ahead? Think about your ability to provide feedback on plans and identify a due date each week that will allow you to provide that feedback.
- K. Identify how often you will formally observe your teacher candidate and how you will provide feedback.
- L. Besides observing lessons and before taking on a majority of the teaching / supervising responsibilities, identify what your teacher candidate is to do when not teaching (e.g., circulate, work one-on-one, small groups).
- M. Utilize co-teaching strategies with your teacher candidate throughout the experience. (Appendix 6)
- N. Indicate how much freedom your teacher candidate will have to experiment with different teaching methods. Are there any teaching methods that may not be used? Are there any teaching methods that must be used?
- O. Identify meetings your teacher candidate must attend.
- P. Identify extracurricular meetings and events your teacher candidate can attend.
- Q. Identify days on which school will not be in session. What special events (e.g., field trips, assemblies) should your teacher candidate be aware of?

Cooperating Teacher Stipend

All of our cooperating teachers receive a small monetary stipend as a token of appreciation for sharing your time and expertise as a mentor to the teacher candidate assigned to you. A W-9 Form: Request for Taxpayer Identification Number and Certification, is included in this packet. In order to receive your stipend this form must be received by our office by the specified due date. Please return it in the postage paid envelope provided as soon as possible. If you do not wish to receive this stipend, please return the form with an explanation in the envelope provided. There are options for donating your stipend should you choose to do so. If your district prohibits you from receiving this stipend, the stipend can be paid directly to the district. In order to process the stipend, a W-9 Form must be completed with the Federal tax ID number of the district and signed by a representative of the district. The completed form must be received in our office for a stipend check to be issued.

The success of the Teacher Education Program is dependent upon the assistance and cooperation of area teachers and administrators, and the Department of Education is indebted to all teachers and administrators who have assisted with any or all phases of the field experiences of the program.

The teacher candidate is supervised by the cooperating teacher and the college supervisor, but the cooperating teacher is the key person in the Student Teaching Residency experience because he/she interacts with the teacher candidate on a day-to-day basis.

Inviting a teacher candidate to one's classroom is a challenging venture for the cooperating teacher. No other person is in as close contact and influential proximity for such an extended period of time as the cooperating teacher.

The cooperating teacher is asked to provide experiences for the teacher candidate that will enable him/her to have a realistic view of what schools and students are like, and what it means to be a teacher. Many times the abstractness of a college classroom cannot compare to the concreteness of a real school situation. Concrete experiences can either suggest to the teacher candidate that he/she might want to consider an alternative for future employment or it can make the prospective teacher more committed to becoming a teacher.

The cooperating teacher will be responsible at all times for overseeing the total conduct of the class and for the controlled experiences of the teacher candidate. **If the cooperating teacher, at any time, believes that the teacher candidate's presence in the classroom is having an adverse effect on the students in the classroom, she/he should notify the college supervisor or the Placement Office (630-637-5747) immediately.**

The teacher candidate will assume full responsibility of the teacher's role for a minimum of three to five (3-5) weeks. It is left to the discretion of the cooperating teacher and the college supervisor to judge when and to what extent the teacher candidate is ready to assume full instructional duties. It is suggested that, when feasible, the teacher candidate's instructional involvement begin with one preparation and build gradually to full responsibility for planning and implementing instruction. Cooperating teachers are encouraged to implement co-teaching strategies with the teacher candidate throughout the experience.

Because the cooperating teacher's task is complex, it is not easy to list all of the responsibilities involved, but some of the more important responsibilities are included in the following list of activities:

Environment/Acquainting the Teacher Candidate with the School and Class(es)

- Introduce the teacher candidate to the class as a professional colleague and treat him/her as one.
- Arrange a workspace for your teacher candidate. Be sure to include a desk or table that the teacher candidate can call his/her own, along with any materials such as a school handbook, faculty/staff photos, diagram of the building, course schedule for the school, faculty policy manual, instructional manuals, guides, etc.
- Acquaint your teacher candidate with the rules, regulations, and policies applicable to students and teachers in the school in which he/she is working.
- Acquaint your teacher candidate with the physical facilities of the school.
- Introduce your teacher candidate to the teaching personnel and administrative staff of the school, and ensure that the teacher candidate is welcome at staff and other professional meetings.
- Assist the teacher candidate to get involved in other ways in the building. e.g., engage in extracurricular activities including PTA meetings, professional meetings, faculty meetings, staff events, and other school functions.

Articulating Expectations

- Insist upon promptness, professional conduct, and dependability at all times.
- Hold teacher candidates accountable for the level of professionalism expected of teachers in your building.
- Assist the teacher candidate in identifying his/her role and its limits through a friendly, cooperative, and constructive approach, thereby laying the foundation for positive working relationships.
- Provide explicit directions for performance, time allotments, materials, and special activities.
- Share a tentative time schedule that outlines the gradual increase in responsibility for instructional planning and implementation with the teacher candidate and college supervisor.
- Help your teacher candidate develop a professional attitude in all of his/her contacts with the school and community.

Instructional Program

- Ensure that your teacher candidate understands the curriculum and overall instructional plan for the class.
- Work with the teacher candidate to develop a general plan for the entire period of the Student Teaching Residency, as well as specific week-by-week plans.
- Assist your teacher candidate in the development of all aspects of the first lessons he/she is to teach. Decisions concerning lesson objectives, activities, materials, and evaluations should be made jointly between the cooperating teacher and the teacher candidate early in the experience.
- Aid the teacher candidate in the presentation, coordination, and integration of subject matter content and materials so that not only the students, but also the teacher candidate him/herself will develop desirable, knowledge, skills, and dispositions.
- Discuss appropriate methods of evaluating the oral and written work of students. Furthermore, the application of assessment / evaluation in the entire teaching / learning process, including grading policies and procedures and use of data, should be communicated and checked throughout the Student Teaching Residency experience.
- Teacher candidates should be given guidance in the development of classroom assessments. It is important that the teacher candidate understands the relationship of assessment to course objectives, materials, and learning activities. Multiple forms of evaluation, such as student conferences, use of rubrics and project-based assessments should be shared with the teacher candidate. Cooperating teachers should discuss the use and value of standardized achievement tests when appropriate.
- Explain the procedure for obtaining textbooks, audiovisual materials and equipment, ordering supplies, and planning field trips.
- Provide the teacher candidate with opportunities to observe and study what takes place in the classroom prior to expecting them to implement procedures and instruction.

Modeling

- Demonstrate effective teaching techniques and methods, including teacher-student planning, panel discussions, dramatizations, committee work, group projects, meaningful drill, directed study, and individual and group research, appropriate to the teaching field.
- Provide the teacher candidate with experiences in areas such as: a) student conferences, b) parent conferences, c) field trips, and d) school reports and records.
- Model the use of effective classroom management strategies.

Classroom Management

- Allow the teacher candidate to assume responsibility for classroom management, keeping in mind that all decisions regarding disciplinary measures are the ultimate responsibility of the cooperating teacher.

Teacher Candidate's Opportunities to Teach

- Encourage the teacher candidate to be creative in the classroom and to use methods with which he/she is comfortable and which complement his/her personality.
- Engage in co-teaching with the teacher candidate throughout the experience, when appropriate. (Appendix 6).
- Develop a graduated plan of teaching that allows the teacher candidate to successfully build up to full-time teaching responsibilities.

Understanding Students:

- Assist the teacher candidate in recognizing each student in the class and understanding their unique learning needs.
- Help the teacher candidate plan activities that will consider the allotted class duration with the developmental needs and attention span of the students in the class(es).

Feedback/Guidance:

- Encourage the teacher candidate to feel free to approach you with suggestions.
- Give immediate feedback to the teacher candidate. Keep your teacher candidate informed of his/her overall progress, making suggestions and constructive criticism as necessary in regularly scheduled conferences.
- Arrange conference time for planning, evaluation, constructive criticism, and suggestions.
- Encourage the teacher candidate to review and evaluate his/her teaching performance.
- Complete the Professional Dispositions Evaluation and the Cooperating Teacher Evaluation (midterm and final), (Appendix 3) for the teacher candidate with comments about the performance and attitudes of the teacher candidate. The evaluations should be discussed with the teacher candidate before each is submitted through Taskstream.
- Monitor and sign weekly time sheets.
- Upon request, write a letter of reference for the teacher candidate that includes a description of the classroom situation, units and lessons executed, the teaching techniques employed, special experiences and expertise, and other descriptive information.

Support the Teacher Candidate in Implementing edTPA:

- Assist the teacher candidate in identifying a unit and lesson segment for the edTPA project.
- Assist the teacher candidate in obtaining videotaping permission for edTPA.
- Provide support within the parameters allowed by SCALE. Acceptable and unacceptable forms are explained in the handout "Teachers Who Support Teacher Candidates". (Refer to the Cooperating Teacher's edTPA Handbook for handout)

Communication with the College Supervisor:

- Keep communication open with the college supervisor for reports on progress, as well as problem awareness and problem solving situations.
- Share a tentative time schedule that outlines the gradual increase in responsibility for instructional planning and implementation with the teacher candidate and college supervisor.
- Contact the college supervisor immediately if there is a situation that may jeopardize the teacher candidate's success.

PD Verification:

North Central College will provide the Evidence of Completion form to the cooperating teacher after the ISBE evaluation form is completed. ISBE requires the Evidence of Completion form to be uploaded to ELIS by the cooperating teacher within 60 days of the end of the experience to earn the PD credit. <http://www.isbe.net/teachers1.htm#PQ>

Observing, Conferring, and Assessing

Observing, conferring, and assessing are crucial to the professional growth of all teacher candidates. Formal observations are to be conducted by the cooperating teacher and the college supervisor.

While the teacher candidate is under constant observation, it is most important that he/she be systematically and objectively observed while teaching prepared lessons throughout the experience.

Conferring with the teacher candidate provides an opportunity to relate to the teaching-learning situation and for the cooperating teacher and/or the college supervisor to give some highly individualized feedback. Arrange the conference as close to the time of the observation as possible. When possible the conference may include the cooperating teacher, teacher candidate, and college supervisor. The following are guidelines cooperating teachers and supervisors should consider:

1. While preparing for the conference, the supervisor and cooperating teacher should analyze data collected during the observation and identify critical episodes, patterns, and learning outcomes.
2. Prepare the stage for the conference by arranging a time and place free from interruptions and in as comfortable and relaxed a setting as possible.
3. Conduct the conference using the post-observation question guide provided by the Education Department. (below)
4. Conferences should focus upon an analysis of the teacher candidate's teaching and suggestions for improvement. Use the Holistic Rubric for guidance (pages 27-39).
5. Begin the conference on a positive note and focus on only one or two important issues.
6. Assist your teacher candidate to develop the skill of self-evaluation and reflection.
7. Major topics discussed, future plans, or action to be taken should be recorded in writing.
8. An effective conference contains a mutual exchange of ideas and discussion topics. Encourage your teacher candidate to analyze his/her progress and identify steps toward improvement.
9. Assessment of your teacher candidate's growth is recorded on the Professional Dispositions Evaluation and the Cooperating Teacher Evaluation (midterm/final) (Appendix 3) should be shared with the teacher candidate and college supervisor.
10. Conferences should be both formal and informal. Informal conferences are discussions after school, during free periods, before school in the morning, etc. Formal conferences should be regularly scheduled, specific, to the point, and recorded in writing.
11. Responsibility for the final course grade rests with the college supervisor and is based on a cooperative assessment of the teacher candidate by the college supervisor and the cooperating teacher.

Post-Observation Conference Questions

The post-observation conference is a prime opportunity to enhance our teacher candidates' understanding of pedagogical principles and aspects of teaching practices on which they will focus during the Residency.

Please use the following core questions in each conference:

1. What were your objectives for teaching this lesson? Why do you think the content of this lesson is important for your students to learn?
2. How did you take into account the students' prior learning and experiences when designing the lesson? How does this lesson fit with your plans for future instruction in this course? Explain how your plans build learners' abilities within your content area.
3. What was your rationale for selecting the teaching methods you used? How did you use knowledge of your students to justify instructional plans?
4. How did you identify and support language demands associated with a key (content area) learning task?

5. How were the informal/formal assessments selected or designed to monitor learners' progress toward the content area standards/objectives?
6. How will you analyze evidence of student learning?
7. Did you modify the lesson plan while teaching? Why? Describe changes/revisions to the lesson that you will make before presenting it again.
8. (For lessons 2-4) How have your skills, understanding of your students or knowledge of your content area improved since I last observed you?

Choose from the following questions, in addition to the core questions, to guide your conference:

9. How did you use knowledge of your students to target support for them to achieve the objectives specific to your content area?
10. What resources did you use to prepare for this lesson?
11. How did you choose the (content area) concepts for this lesson?
12. Where did you learn the content you presented in this lesson (i.e., college coursework, textbook, ancillary materials)? How did you prepare to teach the content you presented?
13. How would you put this content in the "big picture" of your content area? How did you help your students understand the importance of the content?
14. How did you analyze learners' use of language to develop content understanding?
15. How did you elicit student responses to promote thinking and develop abilities that align with the objectives of your content area?
16. Describe changes you made (e.g., seating chart, arrangement of desks, access to technology) so the lesson could be implemented.
17. How did you assess student understanding, informally and/or formally, during the lesson? How will your assessment affect future instruction?
18. Explain and give examples of the type of feedback you provide to students. How do you provide opportunities for students to use the feedback to guide their further learning?
19. What special needs of your students did you consider while designing this lesson? How did you modify the lesson or instructional materials to accommodate IEP's or 504's?
20. How did you use evidence to evaluate and change teaching practices to meet students' varied learning needs?
21. Explain how you demonstrated a positive learning environment that supports your students' engagement in learning. How did you actively engage your students in developing abilities that align with the objectives of your content area?
22. How will you use the analysis of what learners know and are able to do to plan next steps in instruction?
23. How did today's lesson compare or contrast with what I might observe on any given day?

Policies Affecting Student Teaching Residency

Transportation:

When a teacher candidate has requested a specific, special placement and the request is honored by the department, a special travel fee may be assessed by the department to cover the supervisor's travel expenses.

Teacher candidates must furnish their own transportation to the Student Teaching Residency site(s).

Fees:

A fee of \$150 is required for Student Teaching Residency. See Schedule of Miscellaneous Fees in the North Central College Undergraduate Catalog. A \$300 fee is required for submission of the edTPA to Pearson for scoring. Additional fees will be required if a passing score on the edTPA is not received and remediation is necessary.

Placements:

The Department of Education of North Central College will make every effort to secure Student Teaching Residency placements for teacher candidates who have met the stated requirements. Teacher candidates should realize that the quality of their transcripts and supporting materials submitted to the schools greatly affects the placement process. Teacher candidates who have been involved in the alert monitoring process and whose application for Student Teaching Residency has been held until the concerns are addressed may not be placed in the term requested. Additionally, teacher candidates who have not met required competencies at various Gateways in the program and have, therefore, been delayed in moving through the program may not be placed in the term requested. Finally, teacher candidates who submit their Student Teaching Residency application late may not be able to complete the Student Teaching Residency in the preferred term and will be delayed in completing the program.

Withdrawal from the Student Teaching Residency:

The Student Teaching Residency is a culminating opportunity for a teacher candidate to apply his/her knowledge, skills, and dispositions in an extended all-day situation. A successful experience requires extensive preparation, commitment, and hard work by both the teacher candidate and school personnel. Under normal circumstances, teacher candidates who begin the Student Teaching Residency are expected to complete the experience, even if they decide not to continue to pursue a career in teaching. However, if the teacher candidate and/or cooperating teacher determine that the teacher candidate is unable to demonstrate the necessary knowledge, skills, and/or dispositions to complete the experience, the supervisor should be notified immediately. Additionally, if the teacher candidate is not able to assume full responsibility for all aspects of teaching for at least three to five weeks, the supervisor should be notified.

Teacher candidates may be withdrawn for the following reasons:

1. At the school principal's or college supervisor's request, a teacher candidate may be withdrawn from the Student Teaching Residency placement after consultation with the college supervisor and Department of Education chairperson. The teacher candidate will be informed of the decision. A meeting will be scheduled with the teacher candidate, college supervisor, college field placement coordinator, the Department of Education chairperson, cooperating teacher, and the principal or designee. Teacher candidates who withdraw or are removed from Student Teaching Residency due to a lack of ability to demonstrate the required knowledge, skills, and dispositions will be dismissed from the Teacher Education Program.
2. When unusual circumstances arise such as health or personal situations, a teacher candidate may withdraw by completing the following procedures:
 - a. Contact the college supervisor and discuss the reasons for withdrawal.
 - b. Submit a letter to the department chairperson requesting withdrawal and stating the reasons, with supporting documentation.
 - c. Officially drop EDN 480/481, Student Teaching Residency and Seminar through the Registrar's Office.

In the case of any reason for withdrawal / removal from the Student Teaching Residency experience, the college supervisor or placement coordinator will contact the cooperating teacher and other appropriate school personnel. Teacher candidates should not contact their cooperating teacher or school personnel directly about this matter.

Consideration for any future request for a Student Teaching Residency placement will be at the discretion of the Department of Education and the Teacher Education Committee. (Refer to Reinstatement and Readmission in the Department of Education Handbook). **The teacher candidate is responsible for reviewing the college refund and petition process before the candidate withdraws from the experience.**

Request for an Additional Student Teaching Residency

Teacher candidates who are removed or withdraw from the Student Teaching Residency are not guaranteed an additional experience. Placement in another school in a subsequent term will depend on the college supervisor's assessment of the reasons for and validity of the school's/teacher candidate's request for withdrawal and the evidence provided to the Teacher Education Committee. The Teacher Education Committee (TEC) reserves the right to not approve another Student Teaching Residency placement if the teacher candidate does not present compelling evidence on how he/she will approach a second experience in a different manner.

If the TEC determines that the teacher candidate will be given the opportunity for a second Student Teaching Residency experience, the teacher candidate must do additional developmental work (including, but not limited to, EDN 381) in the two terms prior to the second Student Teaching Residency experience to improve his/her content knowledge, dispositions, and/or teaching skills. During these two terms, the teacher candidate must complete two 50-100 hour field experiences in order to address the concerns that resulted in dismissal / withdrawal from Student Teaching Residency. Additional course work or other activities/experiences may be required to address the areas of concern, as appropriate.

If the teacher candidate is not able to demonstrate that concerns have been addressed he/she will not be allowed to progress to a second Student Teaching Residency experience.

Grades below "C" in EDN 480: Student Teaching Residency

Teacher candidates who receive a "C-" or lower in Student Teaching Residency cannot be licensed. Teacher candidates who receive a "C-" or lower in Student Teaching Residency and who wish to repeat the experience must follow the process outlined above in order to request another placement. Teacher candidates would also need to complete the college required paperwork to get permission to retake a class in which the teacher candidate earned a "C-" or lower.

District Requirements

Although teacher candidates are required by the Department to complete an Illinois background check and a TB test, the district in which the teacher candidate is placed may require an additional background check and/or TB test. Teacher candidates are responsible for any fees associated with required additional background checks, physicals, or other requirements.

Please contact the Placement Office with questions you may have via phone at 630-637-5747, or via email at placement@noctrl.edu

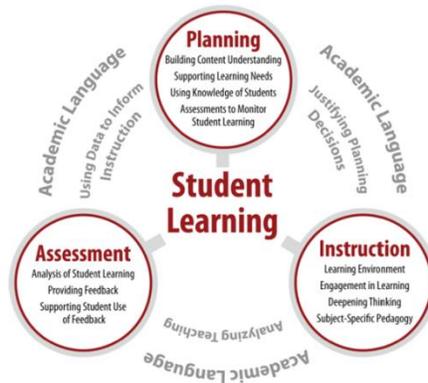
Licensure Tests

In addition to other requirements, the Illinois State Board of Education requires that all persons seeking a Professional Educators License (PEL) shall pass a Test of Academic Proficiency (TAP) in the areas of reading, writing, language arts, and mathematics, a Content-Area Test, and the Teacher Performance Assessment (edTPA). Qualifying ACT or SAT scores can be used in lieu of the TAP. The Illinois State Board of Education requires that **candidates pass the Content Area Test prior to the Student Teaching Residency**. Failure to pass the Content Area Test will result in a delay of the Student Teaching Residency experience. Registration for all tests and study guides are available at <http://www.il.nesinc.com>.

Prior to being eligible for an Illinois teaching license, teacher candidates must complete the approved program for Illinois licensure. Additionally, all education majors, supplemental majors, and "licensure only" teacher candidates must file an application for licensure electronically (Refer to Appendix 1 for instructions) and must also complete an application for a licensure audit, which is distributed during the term that the student is enrolled in EDN 201 or EDN 327. The teacher candidate needs to fulfill any deficiencies identified by the licensure audit memo received from the North Central College Licensure Officer in order to complete the Teacher Education Program.

edTPA: Teacher Performance Assessment

Effective Sept. 1, 2015, all teacher candidates in Illinois must pass the edTPA to be entitled to licensure. The edTPA, an evidence-based assessment designed to measure the teacher candidate’s competency, was developed by Stanford University with the help of teachers and teacher educators across the country. Aligned with Common Core State Standards and the Danielson model, the edTPA is a portfolio project that requires the teacher candidate to document and reflect on student learning through the various stages of teaching. It requires the submission of such artifacts as lesson plans, assignments, assessments, student work samples, videotape segments that capture the teacher candidate engaging students in learning, academic language, and extensive commentary on each of the three tasks: planning, instruction, and assessment. In short, the edTPA requires the teacher candidate to reflect on the demands and real work of teaching and measures not only content and pedagogical knowledge but also the teacher candidate’s readiness to become a teacher. To facilitate the scoring of edTPA projects, Stanford has partnered with Pearson, which has trained teacher education faculty, clinical supervisors, K-12 teachers, administrators, and National Board Certified Teachers from across the country to serve as evaluators. Throughout the project, teacher candidates have access to the fifteen rubrics, five per task for most content areas, which will be used to assess their edTPA. Once submitted, portfolios will be assessed electronically by content-specific evaluators.



During the Residency Seminar, EDN 481, NCC teacher candidates receive support within the parameters allowed by SCALE (Stanford Center for Assessment, Learning, & Equity). Teacher candidates also are required to attend three (3) edTPA work days during Residency when they will be on campus all day to write each of the three (3) commentaries. Teacher candidates are to notify their cooperating teachers of these three (3) dates and should prepare sub plans that can be used in their absence. While teacher candidates are to work on the edTPA outside the school day, cooperating teachers will be aware of the project. Acceptable and unacceptable forms of teacher candidate support are explained in the handout “Teachers Who Support Teacher Candidates” found in the Cooperating Teacher’s edTPA Handbook.

To be entitled for licensure in Illinois, teacher candidates must receive a passing score on the edTPA as designated by ISBE. Following are the cut scores for Illinois:

Academic Year	15 Rubrics	13 Rubrics	18 Rubrics
9/1/2016 – 8/31/2017	35	31	41
9/1/2017 – 8/31/2018	37	33	43
9/1/2018 – 8/31/2019	39	35	45
9/1/2019 –	41	37	47

Teacher candidates who do not meet the cut score in their content area will have the opportunity to remediate with the support of an NCC faculty mentor. Depending on the teacher candidate’s score, either one task or a complete edTPA can be retaken and submitted to Pearson. Teacher candidates cannot be entitled for licensure until a passing score is achieved. Refer to the edTPA Retake Plan in Appendix 2.

Teacher Candidate Responsibilities

North Central College teacher candidates are expected to assume certain responsibilities. Among these are:

As a Developing Teacher

- To gain the widest experience possible from the Student Teaching Residency assignment(s).
- To develop the competencies addressed in the Student Teaching Residency evaluation form.
- To act at all times as if under contract as a regular teacher in the school.
- To be well-prepared for all teaching opportunities. (One of the primary causes of ineffective teaching has been lack of proper planning and preparation for teaching.)

Attendance at Assigned School

- To report promptly each and every day to your teaching assignment. There are no "personal days" or days off in the Student Teaching Residency. Exceptions to this rule include severe illnesses. In case of severe illness, the cooperating teacher, college supervisor, and placement coordinator must be notified and the college supervisor must receive documentation. The teacher candidate must make arrangements to have materials brought to the school that the cooperating teacher would need in their absence.
- To be prompt in Student Teaching Residency obligations, including all meetings.
- To interview for a teaching position **after** school hours, whenever possible.
- To make up any days missed from the Student Teaching Residency if more than two absences have occurred.
- To acquaint yourself with the faculty and administration (principals, department chairs, etc.) in the school.

Attendance at Campus Seminars

- To participate in a weekly seminar (EDN 481) held on campus, customarily on Monday nights 4-7:30 p.m. Attendance at these seminars is mandatory. The teacher candidate is responsible for notifying his/her cooperating teacher in advance on days when she/he needs to leave school early to attend seminar.
- To complete seminar assignments.
- To submit components of the edTPA Project at seminars and/or on specified due dates.
- To present the edTPA project at the edTPA Presentation Event as noted on the Education Department Calendar.

Accountability to the Cooperating Teacher

- To assume responsibilities delegated by the cooperating teacher and to be diligent in carrying out these responsibilities.
- To request assistance from the cooperating teacher and/or college supervisor when needed.
- To be alert for opportunities to assist the cooperating teacher.
- To arrange a weekly conference time with the cooperating teacher at that teacher's convenience.

Accountability to the Students in the Class(es) You Teach

- To recognize at all times that the education of the students in the class is of primary importance.

Accountability to the College Supervisor

- To request assistance from the cooperating teacher and/or college supervisor when needed.
- To schedule observations with the supervisor well in advance (minimally two weeks ahead).
- To be prompt in completing and submitting **signed** weekly time reports and other paperwork. Time reports are online @ <http://northcentralcollege.edu/academics/dept-div-progs/education/timesheets>.
- To submit a daily schedule to the college supervisor.
- To have a lesson plan (using the NCC Daily Lesson Plan Form contained in Appendix 5) and lesson materials readily accessible when the college supervisor observes.
- To make arrangements to discuss observed lesson(s) with the college supervisor.

Decorum

- To dress professionally (teacher candidates are to use discretion about whether or not to participate in "dress down days"). For example, if Friday is "spirit day," the teacher candidate would wear khakis instead of jeans with a school spirit shirt.
- To be physically healthy and fit and maintain cleanliness and a well-kept physical appearance.
- Remove nontraditional piercings (other than ear piercings) and cover tattoos.

Application for Licensure

- To file electronically the "Application for Licensure." Refer to the section on Licensure Tests in Appendix 1 for specific details.
- To check with an "out-of-state" Board of Education if planning to seek out-of-state licensure. Teacher candidates can access each state's particular licensure requirements on the following site:



<http://education.uky.edu/AcadServ/content/50-states-certification-requirements>

Preparing to Secure Employment

- To set-up an appointment with the Career Development Center to receive feedback on his/her resume and cover letter. Phone: 630.637.5141

Role of the North Central College Supervisor

The college supervisor is a member of the faculty of North Central College. As a college faculty member, in close contact with the public schools, he/she serves as an important liaison between the college and the cooperating schools.

As a supervisor of teacher candidates, he/she is neither a critic nor a judge of the philosophy, methodology, curriculum, organization, or administration of a school.

All knowledge of the school and its activities should be held as confidential information by both the supervisor and the teacher candidate.

Responsibilities for the Supervisor of Student Teaching Residency

1. Stay in contact with the teacher candidates, field placement coordinator, and the department chair. Contact the field placement coordinator and the department chair immediately if any issues arise that could potentially prohibit the teacher candidate's success.
2. Facilitate three seminars with assigned teacher candidates during the Student Teaching Residency. These are to be scheduled Sept. 6-9 and Oct. 31-Nov. 4, with final individual conferences Nov. 17-23. Supervisors will direct discussions about specified topics and allow teacher candidates to talk about their experiences. In addition, supervisors will attend the edTPA portfolio presentation event. For dates and times of Department events, refer to the Education Department Calendar: <http://northcentralcollege.edu/academics/dept-div-progs/education/calendar-and-newsletter>
3. Collect and monitor weekly signed time sheets and learning logs throughout the term. Ensure that time sheets are completed correctly and have required signatures.
4. Monitor that the Professional Dispositions Evaluation (Appendix 3) is entered into Taskstream.
5. Submit midterm progress reports and/or alert reports as needed.
6. Review lesson plans through Taskstream and provide feedback for revision as needed. Following each of the four observations, complete and submit the lesson evaluation through Taskstream.
7. Monitor that the Cooperating Teacher Evaluation (midterm and final) (Appendix 3) is entered into Taskstream.
8. Complete and submit through Taskstream a Supervisor Summative Evaluation for each teacher candidate (Appendix 4).
9. Submit final grades to the Education Department by specified due date, usually end of NCC's week ten.
10. Upon completion of the term, submit to the placement coordinator signed original weekly timesheets and learning logs.
11. Submit monthly Mileage Reimbursement Reports to the Academic Assistant in the Main Office no later than eight days after the month ends. A separate report is required for each month.

Although Not in Daily Contact with the Teacher Candidate, the College Supervisor Should

Make appropriate contacts with the principal and cooperating teacher at the beginning of the Student Teaching Residency (week 1 or before) to state expectations and criteria, as well as answer questions. Oftentimes, this contact is done in a meeting before or after school with the cooperating teacher and teacher candidate.

- Meet with the teacher candidate and cooperating teacher to discuss the evaluations and progress throughout the term.
- Observe the teacher candidate plan and conduct class on a minimum of four occasions, spread across the experience with at least one week between observations. (Two observations should be done before week 7 and two observations should be done between weeks 8 and 14.)
- Confer with the teacher candidate after each observation.

- Confer with the cooperating teacher before or after each observation, and when appropriate, confer together with the teacher candidate and cooperating teacher.
- Hold a 3-way conference (supervisor, teacher candidate, cooperating teacher) at first sign of a possible problem. Notify the placement coordinator of concerns.
- In conjunction with the cooperating teacher, discuss and reach consensus on the final evaluation of the teacher candidate. Use the holistic rubric (pages 27-39) and other evaluation tools to assist in the determination of the final grade for the teacher candidate's classroom performance. The college supervisor is responsible for assigning the teacher candidate's final grade in EDN 480.
- Be readily available to interact with and maintain good relations with the teacher candidate, the cooperating teacher, the principal, and the school system.
- Contact the Department Chair and Placement Coordinator immediately if there is a situation that may jeopardize the teacher candidate's success.
- Help clarify the conceptual framework and the college's concept of the roles of cooperating teacher, principal, and college supervisor.
- Assist the teacher candidate in self-evaluation and reflection.
- Act as a resource person for the teacher candidate and cooperating teacher.
- Upon request of the teacher candidate, the supervisor may agree to write a letter of reference for the teacher candidate's use in the job search process.

Appeal / Judicial Procedures

Teacher candidates have the same academic rights and responsibilities as do all North Central College students. There are, however, specific situations in the Teacher Education Program when negative decisions may be cause for teacher candidate appeals. These include, but are not limited to, arbitrary or capricious institutional behavior with regard to:

- Admission to the Teacher Education Program;
- Admission to the Student Teaching Residency or other field experiences;
- Dismissal from the Teacher Education Program including field or Student Teaching Residency experiences;
- Evaluation of the teacher candidate's performance in required teacher education courses, field experience or Student Teaching Residency settings, or any other regularly provided or required activity having a direct bearing on the teacher candidate's being recommended for licensure or for employment; and/or
- Failure to recommend for licensure, in a timely fashion, any teacher candidate who has successfully completed the Teacher Education Program and all licensure requirements.

Teacher candidates who believe that they have been treated unfairly in any of these teacher education matters should first confer with the chair of the Department of Education. Appeal of any such decisions may be made, in writing, to the Teacher Education Committee (TEC) through its chair.

Unplanned School Closing (Strike)

Before Student Teaching Residency Begins

In the event a school has been closed for a variety of reasons before the teacher candidate has begun his/her assignment, the teacher candidate is governed by the following policy:

1. The teacher candidate is instructed not to report to the school to which he/she was assigned for Student Teaching Residency; he/she should report immediately to the main office of the Department of Education at North Central College.
2. Depending on the circumstances, an alternative Student Teaching Residency placement will be made, although it may not be in the term for which the teacher candidate is registered.

While in Student Teaching Residency

In the event a school closes for a variety of reasons after the teacher candidate has begun his/her assignment, the teacher candidate is governed by the following policy:

1. The teacher candidate is directed not to attend the school and is directed to report to the main office of the Department of Education at North Central College.
2. The teacher candidate should not endorse a petition, nor in any way support any of the parties involved in the unplanned school closing.
3. In case of a teacher's strike, it is the policy of North Central College not to cross a picket line.
4. If the strike should appear to be of long duration, North Central College's Department of Education may make an alternative Student Teaching Residency placement, although it may not be in the term for which the teacher candidate is registered.
5. The teacher candidate is expected to act in a professional manner during the dispute.
6. Under no condition should the teacher candidate act as a substitute or in a capacity other than that of the original assignment.

Holistic Rubric



Holistic Rubric: Viewing Teacher Candidates as a Whole

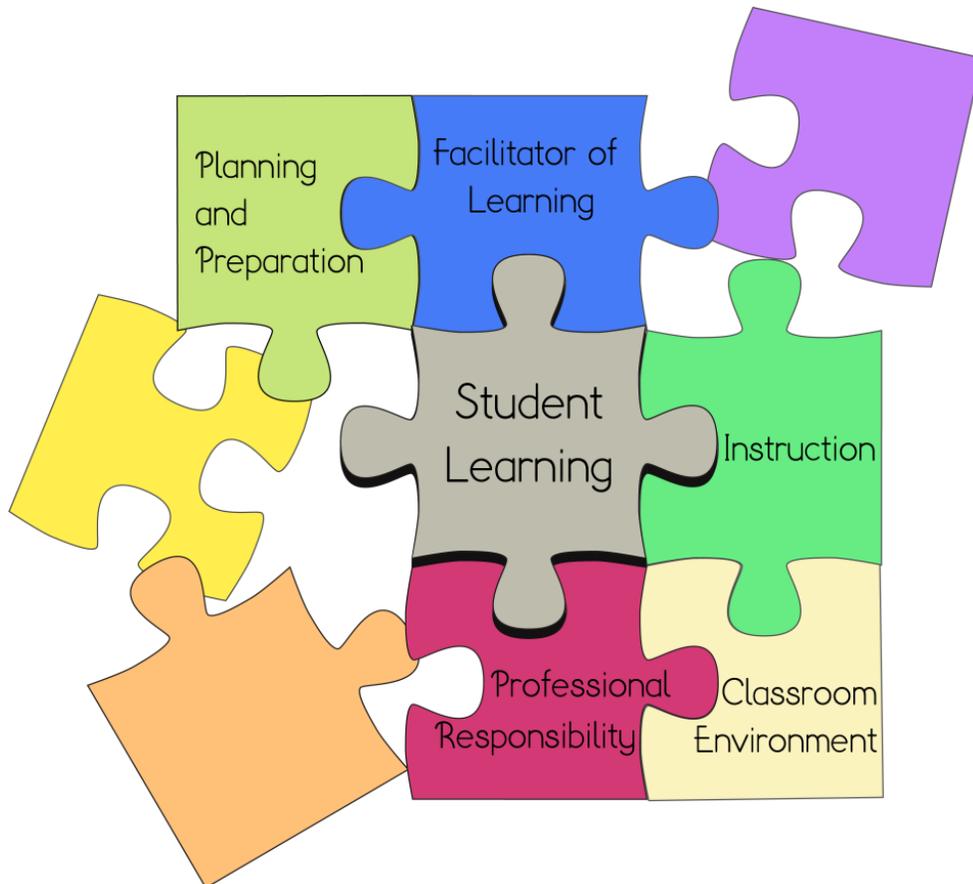
Developing as a Teacher

The following holistic rubric (pages 24-40) is designed to provide you with an understanding of the characteristics that an A, B, C, D, or F teacher candidate possesses. It is designed to help answer the question, "how are teacher candidates similar and where do each vary in knowledge, performance, and dispositions?" It also assists the cooperating teacher and supervisor in assigning an appropriate grade for the classroom performance component of the Student Teaching Residency grade.

The Department of Education utilizes a framework (Danielson, 2013) to communicate the four domains in which teacher candidates are expected to develop and perform. Below are definitions for each domain. The rubric is arranged in a traditional grading format.

Each topic area in the domains contains indicators of knowledge and performance. This rubric includes additional indicators beyond those used to develop the field experience rubrics. This is not an exhaustive list but best captures the primary knowledge and performance indicators teacher candidates are expected to achieve or exhibit within each graded area.

- Use the rubric as an evaluation tool.
- Use the rubric as a communication tool.
- Use the rubric to assist a teacher candidate in setting weekly improvement goals.



Holistic Rubric of Student Teaching Residency Characteristics

Definitions: (of the four domains that comprise this holistic rubric)

I. Planning and Preparation

"The components of [Planning and Preparation] define how a [pre-service teacher] organizes the content that students are to learn - how the [pre-service teacher] designs instruction. All aspects of instructional planning are covered, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient. The content must be transformed through instructional design into sequences of activities and experiences that make it accessible to students. All elements of the instructional design - learning activities, materials, and strategies - should be appropriate to both the content and the students. In their content and process, assessment techniques must also reflect the instructional goals and should serve to document student progress during and at the end of a teaching episode."
(Danielson, 1996, p. 30).

II. Classroom Environment

"[The Classroom Environment] consist of the interactions that occur in a classroom. The interactions are themselves non-instructional, even though they are necessary for effective instruction. Such activities and tasks establish a comfortable and respectful classroom environment, which cultivates a culture of learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive, and the physical environment is supportive of the stated purposes."
(Danielson, 1996, p. 31).

III. Instruction

"[Instruction] contain the components that are at the fundamental heart of teaching - the actual engagement of students in content. It is impossible to overstate the importance of [Instruction], which reflects the primary mission of schools: to enhance student learning. The components of [Instruction] are unified through the model of students constructing meaning and participating in a community of students. [Instruction] components represent distinct elements of [teaching]."
(Danielson, 1996, pp. 31-32).

IV. Professional Responsibilities

"The components in [Professional Responsibility] are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community oversee them intermittently. But the activities are critical to preserving and enhancing the profession. Educators practice them primarily after their first few years of teaching, after they have mastered, to some degree, the details of classroom management and instruction."
(Danielson, 1996, p. 32).

Teacher candidates need to be exposed to these components and have opportunity to practice and engage in experiences that comprise the components.

<p style="text-align: center;">HOLISTIC RUBRIC OF STUDENT TEACHING RESIDENCY CHARACTERISTICS Characteristics of an "A" Teacher Candidate</p>
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I. Planning and Preparation

Knowledge of Content and Pedagogy

- Researches to learn about the topics he/she will teach.
- Knows how the skills, concepts, and or content to be presented link to the curriculum and interests of the students.
- Displays exceptional knowledge of curriculum and subject matter content.

Knowledge of Students

- Considers prior knowledge and learning abilities of students.
- Considers diversity of all students.
- Consistently indicates adaptations in written plans.

Selecting Instructional Goals

- Consistently selects objectives appropriate to the learner, subject matter content, and goals (state and district).
- Focuses on higher-level and critical thinking skills.

Knowledge of Resources

- Thoroughly prepares to use current media.
- Effectively uses resources available in the school district and at the college.

Designs Coherent Instruction

- Independence in lesson planning.
- Thoughtful, well-planned instruction that shows resourcefulness and creativity.
- Learning activities are highly relevant to students and instructional goals.
- Consistently analyzes the tasks and structure related to the discipline (to make learning accessible to students).
- Consistently selects a variety of appropriate teaching strategies to facilitate the learning of all students.

Assessing Student Learning

- Skills, concepts and/or content developed and presented to assure learning.
- Complete congruence of instructional goals and evaluation.
- Effectively addressed evaluation in written plans.
- Provides accurate evaluation methods of student learning.
- Uses a wide variety of evaluation methods to assess student learning.

II. Classroom Environment

Creating an Environment of Respect and Rapport

- Good rapport with students and teacher.
- Treats students equitably.

Establishing a Culture of Learning

- Students take pride in their work.
- Establishes a positive classroom environment that encourages honesty, risk taking, and academic growth.
- Students meaningfully engaged, active, and interested.

Managing Classroom Procedures

- Effectively uses cooperating teacher's policies and procedures for routine tasks.
- Establishes appropriate and effective classroom policies and procedures for routine tasks.

Managing Student Behavior

- Establishes consistent reasonable expectations for behavior.
- Consistently states and enforces clear behavior standards.
- Uses appropriate verbal and non-verbal management strategies effectively.

Organizing Physical Space

- Maintains a safe environment for learning.
- Effectively utilizes space to promote learning.

III. Instruction

Content Delivery

- Presents accurate information.

Provides a Coherent Sequence of Activities that Facilitates Learning the Subject Matter

- Effectively demonstrates obvious content connections between activities/topics to facilitate a developmental sequence of instruction.
- Consistently implements learning activities related to the objectives.
- Effective pacing.
- Seamless transitions between lesson segments.

Communicating Clearly and Accurately

- Effectively communicates course content to students using vocabulary suitable to the grade level.
- Gives clear and concise directions throughout the lesson.
- Speaks clearly and audibly, with adequate inflection throughout the lesson.
- Oral and written statements are free from grammar and/or spelling errors.
- Answers students' questions accurately, appropriately, and clearly.
- Responsive to students.

Using Questioning and Discussion Techniques

- Sequences questions effectively to facilitate learning.
- Poses questions at appropriate levels and types of thinking.
- Uses a variety of questions that strengthen students' understanding of the content.

Engaging Students in Learning

- Students meaningfully engaged, active, and interested in the content of the lesson.

Providing Feedback to Students

- Effectively uses assessment to diagnose and respond to students' needs.
- Consistently provides accurate evaluation methods of student learning.

Demonstrating Flexibility and Responsiveness

- Responsive to students.
- Capitalizes on the teachable moment.
- Effective handling of the unexpected.

IV. Professional Responsibilities

Reflecting on Teaching

- Accurate and effective analysis and insightful evaluation of lessons and other classroom interactions.
- Adapts lessons to meet the needs of all students.
- Makes changes to lessons that will be taught again.

Maintaining Accurate Records

- Effectively documents students' learning in such things as grade book, portfolios, anecdotal records.
- Effectively and consistently documents students' completion of assignments.
- Consistently documents student progress in learning.
- Consistently documents non-instructional records in such things as anecdotal records.

Communicating with Families

- Communicates orally and in writing information about individual students effectively.
- Communicates orally and in writing information about instructional programs effectively.

Contributing to the School District

- Participation in school and district projects, where appropriate.

Growing and Developing Professionally

- Consistently engages in constructive conversations with teacher and supervisor.
- Shows initiative.
- Follows through on suggestions.
- Enthusiastic about teaching and working with students and other teachers.

Showing Professionalism

- Effective professional relationship with colleagues.
- Exhibits good judgment.
- Arrives at school on time; informs teacher and supervisor of absences in advance.
- Lesson plans turned in on time.
- Materials professionally prepared and ready for use.
- Uses accurate grammar and articulation in oral and written communication.
- Knows students' names.
- Effectively incorporates goals, materials, and methods of professional organizations into daily teaching.

HOLISTIC RUBRIC OF STUDENT TEACHING RESIDENCY CHARACTERISTICS

Characteristics of a "B" Teacher Candidate

I. Planning and Preparation

Knowledge of Content and Pedagogy

- Researches to learn about the topics he/she will teach.
- Frequently knows how the skills, concepts, and or content to be presented link to the curriculum and interests of the students.
- Displays solid knowledge of curriculum and subject matter content.

Knowledge of Students

- Considers prior knowledge and learning abilities of students.
- Considers diversity of all students.
- Frequently indicates adaptations in written plans.

Selecting Instructional Goals

- Consistently selects objectives appropriate to the learner, subject matter content, and goals (state and district).
- Frequently focuses on higher-level and critical thinking skills.

Knowledge of Resources

- Thoroughly prepares to use current media.
- Good use of resources available in the school district and at the college.

Designs Coherent Instruction

- Independence in lesson planning.
- Well-planned instruction that shows resourcefulness and creativity.
- Most of the learning activities are highly relevant to students and instructional goals.
- Frequently analyzes the tasks and structure related to the discipline (to make learning accessible to students).
- Frequently selects a variety of appropriate teaching strategies to facilitate the learning of all students.

Assessing Student Learning

- Skills, concepts and/or content developed and presented to assure learning.
- Frequently shows congruence of instructional goals and evaluation.
- Addresses evaluation in written plans.
- Provides evaluation methods of student learning.
- Uses a variety of evaluation methods to assess student learning.

II. Classroom Environment

Creating an Environment of Respect and Rapport

- Good rapport with students.
- Developing a rapport with cooperating teacher.
- Treats students equitably.

Establishing a Culture of Learning

- Students take pride in their work.
- Frequently establishes a positive classroom environment that encourages honesty, risk taking, and academic growth.
- Students meaningfully engaged, active, and interested.

Managing Classroom Procedures

- Frequently uses cooperating teacher's policies and procedures for routine tasks.
- Frequently establishes appropriate and effective classroom policies and procedures for routine tasks.

Managing Student Behavior

- Establishes reasonable expectations for behavior.
- Generally states and enforces clear behavior standards.
- Generally uses appropriate verbal and non-verbal management strategies.

Organizing Physical Space

- Maintains a safe environment for learning.
- Utilizes space to promote learning.

III. Instruction

Content Delivery

- Presents accurate information.

Provides a Coherent Sequence of Activities that Facilitates Learning the Subject Matter

- Generally demonstrates obvious content connections between activities/topics to facilitate a developmental sequence of instruction.
- Generally implements learning activities related to the objectives.
- Good pacing.
- Transitions between lesson segments.

Communicating Clearly and Accurately

- Generally communicates course content to students using vocabulary suitable to the grade level.
- Gives clear directions throughout the lesson.
- Speaks clearly and audibly, with adequate inflection throughout the lesson.
- Oral and written statements are free from grammar and/or spelling errors.
- Answers students' questions accurately, appropriately, and clearly.
- Responsive to most students.

Using Questioning and Discussion Techniques

- Sequences questions, generally facilitates learning.
- Frequently poses questions at appropriate levels and types of thinking.
- Uses a variety of questions that strengthen students' understanding of the content.

Engaging Students in Learning

- Generally students are meaningfully engaged, active, and interested in the content of the lesson.

Providing Feedback to Students

- Effectively uses assessment to diagnose and respond to students' needs.
- Consistently provides accurate evaluation methods of student learning.

Demonstrating Flexibility and Responsiveness

- Responsive to students.
- Capitalizes on the teachable moment.
- Effective handling of the unexpected.

IV. Professional Responsibilities

Reflecting on Teaching

- Developing accurate and effective analysis and insightful evaluation of lessons and other classroom interactions.
- Adapts lessons to meet the needs of most students.
- Often makes changes to lessons that will be taught again.

Maintaining Accurate Records

- Frequently documents students' learning in such things as grade book, portfolios, anecdotal records.
- Frequently documents student completion of assignments.
- Generally documents student progress in learning.
- Generally documents non-instructional records in such things as anecdotal records.

Communicating with Families

- Adequately communicates orally and in writing information about individual students.
- Adequately communicates orally and in writing information about instructional programs.

Contributing to the School District

- Participation in school and district projects, where appropriate.

Growing and Developing Professionally

- Frequently engages in constructive conversations with cooperating teacher and college supervisor.
- Shows initiative.
- Follows through on suggestions.
- Enjoys teaching and working with students and other teachers.

Showing Professionalism

- Generally establishing a professional relationship with colleagues.
- Exhibits good judgment.
- Arrives at school on time; informs cooperating teacher and college supervisor of absences in advance.
- Lesson plans turned in on time.
- Materials professionally prepared and ready for use.
- Uses accurate grammar and articulation in oral and written communication.
- Knows students' names.
- Generally incorporates goals, materials, and methods of professional organizations into daily teaching.

Characteristics of a "C" Teacher Candidate

I. Planning and Preparation

Knowledge of Content and Pedagogy

- Uses classroom resources to develop written plans.
- Occasionally knows how the skills, concepts, and or content to be presented link to the curriculum and interests of the students.
- Displays knowledge of curriculum and subject matter content.

Knowledge of Students

- Developing an understanding of how to consider prior knowledge and learning abilities of students.
- Developing an understanding of how to consider diversity of all students.
- Occasionally indicates adaptations in written plans.

Selecting Instructional Goals

- Written plan tends to focus on a product to be completed rather than a process of learning.
- Occasionally knows how the skills, concepts, and or content to be presented link to the curriculum.

Knowledge of Resources

- Sometimes prepares to use current media.
- Occasionally uses resources available in the school district and at the college.

Designs Coherent Instruction

- Developing independence in lesson planning.
- Developing instruction that shows resourcefulness and creativity.
- Only some of the learning activities are relevant to students and instructional goals.
- Developing the skills to analyze the tasks and structure related to the discipline (to make learning accessible to students).
- Utilizes a few appropriate teaching strategies to facilitate the learning of most students.

Assessing Student Learning

- Developing abilities to effectively present skills, concepts and/or content developed to assure learning.
- Developing congruence of instructional goals and evaluation.
- Occasionally addresses evaluation in written plans.
- Occasionally provides evaluation methods of student learning.
- Uses few evaluation methods to assess student learning.

II. Classroom Environment

Creating an Environment of Respect and Rapport

- Good rapport with students.
- Developing a rapport with cooperating teacher.
- Developing skills to treat students equitably.

Establishing a Culture of Learning

- Students minimally take ownership of their work.
- Developing an understanding of how to establish a positive classroom environment that encourages honesty, risk taking, and academic growth.
- Uneven engagement and attention of students.

Managing Classroom Procedures

- Occasionally uses cooperating teacher's policies and procedures for routine tasks.
- Developing appropriate and effective classroom policies and procedures for routine tasks.

Managing Student Behavior

- Developing consistent expectations for behavior.
- Developing skills to state and enforce clear behavior standards.

- Developing ability to use appropriate verbal and non-verbal management strategies.

Organizing Physical Space

- Generally maintains a safe environment for learning.
- Developing an understanding of how to utilize space to promote learning.

III. Instruction

Content Delivery

- Generally presents accurate information.

Provides a Coherent Sequence of Activities that Facilitates Learning the Subject Matter

- Developing the skills to make content connections between activities/topics to facilitate a developmental sequence of instruction.
- Developing the skills to implement learning activities related to the objectives.
- Developing a sense of pacing.
- Transitions in lessons awkward and/or abrupt.

Communicating Clearly and Accurately

- Developing a means to communicate course content to students using vocabulary suitable to the grade level.
- Developing clear directions throughout the lesson.
- Speaks clearly and audibly throughout the lesson.
- Oral and written statements are free from grammar and/or spelling errors.
- Answers students' questions accurately, appropriately, and clearly.
- Responsive to some students.

Using Questioning and Discussion Techniques

- Developing basic questioning skills related to sequence, levels and types of thinking, and variety to provide for fuller student response and student learning.

Engaging Students in Learning

- Developing techniques to actively engage students in the lesson.

Providing Feedback to Students

- Developing skills to use assessment to diagnose and respond to students' needs.
- Developing an understanding of how to provide accurate evaluation methods of student learning.

Demonstrating Flexibility and Responsiveness

- Developing responsiveness to students.
- Inconsistent use of teachable moment.
- Developing methods to handle the unexpected.

IV. Professional Responsibilities

Reflecting on Teaching

- Seldom able to accurately and/or effectively analyze lessons and other classroom interactions.
- Seldom adapts lessons to meet students' needs.
- Occasionally makes changes to lessons that will be taught again.

Maintaining Accurate Records

- Developing the ability to keep records of student learning, completion of assignments, progress in learning and non-instructional records.

Communicating with Families:

- Developing the skills to communicate orally and in writing information about individual students.
- Developing the skills to communicate orally and in writing information about instructional programs.

Contributing to the School District

- Participation in school and district projects, where appropriate.

Growing and Developing Professionally

- Occasionally engages in constructive conversations with cooperating teacher and college supervisor.
- Frequently shows initiative.
- Generally follows through on suggestions.
- Developing confidence and enthusiasm when teaching and working with students and other teachers.

Showing Professionalism

- Developing professional relationships.
- Developing good judgment.
- Arrives at school on time; informs cooperating teacher and college supervisor of absences in advance.
- Lesson plans turned in on time.
- Materials prepared and ready for use.
- Uses accurate grammar and articulation in oral and written communication.
- Knows students' names.
- Developing the skills to incorporate goals, materials, and methods of professional organizations into daily teaching.

<h2>HOLISTIC RUBRIC OF STUDENT TEACHING RESIDENCY CHARACTERISTICS</h2> <h3>Characteristics of a "D" Teacher Candidate</h3>
--

I. Planning and Preparation

Knowledge of Content and Pedagogy

- Seldom researches lesson topic or seeks out resources, relies on textbook.
- Written plans lack connection between objectives, procedures, and evaluation.
- Displays little understanding of curriculum and subject matter content.

Knowledge of Students

- Displays little understanding of how to consider prior knowledge and learning abilities of students.
- Displays little understanding of how to consider diversity of all students.
- Rarely indicates adaptations in written plans.

Selecting Instructional Goals

- Written plans focus on a product to be completed rather than a process of learning.
- Written plans lack a connection on how the skills, concepts, and or content to be presented link to the curriculum.
- Written plans lack a connection between objectives, procedures, and evaluation.

Knowledge of Resources

- Seldom develops or plans to use current media.
- Seldom uses resources available in the school district and/or at the college.

Designs Coherent Instruction

- Lacks independence in lesson planning.
- Plans lack provision for enough time on task to develop skills, concepts, and/or content.
- Learning activities are not suitable to students and instructional goals.
- Rarely analyzes the tasks and structure related to the discipline (to make learning accessible to students).
- Utilizes one teaching strategy to facilitate the learning of students.

Assessing Student Learning

- Unable to present skills, concepts and/or content developed to assure learning.
- Unable to show congruence of instructional goals and evaluation.

- Inconsistently addresses evaluation in written plans.
- Inconsistently addresses evaluation methods of student learning.
- Uses few evaluation methods to assess student learning.

II. Classroom Environment

Creating an Environment of Respect and Rapport

- Developing rapport with some students.
- Inconsistent rapport with cooperating teacher.
- Inconsistent use of skills to treat students equitably.

Establishing a Culture of Learning

- Students take little pride in their work.
- Infrequently establishes a classroom environment that encourages honesty, risk taking, and academic growth.
- Students unmotivated to attend or engage in lessons.

Managing Classroom Procedures

- Little evidence to show the use of cooperating teacher's policies and procedures for routine tasks.
- Lacks appropriate and effective classroom policies and procedures for routine tasks.

Managing Student Behavior

- Infrequently communicates consistent expectations for behavior.
- Inconsistently or infrequently states and/or enforces clear behavior standards.
- Inconsistently or infrequently uses appropriate verbal and non-verbal management strategies.

Organizing Physical Space

- Inconsistently maintains a safe environment for learning.
- Infrequently utilizes space to promote learning.

III. Instruction

Content Delivery

- Haphazard about the presentation of accurate information.

Provides a Coherent Sequence of Activities that Facilitates Learning the Subject Matter

- Infrequently demonstrates skills to make content connections between activities/topics to facilitate a developmental sequence of instruction.
- Implements learning activities unrelated to the objectives.
- Lessons poorly paced.
- Transitions in lessons awkward and/or abrupt.

Communicating Clearly and Accurately

- Seldom communicates course content to students using vocabulary suitable to the grade level.
- Seldom provides clear directions throughout the lesson.
- Speaks clearly and audibly throughout the lesson.
- Oral and written statements frequently contain grammar and/or spelling errors.
- Infrequently answers students' questions accurately, appropriately, and clearly.
- Unresponsive to students or a select group of students.

Using Questioning and Discussion Techniques:

- Limited questioning skills related to sequence, levels and types of thinking, and variety to provide for fuller student response and student learning.

Engaging Students in Learning

- Unable to use techniques to actively engage students in the lesson.

Providing Feedback to Students

- Inconsistent use of assessment to diagnose and respond to students' needs.
- Unclear understanding of how to provide accurate evaluation methods of student learning.

Demonstrating Flexibility and Responsiveness

- Unaware of needs of individual students.
- Unable to recognize teachable moments.
- Unable to handle the unexpected.

IV. Professional Responsibilities**Reflecting on Teaching**

- Seldom able to accurately and/or effectively analyze lessons and other classroom interactions.
- Seldom adapts lessons to meet students' needs.
- Infrequently makes changes to lessons that will be taught again.

Maintaining Accurate Records

- Record keeping of student learning, completion of assignments, progress in learning inconsistent.

Communicating with Families

- Ineffective and/or infrequent communication with families.

Contributing to the School District

- Does not take advantage of opportunities to participate in school and district projects, where appropriate.

Growing and Developing Professionally

- Resistant to constructive conversations with cooperating teacher and/or college supervisor.
- Lacks initiative.
- Seldom follows through on suggestions.
- Lack of enthusiasm when teaching and working with students and other teachers.

Showing Professionalism

- Resistant to developing professional relationships.
- Occasionally exhibits good judgment.
- Is late to school and/or leaves early.
- Infrequently informs cooperating teacher and college supervisor of absences in advance.
- Lesson plans not prepared in advance.
- Materials poorly prepared.
- Inaccurate grammar and articulation in oral and written communication.
- Seldom knows students' names.
- Infrequent use of skills to incorporate goals, materials, and methods of professional organizations into daily teaching.

<p style="text-align: center;">HOLISTIC RUBRIC OF STUDENT TEACHING RESIDENCY CHARACTERISTICS Characteristics of an "F" Teacher Candidate</p>
--

I. Planning and Preparation

Knowledge of Content and Pedagogy

- Does not research lesson topic or seek out resources, relies on the textbook.
- Does not know how to link objectives, procedures, and evaluation.
- Does not know the curriculum nor have a thorough understanding of subject matter content.

Knowledge of Students

- Does not take any learner factors into consideration when planning.
- No adaptations evident in written plans.

Selecting Instructional Goals

- Plans lack objectives.
- Written plans focus on a product to be completed rather than a process of learning.
- Does not know how to link content subtopics together.
- Does not know how to make connections between objectives, procedures, and evaluation.

Knowledge of Resources

- Rarely develops lesson materials or plans to use current media.
- Rarely uses resources available in the school district and/or at the college.

Designs Coherent Instruction

- Overly dependent/overly confident in lesson planning.
- Plans lack details such as examples to use on the board, initial questions to ask, and/or directions to be given.
- Plans lack a connection between objectives, instruction, and evaluation.
- Learning activities are not suitable to students and instructional goals.
- Rarely analyzes the tasks and structure related to the discipline (to make learning accessible to students).
- Utilizes one teaching strategy to facilitate learning of students.

Assessing Student Learning

- Unable to present skills, concepts and/or content developed to assure learning.
- Unable to show congruence of instructional goals and evaluation.
- Lacks evaluation section in written plans.
- Rarely addresses evaluation methods of student learning.
- Uses one or two evaluation methods to assess student learning.

II. Classroom Environment

Creating an Environment of Respect and Rapport

- Rarely talks with students and/or cooperating teacher.
- Lacks skills or ability to treat students equitably.

Establishing a Culture of Learning

- Students take little pride in their work.
- Positive classroom climate not evident.
- Students unmotivated to attend or engage in lessons.

Managing Classroom Procedures

- Little evidence to show the use of cooperating teacher's policies and procedures for routine tasks.
- Lacks appropriate and effective classroom policies and procedures for routine tasks.

Managing Student Behavior

- Infrequently communicates consistent expectations for behavior.
- Inconsistently or infrequently states and/or enforces clear behavior standards.
- Inconsistently or infrequently uses appropriate verbal and non-verbal management strategies.

Organizing Physical Space

- Rarely maintains a safe environment for learning.
- Rarely utilizes space to promote learning.

III. Instruction

Content Delivery

- Rarely checks the accuracy of information presented.

Provides a Coherent Sequence of Activities that Facilitates Learning the Subject Matter

- Infrequently demonstrates skills to make content connections between activities/topics to facilitate a developmental sequence of instruction.
- Implements learning activities unrelated to the objectives.
- Lessons poorly paced and structured.
- Transitions in lessons awkward and/or abrupt.

Communicating Clearly and Accurately

- Rarely communicates course content to students using vocabulary suitable to the grade level.
- Rarely provides clear directions throughout the lesson.
- Voice articulation and modulation variable.
- Oral and written statements frequently contain grammar and/or spelling errors.
- Infrequently answers students' questions accurately, appropriately, and clearly.
- Unresponsive to students and/or a select group of students.

Using Questioning and Discussion Techniques

- Lack of questioning skills related to sequence, levels and types of thinking, and variety to provide for fuller student response and student learning.

Engaging Students in Learning

- Unable to use techniques to actively engage students in the lesson.
- Lesson delivery method inappropriate for the age group or lesson topic.

Providing Feedback to Students

- Rarely uses assessment to diagnose and respond to students' needs.
- Rarely understands how to provide accurate evaluation methods of student learning.

Demonstrating Flexibility and Responsiveness

- Unaware of needs of individual students.
- Unable to recognize teachable moments.
- Unable to handle the unexpected.

IV. Professional Responsibilities

Reflecting on Teaching:

- Rarely able to accurately and/or effectively analyze lessons and other classroom interactions.
- Rarely adapts lessons to meet students' needs.
- Rarely makes changes to lessons that will be taught again.

Maintaining Accurate Records:

- Record keeping of student learning, completion of assignments, progress in learning inconsistent.

Communicating with Families:

- Ineffective and/or infrequent communication with families.

Contributing to the School District:

- Does not take advantage of opportunities to participate in school and district projects, where appropriate.

Growing and Developing Professionally:

- Resistant to constructive conversations with cooperating teacher and/or college supervisor.
- Lacks initiative.
- Rarely follows through on suggestions.
- Lack of enthusiasm when teaching and working with students and other teachers.

Showing Professionalism

- Unable to develop professional relationships.
- Lacks good judgment.
- Is late to school and/or leaves early.
- Rarely informs cooperating teacher and college supervisor of absences in advance.
- Lesson plans not prepared in advance.
- Materials poorly prepared.
- Inaccurate grammar and articulation in oral and written communication.
- Seldom knows students' names.
- Infrequent use of skills to incorporate goals, materials, and methods of professional organizations into daily teaching.

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Appendix I

Licensure



Applying for Your Professional Educator License

PLEASE READ & FOLLOW CAREFULLY

Teacher candidates must notify the Licensure Officer if they have been convicted of a felony or any sex, narcotics, drug offense, or been named in a child abuse or neglect report. Certain convictions preclude teacher licensure in the State of Illinois. If you have any questions, consult a lawyer before completing the process.

In addition, if a teacher candidate must mark any of the application questions "yes," if he/she is not a U.S. citizen, or if he/she is more than 30 days delinquent in complying with a child support order, the teacher candidate may not apply for the professional license online. In that case, a hard copy of the application must be signed and sealed by the North Central College Licensure Officer, and brought to the appropriate Regional Office of Education. The teacher candidate will receive a letter requesting the information needed to evaluate the request for a Professional Educator License.

Applying Online for a Professional Educator License

As soon as the North Central College degree is conferred by the college's Registrar and as soon as all licensure requirements are met, including a passing score on the edTPA, the North Central College Education Department completes a notice of entitlement to the Illinois State Board of Education. At that time the Education Department also notifies the student that they can apply for their Professional Educator License online. Directions on how to apply for the license will be emailed to each student. Students will use the ELIS system on the ISBE website to not only apply for their professional license but also to register it. The state website will accept American Express, Discover, MasterCard, and Visa credit cards for payment of fees.

When using the ELIS system, the teacher candidate should use a personal email address (not the North Central College email). It is imperative that the teacher candidate keep the email active or update the information in ELIS if the email changes. The State will email teacher candidate information about his/her license. The State will not mail hard copies of the license to teacher candidates. Verification of the license will be available for printing after the license is registered.

Note:

- A. You cannot complete the licensure process if you have not passed the edTPA.
- B. Once you complete the licensure process, your records are in the state system. You will then work with your local Regional Office of Education if changes need to be made.
- C. Your professional educator license will indicate your content area and grade level endorsements.
- D. If you have applied for an LBS1 endorsement OR a secondary 24 credit hour endorsement and have NOT passed the appropriate Content Test, you will not be entitled for that endorsement. Do NOT complete the license process online. When you pass the appropriate Content Test, contact the North Central College Licensure Officer who will add the endorsement to the entitlement. Then the online application process can be completed.

When the teacher candidate has completed the application process on ELIS and the license has been issued, it **MUST** be registered. Directions to register the license are outlined in a wizard on ELIS; this registration should be completed immediately after the issuance of the license.

Appendix 2

edTPA Retake Plan



edTPA Retake Plan

2016-17

Effective Sept. 1, 2015, teacher candidates must receive a passing score on the edTPA, which will be completed during Residency, in order to be entitled to licensure in Illinois. Following are the cut scores.

Academic Year	15 Rubrics	13 Rubrics	18 Rubrics
9/1/2016 – 8/31/2017	35	31	41

Teacher candidates who do not meet the cut score will follow a remediation plan and resubmit either one task, two tasks, or a full edTPA. Retake options include:

Condition Code

If the edTPA does not meet submission requirements, candidate will correct errors and resubmit. Condition codes include artifacts/commentary that do not follow handbook guidelines, audio or video technical issues, insufficient information to score, or video is edited. No refund or credit on future edTPA registration will be given.

Partial Retake

- \$100 per task
- Teacher candidate will submit new artifacts and commentary

Complete Retake

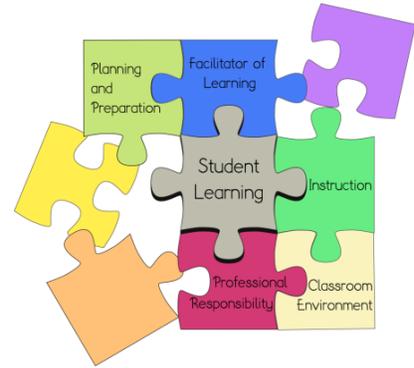
- \$300
- Teacher candidate will submit new artifacts and commentaries
- A candidate can register for only one retake at a time (either full assessment or single-task). A candidate must wait to receive scores from the last submission before registering for another retake.
- There is no national limit to the number of retakes possible; there may be state- or institution-level limits on retakes.

***Note:** Revised or edited versions of previously submitted materials may not be submitted. However, if the candidate can teach the same group of students, the same context for learning may be resubmitted.

Remediation Plan

A teacher candidate who scores below passing on the edTPA must take the following steps:

1. Submit the official score report to NCC Education Department within 3 days of receiving it.
2. Consult with a faculty mentor to examine the original edTPA and discuss score patterns, areas of weakness, and plan for one-task, two-task, or complete retake. Complete the edTPA Retake Plan form.
 - **Step 1 Analysis:** Task scores determine which task(s) to resubmit
 - Task must have a minimum total score of 12
 - Task must have at least three 3's
 - Task can have no more than one 1
 - **Step 2 Analysis:** edTPA is within three points of passing
 - Is there a task with no 3's?
 - Is there a task that scored lower than the other two tasks?
 - Which remaining task would candidate most likely be able to complete without an additional placement?
3. Determine a timeline for completion of the retake and submission to Pearson and for follow-up meetings with the faculty mentor.
4. Consult with the NCC Education Placement office to arrange for completion of the edTPA retake in a classroom if the original placement has ended or for extension of a current placement.
5. Review the edTPA Handbook and the *What Do I Need To Do* sections, *Making Good Choices*, and methods course information.
6. Complete the retake requirements (artifacts, video segments, commentary).
7. Following completion, meet with faculty mentor to review the retake commentary and artifacts.
8. Upload the Task(s) to Taskstream and submit to Pearson. Notify the Education Department once the retake has been officially submitted to Pearson and the transfer is confirmed.



edTPA Retake Plan

Teacher Candidate: _____

Faculty Mentor: _____

edTPA Handbook: _____ Scores: Task 1 _____ Task 2 _____ Task 3 _____

Retake Plan:

Teacher candidate will resubmit: Task 1 Task 2 Task 3

The focus during completion of the task(s) will be:

Follow-up Meetings with Faculty Mentor: _____

Target Resubmission Date: _____

- I agree to this edTPA retake plan.
- I plan to complete the edTPA retake on my own without the support of NCC faculty.
- I understand that I will not be entitled to licensure in Illinois unless I receive a passing score on the edTPA.

Teacher Candidate Signature

Date

Appendix 3

Cooperating Teacher Forms

Professional Dispositions and Midterm / Final Evaluations



**Student Teaching: Professional Dispositions Evaluation
Submitted by the Cooperating Teacher**

NCC Teacher Candidate: _____

Date: _____

Cooperating Teacher: _____

Grade/Subject: _____

School: _____

NCC Supervisor: _____

	Proficient		Basic		Unsatisfactory
<input type="checkbox"/>	Attendance (arrival at school and departure from school) is consistent with school district policies and cooperating teacher expectations.	<input type="checkbox"/>	Attendance (arrival at school and departure from school) is often consistent with school district policies.	<input type="checkbox"/>	Attendance (arrival at school and departure from school) is not consistent with school district policies.
<input type="checkbox"/>	Consistently presents written plans in advance of lesson according to school district policies and cooperating teacher expectations.	<input type="checkbox"/>	Generally presents written plans in advance of lesson according to cooperating teacher's expectations.	<input type="checkbox"/>	(a) Lesson plans not prepared in advance or (b) has no lesson plans.
<input type="checkbox"/>	Seeks appropriate advice, feedback or clarification on both short and long term plans.	<input type="checkbox"/>	Usually seeks advice, feedback or clarification on both short and long term plans.	<input type="checkbox"/>	Rarely seeks advice, feedback or clarification on both short and long term plans.
<input type="checkbox"/>	Consistently seeks and accepts constructive criticism and implements suggestions for	<input type="checkbox"/>	Accepts constructive criticism and attempts to implement suggestions for improvement.	<input type="checkbox"/>	(a) Rejects constructive criticism and/or (b) does not implement suggestions for improvement.
<input type="checkbox"/>	Consistently displays appropriate initiative.	<input type="checkbox"/>	Generally displays appropriate initiative.	<input type="checkbox"/>	Shows little or no initiative.
<input type="checkbox"/>	Consistently dependable and	<input type="checkbox"/>	Generally dependable and reliable.	<input type="checkbox"/>	Undependable and/or unreliable.
<input type="checkbox"/>	Consistently dresses professionally.	<input type="checkbox"/>	Generally dresses professionally.	<input type="checkbox"/>	Inappropriately dressed.
<input type="checkbox"/>	Positive rapport and respect for students is consistently	<input type="checkbox"/>	Developing positive rapport and respect for students.	<input type="checkbox"/>	Lack of developing rapport and respect with students.
<input type="checkbox"/>	Consistently interacts and relates appropriately with the cooperating teacher and other support staff.	<input type="checkbox"/>	Usually interacts and relates appropriately with the cooperating teacher and other support staff.	<input type="checkbox"/>	Limited interaction with the cooperating teacher and other support staff.
<input type="checkbox"/>	Demonstrates oral and written communications that are free from mechanics, grammar, and spelling errors.	<input type="checkbox"/>	Oral and written communications contain minor mechanics, grammar, or spelling errors.	<input type="checkbox"/>	Oral and written communications contain mechanics, grammar, and/or spelling errors that interferes with content.
<input type="checkbox"/>	Consistently exhibits enthusiasm and interest in teaching and student achievement.	<input type="checkbox"/>	Often exhibits enthusiasm and interest in teaching and student achievement.	<input type="checkbox"/>	Exhibits limited enthusiasm and interest in teaching and student achievement.
<input type="checkbox"/>	Displays proficient knowledge of content and curriculum.	<input type="checkbox"/>	Displays basic knowledge of content and curriculum.	<input type="checkbox"/>	Limited knowledge of content and curriculum.
<input type="checkbox"/>	Volunteers to participate in school events, school district and community projects.	<input type="checkbox"/>	Participates in school events, school district and community projects.	<input type="checkbox"/>	Limited participation in school events, school district and community projects.
<input type="checkbox"/>	Understands and consistently models honesty, integrity, altruism, personal responsibility, confidentiality, and respect at all	<input type="checkbox"/>	Understands and often models honesty, integrity, altruism, personal responsibility, confidentiality, and respect at all	<input type="checkbox"/>	Limited understanding or modeling of honesty, integrity, altruism, personal responsibility, confidentiality, and respect at all

Comments: (required for unsatisfactory ratings and encouraged for basic ratings)

NCC Teacher Candidate: _____

Date: _____

Cooperating Teacher: _____

Date: _____

NCC Supervisor: _____

Date: _____

Student Teaching Cooperating Teacher Evaluation

Teacher Candidate: _____ Date: _____
 School: _____ Grade/Subject Area: _____
 Cooperating Teacher: _____ NCC Supervisor: _____

Please place a check mark (✓) in the box by the indicator that best describes the teacher candidate's performance.

I. Planning and Preparation

- A.** Demonstrating Knowledge of Content and Pedagogy **B.** Demonstrating Knowledge of Students
D. Demonstrating Knowledge of Resources **E.** Designing Coherent Instruction **C.** Setting Instructional Outcomes
F. Designing Student Assessments

ITPS	Proficient	Basic	Unsatisfactory
A. 2J; 3A	<input type="checkbox"/> Displays solid knowledge of the important concepts in the discipline and how these relate to one another. The candidate demonstrates accurate understanding of prerequisite relationships among topics. <input type="checkbox"/> Plans and practice reflect a wide range of effective pedagogical approaches in the subject.	<input type="checkbox"/> Familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. <input type="checkbox"/> Plans and practice reflect some variation in pedagogical approaches to the discipline or to the students.	<input type="checkbox"/> Makes content errors or does not correct errors made by students. The candidate displays little understanding of prerequisite knowledge important to student learning of the content. <input type="checkbox"/> Displays little or no variation in pedagogical approaches suitable to student learning of the content.
B. 1G; 1J; 1L B. 1L; 3C B. 3H B. 1G; 3C; 3H; 3K; 8S	<input type="checkbox"/> Creates strong relevance for students through linkages with their experiences and prior knowledge. <input type="checkbox"/> Uses understanding of students' families, cultures, and communities to connect instruction to students' experiences. <input type="checkbox"/> Provides ample opportunities for students to assume responsibility for and be actively engaged in their learning. <input type="checkbox"/> Adjusts instruction to accommodate the learning differences or needs of students.	<input type="checkbox"/> Creates some relevance for students through linkages with their experiences and prior knowledge. <input type="checkbox"/> Uses superficial understanding of students' families, cultures, and communities to connect some instruction to students' experiences. <input type="checkbox"/> Provides some opportunities for students to assume responsibility for and be actively engaged in their learning. <input type="checkbox"/> Minimally adjusts instruction to accommodate the learning differences or needs of students.	<input type="checkbox"/> Fails to create relevance for students through linkages with their experiences and prior knowledge. <input type="checkbox"/> Does not use understanding of students' families, cultures, and communities to connect instruction to students' experiences. <input type="checkbox"/> Provides little opportunity or does not provide opportunities for students to assume responsibility for and be actively engaged in their learning. <input type="checkbox"/> Does not adjust instruction to accommodate the learning differences or needs of students.

ITPS	Proficient	Basic	Unsatisfactory
C. 3A	<input type="checkbox"/> Outcomes reflect several different types of learning and they are differentiated, in whatever way is needed, for different groups of students.	<input type="checkbox"/> Outcomes reflect some differences in types of learning. Stated as combination of objectives & activities.	<input type="checkbox"/> Outcomes are stated as student activities, rather than as objectives for learning.
D. 2I; 2O; 3N; 3Q; 6J D. 2I; 2O; 3N	<input type="checkbox"/> Displays awareness of resources beyond those typically provided by the school or district, including those on the internet, for classroom use, and for extending one's professional skill, and seeks out such resources. <input type="checkbox"/> Uses supplementary resources and/or technologies effectively to ensure accessibility and relevance for all learners.	<input type="checkbox"/> Displays some awareness of resources beyond those typically provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. <input type="checkbox"/> Use of supplementary resources and/or technologies adequate to ensure accessibility and relevance for all learners.	<input type="checkbox"/> Unaware of resources to assist student learning beyond materials typically provided by the school or district, nor is the candidate aware of resources for expanding one's own professional skill. <input type="checkbox"/> Ineffective or no use of supplementary resources and technologies to ensure accessibility and relevance for all learners.
E. 2L; 3I; 3L; 5L E. 2L; 3I; 3L; 5L E. 2L; 2Q; 3L E. 2Q E. 3I; 3L	<input type="checkbox"/> Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. <input type="checkbox"/> Learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. <input type="checkbox"/> Selects and uses multiple teaching and learning strategies and frequently engages students in critical thinking, problem solving and performance skills. <input type="checkbox"/> Effectively selects and uses literacy strategies to ensure accessibility and relevance for all learners. <input type="checkbox"/> Creates short-term and long-term plans to achieve learning goals, which also incorporate interdisciplinary aspects.	<input type="checkbox"/> Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. <input type="checkbox"/> The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. <input type="checkbox"/> Selects and uses multiple teaching and learning strategies, but only occasionally engages students in critical thinking, problem solving and performance skills. <input type="checkbox"/> Selects and uses some literacy strategies to ensure accessibility and relevance for all learners. <input type="checkbox"/> Occasionally creates short-term and long-term plans to achieve learning goals, which also incorporate interdisciplinary aspects.	<input type="checkbox"/> Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, and/or are not designed to engage students in active intellectual activity. <input type="checkbox"/> Learning activities have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. <input type="checkbox"/> Selects and uses unsatisfactory teaching and learning strategies and does not engage students in critical thinking, problem solving, and performance skills. <input type="checkbox"/> Does not use literacy strategies to ensure accessibility and relevance for all students. <input type="checkbox"/> Fails to develop short-term and long-term plans to achieve learning goals, which also incorporate interdisciplinary aspects.
F. 3M; 7R F. 3M; 7R	<input type="checkbox"/> All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. <input type="checkbox"/> Articulates a well-developed strategy for using formative assessment and has designed particular approaches to be used.	<input type="checkbox"/> Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed but could be clarified. <input type="checkbox"/> Formative assessment approach is rudimentary or includes only some of the instructional outcomes.	<input type="checkbox"/> Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. <input type="checkbox"/> No plan designed to incorporate formative assessment in the lessons.

ITPS	Proficient	Basic	Unsatisfactory
F. 3J; 3M	<input type="checkbox"/> Uses a variety of informal and formal techniques to assess every learner's progress and make decisions about instruction.	<input type="checkbox"/> Uses a limited number of informal and formal techniques to assess every learner's progress and make decisions about instruction.	<input type="checkbox"/> Does not use a variety of informal or formal techniques to assess every learner's progress and make decisions about instruction.
<p>Evidence: (check all that apply)</p> <input type="checkbox"/> Lesson Plans: quality, comprehensiveness, and thoroughness of planning document <input type="checkbox"/> Conference with Teacher Candidate <input type="checkbox"/> Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives) <input type="checkbox"/> Observation of Lessons <input type="checkbox"/> Artifacts of Student Learning <input type="checkbox"/> Other:			
<p>Strengths/Concerns:</p>			

II. The Classroom Environment

- A.** Creating an Environment of Respect and Rapport
D. Managing Student Behavior

- B.** Establishing a Culture for Learning
E. Organizing Physical Space

- C.** Managing Classroom Procedures

ITPS	Proficient	Basic	Unsatisfactory
A. 1K; 4K	<input type="checkbox"/> Creates a positive learning environment in which individual differences, including cultural and linguistic differences are respected and responded to.	<input type="checkbox"/> Creates a learning environment in which individual differences, including cultural and linguistic differences are respected and responded to.	<input type="checkbox"/> Does not create a learning environment in which individual differences, including cultural and linguistic differences are respected and responded to.
A. 1K; 4K	<input type="checkbox"/> Interactions between the students and teacher demonstrate a high level of respect and rapport.	<input type="checkbox"/> Interactions between the students and teacher demonstrate respect and rapport.	<input type="checkbox"/> Interactions between the students and teacher do not demonstrate respect and rapport.
A. 1K; 4K	<input type="checkbox"/> Collaborative and independent practices are successfully facilitated; appropriate technology is used as applicable.	<input type="checkbox"/> Collaborative or independent practices are successfully facilitated; appropriate technology is used.	<input type="checkbox"/> Collaborative and independent practices are not successfully facilitated; appropriate technology is not used.
A. 1K; 4K	<input type="checkbox"/> Student motivation <u>and</u> engagement are evident.	<input type="checkbox"/> Student motivation <u>or</u> engagement is evident.	<input type="checkbox"/> Student motivation and engagement are not evident.
B. 4J	<input type="checkbox"/> Consistently establishes a culture for learning through the physical space and communication of behavioral expectations and procedures.	<input type="checkbox"/> Establishes a culture for learning through the physical space and communication of behavioral expectations and procedures.	<input type="checkbox"/> Does not establish a culture for learning through the physical space and communication of behavioral expectations and procedures.

ITPS	Proficient	Basic	Unsatisfactory
B.	<input type="checkbox"/> Conveys high expectations for learning for all students and insists on hard work; students understand role as learners and expend effort to learn.	<input type="checkbox"/> Conveys expectations for student learning; students somewhat understand role as learners.	<input type="checkbox"/> Students demonstrate little or no effort to learn and are motivated only by the desire to complete a task rather than to do high quality work.
C. 4M	<input type="checkbox"/> Demonstrates ability to manage time, technology, materials, transitions, and physical space to engage each student in productive learning. <input type="checkbox"/> Instructional time is maximized due to efficient and seamless classroom routines and procedures. Routines are well understood and followed by students with minimal prompting.	<input type="checkbox"/> Somewhat demonstrates ability to manage time, technology, materials, transitions, and physical space to engage each student in productive learning. <input type="checkbox"/> Developing effective use of instructional time though some may be lost due to inefficient classroom routines and procedures. Some routines are not entirely understood and followed by students.	<input type="checkbox"/> Does not demonstrate ability to manage time, technology, materials, transitions, and physical space to engage each student in productive learning. <input type="checkbox"/> Instructional time is not maximized due to inefficient routines and procedures. Routines are not understood and followed by students.
D. 4O; 4Q	<input type="checkbox"/> Analyzes student behavior data and uses appropriate preventative and active behavioral management techniques to meet the needs of all students while maintaining student dignity. <input type="checkbox"/> Consistently states and enforces clear behavior standards. <input type="checkbox"/> Uses appropriate verbal and non-verbal management strategies effectively. <input type="checkbox"/> Maximizes student time on task throughout lessons	<input type="checkbox"/> Sometimes analyzes student behavior data and uses preventative <u>and/or</u> active behavioral management techniques to meet the needs of students while maintaining student dignity. <input type="checkbox"/> Sometimes states and enforces clear behavior standards. <input type="checkbox"/> Developing the use of verbal and non-verbal management strategies effectively. <input type="checkbox"/> Developing techniques to increase student time on task.	<input type="checkbox"/> Does not analyze student behavior data or use appropriate preventative and active behavioral management techniques to meet the needs of students while maintaining student dignity. <input type="checkbox"/> Clear standards for behavior are not stated and/or enforced. <input type="checkbox"/> Little or no evidence of effective verbal or non-verbal management strategies <u>or</u> Inappropriate verbal and non-verbal strategies utilized. <input type="checkbox"/> Little evidence of student time on task (student(s) not involved in the lessons).
E. 4I; 4P	<input type="checkbox"/> Uses time and physical space to create a safe, healthy, and productive learning environment for the diverse needs of all students, including those with special needs.	<input type="checkbox"/> Uses time and physical space to create a safe, healthy, <u>and/or</u> somewhat productive learning environment for the diverse needs of students, including those with special needs.	<input type="checkbox"/> Does not use time and physical space to create a safe, healthy, and productive learning environment for the diverse needs of students, including those with special needs.

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

III. Instruction

A. Communicating with Students
D. Using Assessment in Instruction

B. Using Questioning and Discussion Techniques
E. Demonstrating Flexibility and Responsiveness

C. Engaging Students in Learning

ITPS	Proficient	Basic	Unsatisfactory
A.	<input type="checkbox"/> Speaks clearly, correctly, and audibly with appropriate inflection. <input type="checkbox"/> Shows enthusiasm for student learning throughout the lessons. <input type="checkbox"/> Written work is free of spelling and grammar errors. <input type="checkbox"/> Communicates effectively to the students what they will be learning and maintains focus throughout the lessons.	<input type="checkbox"/> Speaks somewhat clearly and audibly. <input type="checkbox"/> Shows some enthusiasm for student learning during the lessons. <input type="checkbox"/> Written work is mostly free of spelling and grammar errors. <input type="checkbox"/> Communicates to the students what they will be learning in the lesson and occasionally loses focus.	<input type="checkbox"/> Does not speak clearly and audibly. <input type="checkbox"/> Does not show enthusiasm for student learning. <input type="checkbox"/> Written work contains multiple spelling and grammatical errors. <input type="checkbox"/> Does not communicate to the students what they will be learning and lesson not focused.
A. 2M	<input type="checkbox"/> Uses a variety of clear and accurate explanations and representations to help students develop conceptual understandings and address common misunderstandings.	<input type="checkbox"/> Uses clear and accurate explanations <u>and/or</u> representation to help students develop conceptual understandings and address common misunderstandings.	<input type="checkbox"/> Explanations and representations do not help students to develop conceptual understandings or address common misunderstandings.
A. 2N	<input type="checkbox"/> Facilitates learning experiences that make connections to other content areas and to life experiences.	<input type="checkbox"/> Facilitates learning experiences that make connections to other content areas <u>or</u> to life experiences.	<input type="checkbox"/> Learning experiences do not allow students to make connections to other content areas or to life experiences.
A. 6L	<input type="checkbox"/> Assists students to use appropriate word identification and vocabulary strategies to address content understandings.	<input type="checkbox"/> Assists students to use some word identification and vocabulary strategies to address content understandings.	<input type="checkbox"/> Does not promote the use of word identification or vocabulary strategies to address content.
A. 6M	<input type="checkbox"/> Teaches literacy strategies appropriate to the comprehension of content.	<input type="checkbox"/> Teaches limited literacy strategies to facilitate comprehension of content.	<input type="checkbox"/> Does not teach literacy strategies to facilitate comprehension of content.
A. 6O	<input type="checkbox"/> Teaches students to analyze, evaluate, synthesize and summarize information in a text and across multiple texts <u>and/or</u> electronic resources.	<input type="checkbox"/> Teaches students to analyze, evaluate, synthesize and summarize information in a text but not across multiple texts <u>and/or</u> electronic resources.	<input type="checkbox"/> Does not teach students to use comprehension strategies with texts <u>and/or</u> electronic resources.

ITPS	Proficient	Basic	Unsatisfactory
<p>A. 6P</p> <p>A. 6Q</p>	<p><input type="checkbox"/> Teaches students to develop text within the content area(s) that uses organization, focus, elaboration, word choice, and standard conventions.</p> <p><input type="checkbox"/> Engages students in content learning through reading, writing, and oral communication.</p>	<p><input type="checkbox"/> Teaches students to develop text within the content area(s) that uses some of the traits of writing.</p> <p><input type="checkbox"/> Engages students in content learning through reading, writing, <u>or</u> oral communication.</p>	<p><input type="checkbox"/> Does not teach students to develop text within the content area(s) that use traits of writing and standard conventions.</p> <p><input type="checkbox"/> Does not use reading, writing and oral communication to engage students in content learning.</p>
<p>B. 6S</p> <p>B.</p>	<p><input type="checkbox"/> Candidate uses a variety of discussion techniques and successfully engages all students in discussion.</p> <p><input type="checkbox"/> Uses varied levels and types of questions to engage students in learning and to promote attainment of objectives.</p> <p><input type="checkbox"/> Consistently poses follow-up questions that probe, redirect, or offer cues appropriately to assist students in constructing accurate, complete, well-reasoned responses.</p>	<p><input type="checkbox"/> Candidate uses one or more discussion techniques <u>or</u> engages some students in discussion.</p> <p><input type="checkbox"/> Uses basic questioning skills to facilitate student understanding.</p> <p><input type="checkbox"/> Sometimes poses follow-up questions that probe, redirect or offer cues appropriately to assist students in constructing accurate, complete, well-reasoned responses.</p>	<p><input type="checkbox"/> Candidate uses few or no discussion techniques and only a few students are engaged in discussion.</p> <p><input type="checkbox"/> Questioning skills are inadequate to facilitate student understanding.</p> <p><input type="checkbox"/> Does not pose follow-up questions that probe, redirect or offer cues appropriately to assist students in constructing accurate, complete, well-reasoned responses.</p>
<p>C. 1H</p> <p>C. 1I; 2N</p> <p>C. 2K; 5S</p> <p>C. 5F</p> <p>C. 5M; 5N</p> <p>C. 5O</p>	<p><input type="checkbox"/> Designs instruction that is based on the needs of all students and that promotes growth and achievement in the majority of students.</p> <p><input type="checkbox"/> Uses instruction to clearly link new ideas to prior knowledge and connects to other content areas and life experiences.</p> <p><input type="checkbox"/> Implements appropriate evidence-based strategies and engages students in the processes of critical thinking and inquiry.</p> <p><input type="checkbox"/> Consistently engages students' curiosity in lessons' content, activities, and materials.</p> <p><input type="checkbox"/> Uses strategies to meaningfully include students with a wide range of abilities and experiences and uses technology when differentiating instruction.</p> <p><input type="checkbox"/> Models and facilitates student use of current and emerging digital tools for their research and learning.</p>	<p><input type="checkbox"/> Designs instruction that is based on the needs of some students and promotes growth and achievement of some but not all students.</p> <p><input type="checkbox"/> Instruction links some ideas to prior knowledge or connects to other content areas <u>or</u> life experiences.</p> <p><input type="checkbox"/> Implements some evidence-based strategies and some students are engaged in critical thinking and inquiry.</p> <p><input type="checkbox"/> Frequently engages students' curiosity in lesson's content, activities, and materials.</p> <p><input type="checkbox"/> Uses strategies in an effort to include some students with varied abilities and experiences <u>or</u> uses technology when differentiating instruction.</p> <p><input type="checkbox"/> Provides some guidance or instruction for students in their use of current and emerging digital tools.</p>	<p><input type="checkbox"/> Designs instruction that is based on the needs of a limited number of students and promotes growth and achievement in few students.</p> <p><input type="checkbox"/> Instruction does not link ideas to prior knowledge, nor does it connect to other content areas or to life experiences.</p> <p><input type="checkbox"/> Strategies are not evidenced-based and/or students were not engaged in critical thinking and inquiry.</p> <p><input type="checkbox"/> Does not engage students' curiosity in lesson's content, activities, and materials.</p> <p><input type="checkbox"/> Strategies not present or not effective in including students with varied abilities and experiences or in using technology when differentiating instruction.</p> <p><input type="checkbox"/> Instruction on the use of current and emerging digital tools by students for their research is missing or ineffective.</p>

ITPS	Proficient	Basic	Unsatisfactory
C. 5R	<input type="checkbox"/> Lessons have clearly defined structure around which the activities are organized; pacing of lessons is consistent.	<input type="checkbox"/> Lessons have a recognizable structure, though not uniformly maintained throughout the lesson; pacing is inconsistent.	<input type="checkbox"/> Lesson structure is lacking; pacing is too slow <u>or</u> rushed, <u>or both</u> .
C. 8T	<input type="checkbox"/> Promotes career exploration using appropriate community resources.	<input type="checkbox"/> Limited promotion of career exploration using community resources.	<input type="checkbox"/> Promotion of career exploration using community resources is missing or ineffective.
D. 4N	<input type="checkbox"/> Engages students in and monitors individual and group learning activities that motivate students to learn.	<input type="checkbox"/> Monitors individual and group learning activities.	<input type="checkbox"/> Does not monitor individual and group learning activities.
D. 5J	<input type="checkbox"/> Monitors and adjusts strategies in response to feedback from students.	<input type="checkbox"/> Sometimes monitors and adjusts strategies in response to feedback from students.	<input type="checkbox"/> Does not monitor and adjust strategies in response to feedback from students and does not adjust practice.
D. 5G; 5P	<input type="checkbox"/> Uses student performance data to adapt and adjust materials, practices, curriculum and instruction to meet the needs of each student during and after instruction.	<input type="checkbox"/> Uses student performance data to make some adjustments to materials, curriculum and instruction for some students.	<input type="checkbox"/> Unable to use student performance data to make adjustments to materials, curriculum and instruction.
D. 6N	<input type="checkbox"/> Teaches students to monitor and apply comprehension strategies in the content areas through direct teaching, modeling, practice, and providing feedback to students.	<input type="checkbox"/> Teaches students to monitor and apply comprehension in the content areas through some of the practices in the proficient column.	<input type="checkbox"/> Does not teach students to monitor and apply comprehension in the content areas.
D. 7L	<input type="checkbox"/> Involves students in self-assessment and the identification of their strengths and needs and encourages them to set goals for learning.	<input type="checkbox"/> Involves students in self-assessment and the identification of strengths and needs <u>or</u> encourages them to set goals for learning.	<input type="checkbox"/> Does not involve students in self-assessment or goal setting.
D. 7O; 7Q	<input type="checkbox"/> Uses a variety of assessments, including technology, to monitor student performance and progress.	<input type="checkbox"/> Uses some assessments to monitor student performance and progress.	<input type="checkbox"/> Uses limited or no assessments to monitor student performance and progress.
E. 5I	<input type="checkbox"/> Engages students in critical thinking, creative thinking, and problem-solving through a variety of teaching strategies that actively engage students.	<input type="checkbox"/> Uses some teaching strategies to engage students in critical thinking, creative thinking or problem-solving.	<input type="checkbox"/> Uses limited or no teaching strategies to engage students in high levels of thinking.
E. 5K	<input type="checkbox"/> Varies his/her instructional role as instructor, facilitator, coach, or audience based on the content and purpose of instruction and the needs of students.	<input type="checkbox"/> Somewhat varies his/her instructional role.	<input type="checkbox"/> Does not vary his/her instructional role.

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

IV. Professional Responsibilities

- A.** Maintaining Accurate Records
D. Growing and Developing Professionally

- B.** Communicating with Families
E. Showing Professionalism

- C.** Participating in the Professional Community

ITPS	Proficient	Basic	Unsatisfactory
A. 7M; 9J	<input type="checkbox"/> Maintains accurate and effective information on student completion of assignments and student progress and learning.	<input type="checkbox"/> Maintains information on student completion of assignments and student progress and learning.	<input type="checkbox"/> Records are either nonexistent or in disarray, resulting in errors and confusion.
B. 7N B. 7P; 8C B. 8P; 8Q; 9L B. 9M	<input type="checkbox"/> Interprets and communicates student performance data to students, parents or guardians, colleagues and the community in a manner that complies with all State and Federal mandates. <input type="checkbox"/> Consistently collaborates with families and other school professionals in the assessment of each student. <input type="checkbox"/> Consistently establishes a professional relationship with parents and guardians to support student learning and to engage family participation in student education. <input type="checkbox"/> Consistently communicates relevant information and ideas effectively to students, parents or guardians, and peers using a variety of technology and digital-age media and formats.	<input type="checkbox"/> Interprets <u>or</u> communicates student performance data to students, parents or guardians, colleagues and the community in a manner that complies with all State and Federal mandates. <input type="checkbox"/> <u>Occasionally</u> collaborates with families and other school professionals in the assessment of each student. <input type="checkbox"/> <u>Occasionally</u> establishes a professional relationship with parents and guardians to support student learning and to engage family participation in student education. <input type="checkbox"/> <u>Occasionally</u> communicates relevant information and ideas effectively to students, parents or guardians, and peers using a variety of technology and digital-age media and formats.	<input type="checkbox"/> Interprets <u>or</u> communicates student performance data <u>ineffectively</u> to students, parents or guardians, colleagues and the community in a manner that complies with all State and Federal mandates. <input type="checkbox"/> <u>Seldom</u> collaborates with families and other school professionals in the assessment of each student. <input type="checkbox"/> <u>Seldom</u> establishes a professional relationship with parents and guardians to support student learning and to engage family participation in student education. <input type="checkbox"/> <u>Seldom</u> communicates relevant information and ideas effectively to students, parents or guardians, and peers using a variety of technology and digital-age media and formats.
C. 3P; 6R; 8J C. 5Q; 8N	<input type="checkbox"/> <u>Effectively</u> works with all school personnel (e.g. support staff, teachers, paraprofessionals) to adapt and modify instruction to meet individual student needs. <input type="checkbox"/> Uses effective co-planning and co-teaching techniques to deliver instruction to all students.	<input type="checkbox"/> <u>When directed</u> , works with school personnel (e.g. support staff, teachers, paraprofessionals) to adapt and modify instruction to meet individual student needs. <input type="checkbox"/> Some evidence of effective co-planning and co-teaching techniques to deliver instruction to all students.	<input type="checkbox"/> <u>Rarely</u> works with all school personnel (e.g. support staff, teachers, paraprofessionals) to adapt and modify instruction to meet individual student needs (3P, 6R Fails to engage effective co-planning and co-teaching techniques to deliver instruction to all students. 8J) <input type="checkbox"/> Fails to engage effective co-planning and co-teaching techniques to deliver instruction to all students.

ITPS	Proficient	Basic	Unsatisfactory
<p>C. 8K; 8L; 9N</p> <p>C. 8O</p> <p>C. 8M; 9S</p> <p>C. 8R</p>	<p><input type="checkbox"/> Effectively initiates collaboration and collaborates and problems solves with other professionals in the school to develop opportunities and to promote achievement for all students.</p> <p><input type="checkbox"/> Effectively collaborates with colleagues in the implementation of specialized assessment and instruction for students with special learning needs.</p> <p><input type="checkbox"/> Effectively uses digital resources to promote collaborative interactions and communications.</p> <p><input type="checkbox"/> Effectively uses conflict resolution skills when necessary for effective collaboration.</p>	<p><input type="checkbox"/> Sometimes initiates collaboration and collaborates and problems solves with other professionals in the school to develop opportunities and to promote achievement for all students.</p> <p><input type="checkbox"/> Sometimes collaborates with colleagues in the implementation of specialized assessment and instruction for students with special learning needs.</p> <p><input type="checkbox"/> Sometimes uses digital resources to promote collaborative interactions and communications.</p> <p><input type="checkbox"/> Sometimes uses conflict resolution skills when necessary for effective collaboration.</p>	<p><input type="checkbox"/> Rarely initiates collaboration and collaborates and problems solves with other professionals in the school to develop opportunities and to promote achievement for all students.</p> <p><input type="checkbox"/> Rarely collaborates with colleagues in the implementation of specialized assessment and instruction for students with special learning needs.</p> <p><input type="checkbox"/> Rarely uses digital resources to promote collaborative interactions and communications.</p> <p><input type="checkbox"/> Rarely uses conflict resolution skills when necessary for effective collaboration.</p>
<p>D. 9O; 9P</p> <p>D. 9P</p>	<p><input type="checkbox"/> Regularly seeks and participates in professional development opportunities; shows active participation in organizations designed to contribute to the profession.</p> <p><input type="checkbox"/> Is consistently very receptive and responsive to feedback from colleagues and supervisors.</p>	<p><input type="checkbox"/> Sometimes seeks and participates in professional development opportunities; shows active participation in organizations designed to contribute to the profession.</p> <p><input type="checkbox"/> Is usually receptive and responsive to feedback from colleagues and supervisors.</p>	<p><input type="checkbox"/> Rarely seeks and participates in professional development opportunities; shows active participation in organizations designed to contribute to the profession.</p> <p><input type="checkbox"/> Is not receptive and responsive to feedback from colleagues and supervisors.</p>
<p>E. 9Q</p> <p>E. 9S</p> <p>E. 9T</p>	<p><input type="checkbox"/> Proactively meets the needs of all students and advocates on their behalf.</p> <p><input type="checkbox"/> Consistently models digital etiquette and responsible social actions in the use of digital technology.</p> <p><input type="checkbox"/> Consistently models and teaches safe, legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of sources.</p>	<p><input type="checkbox"/> Meets the needs of students and advocates on their behalf when directed.</p> <p><input type="checkbox"/> Sometimes models digital etiquette and responsible social actions in the use of digital technology.</p> <p><input type="checkbox"/> Sometimes models and teaches safe, legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of sources.</p>	<p><input type="checkbox"/> Rarely or never meets the needs of students or advocates on their behalf.</p> <p><input type="checkbox"/> Does not model digital etiquette and responsible social actions in the use of digital technology.</p> <p><input type="checkbox"/> Rarely models and teaches safe, legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of sources.</p>

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

Areas / Goals for the Teacher Candidate's Further Development:

Recommended Assessment of Overall Performance (check one): **A** **A-** **B+** **B** **B-** **C+** **C** **C-** **D** **F**

Cooperating Teacher Signature: _____

Date: _____

NCC Teacher Candidate Signature: _____

Date: _____

NCC Field Supervisor Signature _____

Date: _____

Appendix 4

Supervisor Lesson Evaluation **Supervisor Summative Evaluation**



Levels of Performance for the: Supervisor Lesson Evaluation and Supervisor Summative Evaluation

Proficient: (Meets Expectations)

The teacher candidate clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. A number of criteria marked at this level would indicate that the teacher candidate demonstrates progress in becoming an effective teacher with additional experience and mentoring.

Basic: (Developing)

The teacher candidate appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or basic (not entirely successful). Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher candidate to become proficient in this area. A number of criteria marked at this level would indicate that the teacher candidate may need guidance and ongoing skill development to be successful in the classroom.

Unsatisfactory: (Below Expectations)

The teacher candidate does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area. A number of criteria marked at this level would indicate that the teacher candidate does not demonstrate adequate progress.

Notes on Levels of Performance

Most teacher candidates will perform at the proficient and basic levels.

Teacher candidates at the unsatisfactory level in any area should receive intensive modeling and assistance until they achieve a basic level of competence.

Please use the Holistic Rubrics in the Student Teaching Residency Handbook to provide an overall assessment to your teacher candidate.

Student Teaching Supervisor Lesson Evaluation

Teacher Candidate: _____ Date: _____
 School: _____ Grade/Subject Area: _____ Lesson Title: _____
 Cooperating Teacher: _____ NCC Supervisor: _____

Please place a check mark (✓) in the box by the indicator that best describes the teacher candidate's performance.

I. Planning and Preparation

- A.** Demonstrating Knowledge of Content and Pedagogy
D. Demonstrating Knowledge of Resources

- B.** Demonstrating Knowledge of Students
E. Designing Coherent Instruction

- C.** Setting Instructional Outcomes
F. Designing Student Assessments

ITPS	Proficient	Basic	Unsatisfactory
A. 2J	<input type="checkbox"/> Displays solid knowledge of the important concepts in the discipline and how these relate to one another. The candidate demonstrates accurate understanding of prerequisite relationships among topics.	<input type="checkbox"/> Familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.	<input type="checkbox"/> Makes content errors or does not correct errors made by students. The candidate displays little understanding of prerequisite knowledge important to student learning of the content.
B. 1G; 1J; 1L	<input type="checkbox"/> Creates relevance for students through linkages with their experiences and prior knowledge.	<input type="checkbox"/> Creates some relevance for students through linkages with their experiences and prior knowledge.	<input type="checkbox"/> Fails to create relevance for students through linkages with their experiences and prior knowledge.
B. 3H	<input type="checkbox"/> Provides ample opportunities for students to assume responsibility for and be actively engaged in their learning.	<input type="checkbox"/> Provides some opportunities for students to assume responsibility for and be actively engaged in their learning.	<input type="checkbox"/> Provides little opportunity or does not provide opportunities for students to assume responsibility for and be actively engaged in their learning.
B. 1G; 3C; 3H; 3K; 8S	<input type="checkbox"/> Adjusts instruction to accommodate the learning differences or needs of students.	<input type="checkbox"/> Minimally adjusts instruction to accommodate the learning differences or needs of students.	<input type="checkbox"/> Does not adjust instruction to accommodate the learning differences or needs of students.
C.	<input type="checkbox"/> Written objective(s) are appropriate to grade level, content, and skills. <input type="checkbox"/> Written objective(s) clearly state skills, concepts, processes, and/or content to be learned in an observable manner.	<input type="checkbox"/> Written objective(s) are generally appropriate to grade level, content, and skills. <input type="checkbox"/> Written objective(s) state some of the skills, concepts, processes, and/or content to be learned in an observable manner.	<input type="checkbox"/> Written objective(s) are not appropriate to grade level, content, and skills. <input type="checkbox"/> Written objective(s): a) do not state skills, concepts, processes, and/or content to be learned in an observable manner; or b) only state a task or product to be completed.

ITPS	Proficient	Basic	Unsatisfactory
<p>D. 2I; 2O; 3N; 3Q; 6J</p> <p>D. 2I; 2O; 3N</p>	<p><input type="checkbox"/> Displays awareness of resources beyond those typically provided by the school or district, including those on the internet, for classroom use, and for extending one's professional skill, and seeks out such resources.</p> <p><input type="checkbox"/> Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p>	<p><input type="checkbox"/> Displays some awareness of resources beyond those typically provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p> <p><input type="checkbox"/> Use of supplementary resources and technologies adequate to ensure accessibility and relevance for all learners.</p>	<p><input type="checkbox"/> Unaware of resources to assist student learning beyond materials typically provided by the school or district, nor is the candidate aware of resources for expanding one's own professional skill.</p> <p><input type="checkbox"/> Ineffective or no use of supplementary resources and technologies to ensure accessibility and relevance for all learners.</p>
<p>E. 2L; 3I; 3L; 5L</p> <p>E. 2L; 3I; 3L; 5L</p> <p>E. 2L; 2Q; 3L</p>	<p><input type="checkbox"/> Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students.</p> <p><input type="checkbox"/> Learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> <p><input type="checkbox"/> Selects and uses multiple teaching and learning strategies and frequently engages students in critical thinking, problem solving and performance skills.</p>	<p><input type="checkbox"/> Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety.</p> <p><input type="checkbox"/> The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p> <p><input type="checkbox"/> Selects and uses multiple teaching and learning strategies, but only occasionally engages students in critical thinking, problem solving and performance skills.</p>	<p><input type="checkbox"/> Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, and/or are not designed to engage students in active intellectual activity.</p> <p><input type="checkbox"/> Learning activities have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> <p><input type="checkbox"/> Selects and uses unsatisfactory teaching and learning strategies and does not engage students in critical thinking, problem solving, and performance skills.</p>
<p>F. 3M; 7R</p> <p>F. 3M; 7R</p>	<p><input type="checkbox"/> All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear.</p> <p><input type="checkbox"/> Articulates a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p><input type="checkbox"/> Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed but could not be clarified.</p> <p><input type="checkbox"/> Formative assessment approach is rudimentary or includes only some of the instructional outcomes.</p>	<p><input type="checkbox"/> Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed.</p> <p><input type="checkbox"/> No plan designed to incorporate formative assessment in the lesson.</p>

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

II. The Classroom Environment

A. Creating an Environment of Respect and Rapport
D. Managing Student Behavior

B. Establishing a Culture for Learning
E. Organizing Physical Space

C. Managing Classroom Procedures

ITPS	Proficient	Basic	Unsatisfactory
A. 1K; 4K	<input type="checkbox"/> Collaborative <u>and</u> independent practices are successfully facilitated; appropriate technology is used as applicable.	<input type="checkbox"/> Collaborative <u>or</u> independent practices are successfully facilitated; appropriate technology is used as applicable.	<input type="checkbox"/> Collaborative and independent practices are not successfully facilitated; appropriate technology is not used.
A. 1K; 4K	<input type="checkbox"/> Student motivation <u>and</u> engagement are evident.	<input type="checkbox"/> Student motivation <u>or</u> engagement is evident.	<input type="checkbox"/> Student motivation and engagement are not evident.
B. 4J	<input type="checkbox"/> Consistently establishes a culture for learning through the physical space and communication of behavioral expectations and procedures.	<input type="checkbox"/> Establishes a culture for learning through the physical space and communication of behavioral expectations and procedures.	<input type="checkbox"/> Does not establish a culture for learning through the physical space and communication of behavioral expectations and procedures.
B.	<input type="checkbox"/> Conveys high expectations for learning for all students and insists on hard work; students understand role as learners and expend effort to learn.	<input type="checkbox"/> Conveys expectations for student learning; students somewhat understand role as learners.	<input type="checkbox"/> Students demonstrate little or no effort to learn and are motivated only by the desire to complete a task rather than to do high quality work.
C. 4M	<input type="checkbox"/> Demonstrates ability to manage time, technology, materials, transitions, and physical space to engage each student in productive learning.	<input type="checkbox"/> Somewhat demonstrates ability to manage time, technology, materials, transitions, and physical space to engage each student in productive learning.	<input type="checkbox"/> Does not demonstrate ability to manage time, technology, materials, transitions, and physical space to engage each student in productive learning.
D.	<input type="checkbox"/> Consistently states and enforces clear behavior standards. <input type="checkbox"/> Uses appropriate verbal and non-verbal management strategies effectively. <input type="checkbox"/> Maximizes student time on task throughout the lesson.	<input type="checkbox"/> Sometimes states and enforces clear behavior standards. <input type="checkbox"/> Developing the use of verbal and non-verbal management strategies effectively. <input type="checkbox"/> Developing techniques to increase student time on task.	<input type="checkbox"/> Clear standards for behavior are not stated and/or enforced. <input type="checkbox"/> Little or no evidence of effective verbal or non-verbal management strategies <u>or</u> Inappropriate verbal and non-verbal strategies utilized. <input type="checkbox"/> Little evidence of student time on task (student(s) not involved in the lesson).
E. 4E	<input type="checkbox"/> Makes effective use of physical resources, including computer technology.	<input type="checkbox"/> Makes somewhat effective use of physical resources, including computer technology.	<input type="checkbox"/> Does not make effective use of physical resources, including computer technology.

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

III. Instruction

- A.** Communicating with Students
D. Using Assessment in Instruction

- B.** Using Questioning and Discussion Techniques
E. Demonstrating Flexibility and Responsiveness

- C.** Engaging Students in Learning

ITPS	Proficient	Basic	Unsatisfactory
<p>A.</p> <p>A. 2M</p> <p>A. 2N</p>	<p><input type="checkbox"/> Speaks clearly, correctly, and audibly with appropriate inflection and shows enthusiasm for student learning throughout the lesson.</p> <p><input type="checkbox"/> Shows enthusiasm for student learning throughout the lesson.</p> <p><input type="checkbox"/> Written work is free of spelling and grammar errors.</p> <p><input type="checkbox"/> Communicates effectively to the students what they will be learning in the lesson and maintains focus throughout the lesson.</p> <p><input type="checkbox"/> Uses a variety of clear and accurate explanations and representations to help students develop conceptual understandings and address common misunderstandings.</p> <p><input type="checkbox"/> Facilitates learning experiences that make connections to other content areas and to life experiences.</p>	<p><input type="checkbox"/> Speaks somewhat clearly and audibly and shows some enthusiasm for student learning during the lesson.</p> <p><input type="checkbox"/> Shows some enthusiasm for student learning during the lesson.</p> <p><input type="checkbox"/> Written work is mostly free of spelling and grammar errors.</p> <p><input type="checkbox"/> Communicates to the students what they will be learning in the lesson and occasionally loses focus.</p> <p><input type="checkbox"/> Uses clear and accurate explanations <u>and/or</u> representation to help students develop conceptual understandings and address common misunderstandings.</p> <p><input type="checkbox"/> Facilitates learning experiences that make connections to other content areas <u>or</u> to life experiences.</p>	<p><input type="checkbox"/> Does not speak clearly and audibly and does not show enthusiasm for student learning.</p> <p><input type="checkbox"/> Does not show enthusiasm for student learning.</p> <p><input type="checkbox"/> Written work contains multiple spelling and grammatical errors.</p> <p><input type="checkbox"/> Does not communicate to the students what they will be learning and lesson not focused.</p> <p><input type="checkbox"/> Explanations and representations do not help students to develop conceptual understandings or address common misunderstandings.</p> <p><input type="checkbox"/> Learning experiences do not allow students to make connections to other content areas or to life experiences.</p>
<p>B.</p> <p>B.</p>	<p><input type="checkbox"/> Uses varied levels and types of questions to engage students in learning and to promote attainment of objectives.</p> <p><input type="checkbox"/> Consistently poses follow-up questions that probe, redirect, or offer cues appropriately to assist students in constructing accurate, complete, well-reasoned responses.</p>	<p><input type="checkbox"/> Uses basic questioning skills to facilitate student understanding.</p> <p><input type="checkbox"/> Sometimes poses follow-up questions that probe, redirect or offer cues appropriately to assist students in constructing accurate, complete, well-reasoned responses.</p>	<p><input type="checkbox"/> Questioning skills are inadequate to facilitate student understanding.</p> <p><input type="checkbox"/> Does not pose follow-up questions that probe, redirect or offer cues appropriately to assist students in constructing accurate, complete, well-reasoned responses.</p>

ITPS	Proficient	Basic	Unsatisfactory
<p>C. 1I; 2N</p> <p>C. 5F</p> <p>C. 5M; 5N</p> <p>C. 5R</p>	<p><input type="checkbox"/> Uses instruction to clearly link new ideas to prior knowledge and connects to other content areas and life experiences.</p> <p><input type="checkbox"/> Consistently engages students' curiosity in lesson's content, activities, and materials.</p> <p><input type="checkbox"/> Uses strategies to meaningfully include students with a wide range of abilities and experiences and uses technology when differentiating instruction.</p> <p><input type="checkbox"/> Lesson has a clearly defined structure around which the activities are organized; pacing of lesson is consistent.</p>	<p><input type="checkbox"/> Instruction links some ideas to prior knowledge or connects to other content areas <u>or</u> life experiences.</p> <p><input type="checkbox"/> Frequently engages students' curiosity in lesson's content, activities, and materials.</p> <p><input type="checkbox"/> Uses strategies in an effort to include some students with varied abilities and experiences <u>or</u> uses technology when differentiating instruction.</p> <p><input type="checkbox"/> Lesson has a recognizable structure, though not uniformly maintained throughout the lesson; pacing is inconsistent.</p>	<p><input type="checkbox"/> Instruction does not link ideas to prior knowledge, nor does it connect to other content areas or to life experiences.</p> <p><input type="checkbox"/> Does not engage students' curiosity in lesson's content, activities, and materials.</p> <p><input type="checkbox"/> Strategies not present or not effective in including students with varied abilities and experiences or in using technology when differentiating instruction.</p> <p><input type="checkbox"/> Lesson structure is lacking; pacing is too slow <u>or</u> rushed, <u>or both</u>.</p>
<p>D. 4N</p> <p>D. 5J</p>	<p><input type="checkbox"/> Engages students in and monitors individual and group learning activities that motivate students to learn.</p> <p><input type="checkbox"/> Monitors and adjusts strategies in response to feedback from students.</p>	<p><input type="checkbox"/> Monitors individual and group learning activities.</p> <p><input type="checkbox"/> Sometimes monitors and adjusts strategies in response to feedback from students.</p>	<p><input type="checkbox"/> Does not monitor individual and group learning activities.</p> <p><input type="checkbox"/> Does not monitor and adjust strategies in response to feedback from students and does not adjust practice.</p>
<p>E.</p>	<p><input type="checkbox"/> Assesses students' needs and adapts accordingly.</p>	<p><input type="checkbox"/> Developing ability to assess students' needs and adapt accordingly.</p>	<p><input type="checkbox"/> Teaches lesson with no regards for students' needs.</p>

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

IV. Professional Responsibilities

A. Growing and Developing Professionally

E. Showing Professionalism

ITPS	Proficient	Basic	Unsatisfactory
A. 9P	<input type="checkbox"/> Is consistently very receptive and responsive to feedback from colleagues and supervisors. <input type="checkbox"/> Develops short-term and long-term goals for professional development based on feedback from the cooperating teacher and the supervisor.	<input type="checkbox"/> Is usually receptive and responsive to feedback from colleagues and supervisors. <input type="checkbox"/> Develops short-term or long-term goals for professional development based on feedback from the cooperating teacher and the supervisor.	<input type="checkbox"/> Is not receptive and responsive to feedback from colleagues and supervisors. <input type="checkbox"/> Does not develop short-term and/or long-term goals for professional development based on feedback from the cooperating teacher and the supervisor.
E. 9T	<input type="checkbox"/> Consistently models and teaches safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.	<input type="checkbox"/> Sometimes models and teaches safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.	<input type="checkbox"/> Rarely models and teaches safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.

Evidence: (check all that apply)

- Lesson Plans: quality, comprehensiveness, and thoroughness of planning document
- Conference with Teacher Candidate
- Instructional Materials: (e.g., power point, interactive whiteboard notebook, handouts, project directions assessment documents, other candidate prepared materials/manipulatives)
- Observation of Lessons
- Artifacts of Student Learning
- Other:

Strengths/Concerns:

Area/Goals for Further Development in Next Lessons:

Cooperating Teacher Signature: _____

Date: _____

NCC Teacher Candidate Signature: _____

Date: _____

NCC Field Supervisor Signature: _____

Date: _____



Student Teaching Supervisor Summative Evaluation

Teacher Candidate: _____

Date: _____

School: _____

Grade/Subject Area: _____

Cooperating Teacher: _____

NCC Supervisor: _____

Please provide a summary of the teacher candidate's competency in each of the four domains.

I.	<u>Planning and Preparation:</u> Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Students Setting Instructional Outcomes Demonstrating Knowledge of Resources Designing Coherent Instruction Designing Student Assessments	Strengths: Areas of Development:
II.	<u>The Classroom Environment:</u> Creating an Environment of Respect and Rapport Establishing a Culture for Learning Managing Classroom Procedures Managing Student Behavior Organizing Physical Space	Strengths: Areas of Development:
III.	<u>Instruction:</u> Communicating with Students Using Questioning and Discussion Techniques Engaging Students in Learning Using Assessment in Instruction Demonstrating Flexibility and Responsiveness	Strengths: Areas of Development:
IV.	<u>Professional Responsibilities:</u> Growing and Developing Professionally	Strengths: Areas of Development:

RECOMMENDED GRADE: _____

Appendix 5

Daily Lesson Plan edTPA Lesson Segment Plan



NCC Daily Lesson Plan Template

Name: _____ Grade: _____ Number of Students: _____
 Date of Lesson: _____ Lesson Start Time: _____ How many minutes is the lesson? _____
 Course/Subject: _____ Unit/Theme: _____
 Title of Lesson: _____

Where in the Unit does this Lesson Occur? (check one) Beginning Middle End

Structure(s)/Grouping for the Lesson (check any that apply): Whole Class Small Group One-to-One

Relevant Characteristics of Students that Need to be Considered when Developing Plan (non-IEP/504 plan students):

List the Needs of Students with IEPs:

List the Needs of Students with 504 Plans:

Note:

Attach all documents related to this lesson; e.g., rubrics, handouts, criteria checklists, worksheets, graphic organizers, tests, quizzes, answer keys, etc. or any additional documentation related to your instruction and assessment strategies.

I. WHAT IS THE CENTRAL FOCUS OF YOUR LESSON? WHAT ARE YOUR OBJECTIVES FOR STUDENT LEARNING? WHY ARE THEY APPROPRIATE FOR THESE STUDENTS AT THIS TIME?

<p>Central Focus/Big Idea:</p> <p>State the Central Focus of the unit in which this lesson occurs. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. A sentence or two will suffice. For example, the central focus for a primary grade literacy learning segment might be summarizing narratives. The learning segment would then focus on the <u>essential literacy strategy (summarizing)</u> and the <u>required skills (e.g., decoding, recalling, sequencing)</u>.</p>
<p>Central Focus:</p>
<p>Rationale/Context:</p> <p>Why this lesson at this time? How does it connect to previous or succeeding lessons?</p>
<p>Rationale/Context:</p>
<p>Prior Knowledge and Conceptions:</p> <p>What prior knowledge, skills, and vocabulary must students already know to be successful with this lesson? The focus for this section is PRIOR. What are the prior prerequisite skills that will help your students succeed in this lesson?</p>
<p>Prior Vocabulary:</p> <p>Prior Knowledge:</p> <p>Prior Skills:</p>

Standards:

List the Standards (learning and social/emotional) that are **most relevant to your objectives:**

- For Science, List the Next Generation Science Standards
- For Math and Literacy, List the Common Core Standards
- For Other Subject Areas, List the IL Learning Standards

Standards:

Academic Language Demands:

Language demands are specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

Identify Academic Language, Particular Words/Phrases that are Essential to Understanding the Content of this Lesson.

Vocabulary:

Essential to students understanding the concepts.

Functions (no more than the number of objectives):

The language function is the content and language focus of the learning tasks represented by the active verbs within the learning outcomes. Common language functions in Language Arts include identifying main ideas and details; analyzing and interpreting characters and plots; arguing a position or point of view; predicting, evaluating, or interpreting; and authors' purpose message, and use of setting, mood, or tone; comparing ideas within and between text; and so on.

Syntax and Discourse (1 required):

Syntax is the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables)

OR
Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction

Vocabulary:

Language Functions:

Syntax and/or Discourse (1 required):

Objective 1 and 2:

- Three components present: Action/Behavior, Criterion and Condition
- Observable, measurable
- State what the student should be able to do as a result of this lesson. The objective must be observable.
- Activities are not objectives
- What will the student know/be able to do at the end of this lesson that he/she could not do prior to the lesson?

Tool(s) Used for Assessment:

Tell how you will assess whether or not students have met objective 1 and 2.

Objective 1 and 2: Evidence and Assessment of Student Learning:

How will you know whether students are making progress toward learning objective; and/or, how will you assess the extent to which they have met objective?

- List evidence

What will you see, hear, or read from students that show they are making progress or not making progress?

Objective 1 and 2: Expectations for Student Learning:

What are your Expectations for Performance for Objective 1? Specifically, describe expectations for each of the following types of performance: Exceeds Expectations, Meets Expectations, and Below Expectations Performance.

- **Exceeds Expectations:** Students that exceed expectations are those whose responses are more than you expected when you assessed what you heard or read.
- **Meets Expectations:** Students that meet expectations would be those students whose responses are what you expected when you assessed what you heard or read.
- **Below Expectations:** Students that are below expectations would be those students whose responses are less than you expected when you assessed what you heard or read.

There should be no gaps or overlap for the above three criteria. For example: if your Exceeds Expectations is 10/10, Meets Expectations is 8/10, and Below Expectations is 6/10, there are gaps in between the criteria you have established.

Objective 1:	Tool(s) Used for Assessment:
Objective 1: Evidence and Assessment of Student Learning	
Objective 1: Expectations for Student Learning Exceeds Expectations: Meets Expectations: Below Expectations:	
Objective 2:	Tool(s) Used for Assessment:
Objective 2: Evidence and Assessment of Student Learning	
Objective 2: Expectations for Student Learning Exceeds Expectations: Meets Expectations: Below Expectations:	

II. HOW WILL YOU SUPPORT STUDENTS TO MEET YOUR OBJECTIVES?

For each section of the lesson sequence below, provide a detailed, step-by-step listing of how you will implement the instructional plan. Describe what you will do in each segment of the lesson, including:

- 1) instructional methods you will use;**
- 2) transition statements you will make throughout the lesson;**
- 3) questions you will ask; etc.**

Describe what your students will do in each segment of the lesson.

Introduction: Identify how you are going to introduce the concept, skill, strategy, or task in a way that gains the students' attention and engages them.	
<ul style="list-style-type: none"> • What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students? • How will you draw on prior knowledge? • How will this lesson be meaningful to the students and connect to their lives? • How does this lesson connect to previous lessons? 	
You must include questions you will ask in the introduction and expected responses	
<ul style="list-style-type: none"> • Activate prior knowledge, be engaging/interesting, and/or review • Inform students of the learning targets (what they will know/be able to do by the end of the lesson. • No new content should be taught in the introduction 	
# of Minutes	Introduction: <ul style="list-style-type: none"> • • • •

Instructional Sequence:

What instructional strategies will you use? What content will you be teaching? How will students engage with ideas/texts to develop understandings? What questions will you ask to deepen and assess student learning, including expected responses? **How will you promote question generation/discussion? How will you model and facilitate your students' use of academic language? Detail your plan, including differentiation within your instructional sequence.**

You must include questions you will ask throughout the sequence and expected responses.

Before writing the sequence, refer to the instructional considerations section. You will likely want to start with writing what students will need to be doing in order to meet the objective. Once you have determined that, then you will be able to determine what you need to do in order for them to accomplish their objectives.

# of Minutes	Instructional Sequence: <ul style="list-style-type: none"> • • • •
--------------	--

Closure:

How will you bring closure to the lesson? Explain how students will share what they have learned in the lesson. If applicable, describe how you will connect this content to the students' lives and future lessons.

You must include questions you will ask in the closure and expected responses.

# of Minutes	Closure: <ul style="list-style-type: none"> • • • •
--------------	---

Differentiation/Extension:

Refer back to the first section of this plan where you talk about the relevant characteristics of students that need to be considered. How did you provide successful access to the key concepts by all of the students at their ability levels by differentiating content, process and/or products?

- Address: Students with IEPs; Students with 504 Plans; All Other Students with Specific Learning Needs

Differentiation/Extension:

Students with IEPs:

Students with 504 Plans:

All Other Students with Specific Learning Needs:

What Ifs:

Be proactive: Consider what might not go as planned with the lesson; what will you do about it?

For example, student misconceptions, non-response, and/or confusion; lesson goes short/long; some students need additional challenge; material/equipment failure, etc.

What Ifs:

Resources and Materials:

LIST resources and materials used in your planning and research for the lesson. If the materials are district/school required, please note that next to the resource or material. Teacher candidates need to appropriately cite credible sources used to develop their own content and substantiate the content taught, as well as sources used to develop the lesson plan.

Resources and Materials:

Source Lesson Idea:

III. ANTICIPATED FEEDBACK ON STUDENT LEARNING

Student Feedback:

How will you provide students with feedback?

- A. What kind of feedback will you provide to students? Provide examples of oral and/or written feedback that will challenge, remediate, affirm, student responses.
- B. How will your feedback guide students' further learning?

Student Feedback:

NCC edTPA Daily Lesson Segment Plan

Name: _____ Grade: _____ Number of Students: _____

Date of Lesson: _____ Lesson Start Time: _____ How many minutes is the lesson? _____

Course/Subject: _____ Unit/Theme: _____

Title of Lesson: _____

Where in the Unit does this Lesson Occur? (check one) Beginning Middle End

Structure(s)/Grouping for the Lesson (check any that apply): Whole Class Small Group One-to-One

Relevant Characteristics of Students that Need to be Considered when Developing Plan (non-IEP/504 plan students):

List the Needs of Students with IEPs:

List the Needs of Students with 504 Plans:

Note:

Attach all documents related to this lesson; e.g., rubrics, handouts, criteria checklists, worksheets, graphic organizers, tests, quizzes, answer keys, etc. or any additional documentation related to your instruction and assessment strategies.

WHAT IS THE CENTRAL FOCUS OF YOUR LESSON SEGMENT?

Lesson Central Focus: Explain in Detail the Central Focus of this Lesson Segment.
Rationale/Context: Why this Lesson Segment at this Time? How do these Lessons Connect to Previous or Succeeding Lessons?

LESSON ONE

I. WHAT IS THE CENTRAL FOCUS OF YOUR LESSON? WHAT ARE YOUR OBJECTIVES FOR STUDENT LEARNING? WHY ARE THEY APPROPRIATE FOR THESE STUDENTS AT THIS TIME?

Central Focus/Big Idea:
State the Central Focus of the unit in which this lesson occurs. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. A sentence or two will suffice. For example, the central focus for a primary grade literacy learning segment might be summarizing narratives. The learning segment would then focus on the <u>essential literacy strategy (summarizing)</u> and the <u>required skills (e.g., decoding, recalling, sequencing)</u> .
Central Focus:
Rationale/Context:
Why this lesson at this time? How does it connect to previous or succeeding lessons?
Rationale/Context:

<p>Prior Knowledge and Conceptions: What prior knowledge, skills, and vocabulary must students already know to be successful with this lesson? The focus for this section is PRIOR. What are the prior prerequisite skills that will help your students succeed in this lesson?</p>	
<p>Prior Vocabulary: Prior Knowledge: Prior Skills:</p>	
<p>Standards: List the Standards (learning and social/emotional) that are most relevant to your objectives: For Science, List the Next Generation Science Standards For Math and Literacy, List the Common Core Standards For Other Subject Areas, List the IL Learning Standards</p>	
<p>Standards:</p>	
<p>Academic Language Demands: Language demands are specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. Identify Academic Language, Particular Words/Phrases that are Essential to Understanding the Content of this Lesson.</p>	
<p>Vocabulary: Essential to students understanding the concepts.</p>	
<p>Functions (no more than the number of objectives): The language function is the content and language focus of the learning tasks represented by the active verbs within the learning outcomes. Common language functions in Language Arts include <u>identifying</u> main ideas and details; <u>analyzing</u> and <u>interpreting</u> characters and plots; <u>arguing</u> a position or point of view; <u>predicting, evaluating, or interpreting</u>; and authors' purpose message, and use of setting, mood, or tone; <u>comparing</u> ideas within and between text; and so on.</p>	
<p>Syntax and Discourse (1 required): Syntax is the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables) OR Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.</p>	
<p>Vocabulary: Language Functions: Syntax and/or Discourse (1 required):</p>	
<p>Objective 1 and 2:</p> <ul style="list-style-type: none"> • Three components present: Action/Behavior, Criterion and Condition • Observable, measurable • State what the student should be able to do as a result of this lesson. The objective must be observable. • Activities are not objectives • What will the student know/be able to do at the end of this lesson that he/she could not do prior to the lesson? 	<p>Tool(s) Used for Assessment: Tell how you will assess whether or not students have met objective 1 and 2.</p>
<p>Objective 1 and 2: Evidence and Assessment of Student Learning: How will you know whether students are making progress toward learning objective; and/or, how will you assess the extent to which they have met objective?</p> <ul style="list-style-type: none"> • List evidence <p>What will you see, hear, or read from students that show they are making progress or not making progress?</p>	

Objective 1 and 2: Expectations for Student Learning:

What are your Expectations for Performance for Objective 1? Specifically, describe expectations for each of the following types of performance: Exceeds Expectations, Meets Expectations, and Below Expectations Performance.

- **Exceeds Expectations:** Students that exceed expectations are those whose responses are more than you expected when you assessed what you heard or read.
- **Meets Expectations:** Students that meet expectations would be those students whose responses are what you expected when you assessed what you heard or read.
- **Below Expectations:** Students that are below expectations would be those students whose responses are less than you expected when you assessed what you heard or read.

There should be no gaps or overlap for the above three criteria. For example: if your Exceeds Expectations is 10/10, Meets Expectations is 8/10, and Below Expectations is 6/10, there are gaps in between the criteria you have established.

Objective 1:

Tool(s) Used for Assessment:

Objective 1: Evidence and Assessment of Student Learning

Objective 1: Expectations for Student Learning

Exceeds Expectations:

Meets Expectations:

Below Expectations:

Objective 2:

Tool(s) Used for Assessment:

Objective 2: Evidence and Assessment of Student Learning

Objective 2: Expectations for Student Learning

Exceeds Expectations:

Meets Expectations:

Below Expectations:

II. HOW WILL YOU SUPPORT STUDENTS TO MEET YOUR OBJECTIVES?

For each section of the lesson sequence below, provide a detailed, step-by-step listing of how you will implement the instructional plan. Describe what you will do in each segment of the lesson, including:

- 1) instructional methods you will use;**
- 2) transition statements you will make throughout the lesson;**
- 3) questions you will ask; etc.**

Describe what your students will do in each segment of the lesson.

Introduction:

Identify how you are going to introduce the concept, skill, strategy, or task in a way that gains the students' attention and engages them.

- What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?
- How will you draw on prior knowledge?
- How will this lesson be meaningful to the students and connect to their lives?
- How does this lesson connect to previous lessons?

You must include questions you will ask in the introduction and expected responses

- Activate prior knowledge, be engaging/interesting, and/or review
- Inform students of the learning targets (what they will know/be able to do by the end of the lesson).
- No new content should be taught in the introduction

# of Minutes	Introduction: • • • •
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Instructional Sequence:
 What instructional strategies will you use? What content will you be teaching? How will students engage with ideas/texts to develop understandings? What questions will you ask to deepen and assess student learning, including expected responses? **How will you promote question generation/discussion? How will you model and facilitate your students' use of academic language? Detail your plan, including differentiation within your instructional sequence.**

You must include questions you will ask throughout the sequence and expected responses.

Before writing the sequence, refer to the instructional considerations section. You will likely want to start with writing what students will need to be doing in order to meet the objective. Once you have determined that, then you will be able to determine what you need to do in order for them to accomplish their objectives.

# of Minutes	Instructional Sequence: • • • •
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Closure:
 How will you bring closure to the lesson? Explain how students will share what they have learned in the lesson. If applicable, describe how you will connect this content to the students' lives and future lessons.

You must include questions you will ask in the closure and expected responses.

# of Minutes	Closure: • • • •
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Differentiation/Extension:
 Refer back to the first section of this plan where you talk about the relevant characteristics of students that need to be considered. How did you provide successful access to the key concepts by all of the students at their ability levels by differentiating content, process and/or products?

- Address: Students with IEPs; Students with 504 Plans; All Other Students with Specific Learning Needs

Differentiation/Extension:

Students with IEPs:

Students with 504 Plans:

All Other Students with Specific Learning Needs:

What Ifs:
 Be proactive: Consider what might not go as planned with the lesson; what will you do about it?
 For example, student misconceptions, non-response, and/or confusion; lesson goes short/long; some students need additional challenge; material/equipment failure, etc.

What Ifs:

Resources and Materials:
 LIST resources and materials used in your planning and research for the lesson. If the materials are district/school required, please note that next to the resource or material. Teacher candidates need to appropriately cite credible sources used to develop their own content and substantiate the content taught, as well as sources used to develop the lesson plan.

Resources and Materials:

Source Lesson Idea:

III. ANTICIPATED FEEDBACK ON STUDENT LEARNING

Student Feedback:

How will you provide students with feedback?

- B. What kind of feedback will you provide to students? Provide examples of oral and/or written feedback that will challenge, remediate, affirm, student responses.
- B. How will your feedback guide students' further learning?

Student Feedback:

**For any lessons beyond Lesson I,
use the same format as in Lesson I**

Appendix 6

Co-Teaching



Co-Teaching Strategies & Examples

Strategy	Definition/Example
<p><i>One Teach, One Observe</i></p>	<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</i></p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions. Tip: When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
<p>One Teach, One Assist</p>	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc. Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
<p>Station Teaching</p>	<p><i>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting. Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
<p>Parallel Teaching</p>	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems. Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
<p>Supplemental Teaching</p>	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from an math exam students are divided into two groups, one smaller group that didn’t meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems. Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn’t always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
<p>Alternative or Differentiated</p>	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, \$20 bill, moldy cheese, etc.). Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
<p>Team Teaching</p>	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event. Tips: Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

Adapted from the work of Lynne Cook and Marilyn Friend (1995). The co-teaching strategies are not hierarchical they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Sharing Responsibilities Cooperating Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Cooperating Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction:

While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment:

While Co-Assessing, the Teacher Candidate and Cooperating Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)
Co-Teaching is an Attitude... an attitude of sharing the classroom and students
Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is leading instruction...	The other can be doing this...
	Observing for: student understanding and/or questions (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;
	Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors
	Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed
	Collecting and reviewing last night's homework
	Introducing a social or study skill
	Taking roll
	Reviewing directions; modeling first problem on the assignment
	Writing down instructions on board
	Repeating or clarifying any difficult concepts
	Passing out papers
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions
If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of *Co-Teaching* is to find ways to keep both teachers actively engaged with students and their learning.

Appendix 7

Illinois Professional Teaching Standards



The Illinois Professional Teaching Standards (as of July 1, 2013)

STANDARD ONE - Teaching Diverse Students

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

Knowledge Indicators: The Competent Teacher

- 1A. Understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
- 1B. Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- 1C. Understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1D. Understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- 1E. Understands the impact of linguistic and cultural diversity on learning and communication;
- 1F. Understands his or her personal perspectives and biases and their effects on one's teaching; and
- 1G. Understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators: The Competent Teacher

- 1A. Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- 1B. Stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 1C. 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;
- 1D. Facilitates a learning community in which individual differences are respected; and
- 1E. Uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

STANDARD TWO - 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.

Knowledge Indicators: The Competent Teacher

- 2A. Understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- 2B. Understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- 2C. Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;
- 2D. Understands the relationship of knowledge within the disciplines to other content areas and to life applications;
- 2E. Understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- 2F. Knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

- 2G. Understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and
- 2H. Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators: The competent teacher

- 2A. Evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
- 2B. Uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
- 2C. Engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
- 2D. 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;
- 2E. 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;
- 2F. Facilitates learning experiences that make connections to other content areas and to life experiences;
- 2G. Designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;
- 2H. Adjusts practice to meet the needs of each student in the content areas; and
- 2I. Applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

STANDARD THREE - 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.

Knowledge Indicators: The Competent Teacher

- 3A. Understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;
- 3B. Understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;
- 3C. Understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;
- 3D. Understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;
- 3E. Understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;
- 3F. Understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and
- 3G. Understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators: The competent teacher

- 3A. Establishes high expectations for each student's learning and behavior;
- 3B. Creates short-term and long-term plans to achieve the expectations for student learning;
- 3C. Uses data to plan for differentiated instruction to allow for variations in individual learning needs;
- 3D. Incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;
- 3E. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas;
- 3F. Develops plans based on student responses and provides for different pathways based on student needs;
- 3G. Accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;
- 3H. 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);

- 3I. Works with others to adapt and modify instruction to meet individual student needs; and
- 3J. Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

STANDARD FOUR - 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.

Knowledge Indicators: The Competent Teacher

- 4A. Understands principles of and strategies for effective classroom and behavior management;
- 4B. Understands how individuals influence groups and how groups function in society;
- 4C. Understands how to help students work cooperatively and productively in groups;
- 4D. Understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- 4E. Knows how to assess the instructional environment to determine how best to meet a student’s individual needs;
- 4F. Understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
- 4G. Knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and
- 4H. Understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators: The competent teacher

- 4A. Creates a safe and healthy environment that maximizes student learning;
- 4B. Creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
- 4C. 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;
- 4D. Analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
- 4E. Organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
- 4F. Engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
- 4G. Uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
- 4H. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
- 4I. Analyzes student behavior data to develop and support positive behavior.

STANDARD FIVE - 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.

Knowledge Indicators: The Competent Teacher

- 5A. Understands the cognitive processes associated with various kinds of learning;
- 5B. Understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
- 5C. Knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

- 5D. Understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- 5E. Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- 5F. Knows strategies to maximize student attentiveness and engagement;
- 5G. Knows how to evaluate and use student performance data to adjust instruction while teaching; and
- 5H. Understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators: The competent teacher

- 5A. 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;
- 5B. Monitors and adjusts strategies in response to feedback from the student;
- 5C. 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;
- 5D. 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;
- 5E. Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- 5F. Uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
- 5G. Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- 5H. Uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
- 5I. Uses effective co-planning and co-teaching techniques to deliver instruction to all students;
- 5J. Maximizes instructional time (e.g., minimizes transitional time); and
- 5K. Implements appropriate evidence-based instructional strategies.

STANDARD SIX - 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.

Knowledge Indicators: The Competent Teacher

- 6A. Understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- 6B. Understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
- 6C. Understands communication theory, language development, and the role of language in learning;
- 6D. Understands writing processes and their importance to content learning;
- 6E. Knows and models standard conventions of written and oral communications;
- 6F. Recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- 6G. Understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
- 6H. Understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
- 6I. Knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators: The competent teacher

- 6A. 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);
- 6B. 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;
- 6C. Facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;
- 6D. Teaches fluency strategies to facilitate comprehension of content;
- 6E. Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;
- 6F. Teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;
- 6G. 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);
- 6H. Integrates reading, writing, and oral communication to engage students in content learning; 6I. works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and
- 6J. Stimulates discussion in the content areas for varied instructional and conversational purposes.

STANDARD SEVEN - 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.

Knowledge Indicators: The Competent Teacher

- 7A. Understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- 7B. Understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;
- 7C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
- 7D. Understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- 7E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;
- 7F. Knows research-based assessment strategies appropriate for each student;
- 7G. Understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- 7H. Knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
- 7I. Knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators: The competent teacher

- 7A. Uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
- 7B. 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;
- 7C. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
- 7D. Maintains useful and accurate records of student work and performance;
- 7E. 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);

- 7F. Effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- 7G. Collaborates with families and other professionals involved in the assessment of each student;
- 7H. Uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
- 7I. 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.

STANDARD EIGHT - 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.

Knowledge Indicators: The Competent Teacher

- 8A. Understands schools as organizations within the larger community context;
- 8B. Understands the collaborative process and the skills necessary to initiate and carry out that process;
- 8C. Collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- 8D. Understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 8E. Understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- 8F. Understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- 8G. Understands the various models of co-teaching and the procedures for implementing them across the curriculum;
- 8H. Understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and
- 8I. Understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators: The competent teacher

- 8A. 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;
- 8B. Participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
- 8C. Initiates collaboration with others to create opportunities that enhance student learning;
- 8D. Uses digital tools and resources to promote collaborative interactions;
- 8E. Uses effective co-planning and co-teaching techniques to deliver instruction to each student;
- 8F. Collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
- 8G. Develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
- 8H. Establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
- 8I. Uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- 8J. 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; and
- 8K. Identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

STANDARD NINE - Professionalism, Leadership, and Advocacy

The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators: The Competent Teacher

- 9A. Evaluates best practices and research-based materials against benchmarks within the disciplines;
- 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;
- 9F. Understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
- 9G. Understands local and global societal issues and responsibilities in an evolving digital culture; and
- 9H. Understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators: The competent teacher

- 9A. Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
- 9B. Maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
- 9C. Reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
- 9D. Communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
- 9E. Communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
- 9F. Collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
- 9G. Participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
- 9H. Uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
- 9I. Pro-actively 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;
- 9J. 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];
- 9K. Models digital etiquette and responsible social actions in the use of digital technology; and
- 9L. 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.