College of Education and Health Services

School of Education

Preclinical Handbook Appendix

University Supervisors & Cooperating Teachers

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

Fall 2015

Benedictine University
5700 College Road
Lisle, IL 60532-0900
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UNIVERSITY SUPERVISOR EXPECTATIONS AND RESPONSIBILITIES

The Illinois Professional Teaching Standards form the foundation for this program. Becoming fully informed of all standards will enable the university supervisor to effectively understand communications, observations, rubric, evaluation, and checklists. It is important that this information be incorporated into the supervisory behavior and aspect of this position.

In support of Preclinical Experience student, the university supervisor is responsible for:

1. becoming familiar with the following: Illinois Professional Teaching Standards (IPTS)
   [http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf], the PC Schedule: Seminar, Site Visit & Performance Activities, Site Visit Notes, Reflection Paper expectations, the Benedictine formal lesson plan-format, School Environment document, the PC Supervisor Observation of Teacher Candidate Classroom Performance, Rubrics, 3 types of Analysis Papers, etc. All of these are found in the appropriate appendix of the BU Preclinical Handbook or will be explained during university supervisor meetings;

2. notify the School of Education Department Chair of any concerns or struggles observed from a teacher candidate, especially within the first several weeks of the preclinical experience (e.g., attendance at site visits, attendance at seminars, assignment submission or quality, dispositions);

3. attending university training sessions in preparation for this Preclinical Experience: Site Visit Notes format and content, course content, LiveText, 3 types of Analysis Papers, communication and grading, email subject lines (ex. S Miller sv1, or S Miller lesson full 1), the timeline and teacher candidates observations and continual guidance;

4. attending required teacher candidate seminars which should include the first and last seminars. Please note dates in the PC Schedule: Seminar, Site Visit & Performance Activities. University supervisors will meet with their teacher candidates to review placement information, schedules, and Final Product collection while leading small group discussions. This will keep you up to date, and allow you to create a richer relationship with your teacher candidates;

5. contacting the cooperating teacher before the teacher candidate arrives for the first Site Visit;

6. visiting the teacher candidate in the classroom at least four times during the term including once during the 1st two weeks, twice in the middle to observe various classroom activities once at the end of the term to observe growth.

During each visit, please discuss the teacher candidate’s progress with the preclinical experience assessments and rubrics. Below is a recommended schedule

a. 1st visit during the first 2 weeks of the Site Visit schedule to share with the cooperating teacher any forms, clarify roles and the PC requirements and to ensure that the TC has a strong start. Complete an Informal Site Visit document. This should be a 3-way conference between the University Supervisor, Teacher Candidate, and Cooperating Teacher.

b. 2nd visit should be during weeks 3 or 4. Talk to your teacher candidate about the classroom. Use this time to point out good strategies used by the teacher and relate to the standards used to complete the next analysis. Complete an Informal Site Visit document.

c. For the midterm you, the cooperating teacher and teacher candidate need to complete the Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance appropriate to the experience level. Please discuss these with the teacher candidate so that positive growth continues. Set a goal/s for the remainder of the preclinical. It should be a goal that can be reached by the end of this preclinical session.

d. 4th visit should be an observation and evaluation of the teacher candidate’s classroom performance using Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance appropriate to the experience level. As a follow-up to this observation, schedule a 3-way conference between the University
Supervisor, Teacher Candidate, and Cooperating Teacher to discuss the evaluations completed by each person.

Other observations should occur as needed, especially if the teacher candidate is in need of more assistance;

7. identifying any need for remediation and completing the appropriate steps, including filing an “Early Warning Notice” through People Soft and initiating a 3-way conference with the Teacher Candidate and Cooperating Teacher to complete the Remediation Plan;

8. notifying the Preclinical Coordinator immediately if a candidate is not meeting the requirements of the experience, either in the classroom or with assignments. This includes Early Warning Notifications, Remediation Plan meetings, and any other instance during which the teacher candidate is not meeting his/her responsibilities;

9. giving teacher candidates information, feedback and guidance regarding the Site Visit Notes and Analysis Paper expectations and respond to questions as you see fit. Informally, this includes content, formatting, spelling and grammar. Teacher candidates will complete the analysis paper template (observation, interview, and/or student interaction) for assigned IPTS Indicators as stated in the PC Seminar: Seminar, Site Visit & Performance Activities, and the Performance Activities Crosswalk (IPAC). Teacher candidates are to use the information written in their Site Visit Notes to write each analysis paper and submit it in LiveText by **11:59 p.m. on the Sunday** following the week of Site Visits that indicated the completion of the Performance Activities assigned to the indicator.

10. using the edTPA-based analyses (observation, interview/discussion, and student interaction) as the main components to the teacher candidates grade. Use the rubrics on LiveText to perform these assessments;

11. using all formal edTPA-based analyses rubrics as well as taking into account the final Evaluation of Growth to determine the teacher candidate’s grade and recommendation to continue in the BU Education program;

12. providing continuous assistance to the teacher candidate and serve as a mentor to ensure a quality experience;

13. serving as a liaison and resource person between the cooperating school and Benedictine. This includes providing supportive assistance to school personnel and visiting appropriate school administrators as needed;

14. collecting, reviewing, and grading all preclinical paperwork. See expectations for final product in the handbook;

15. being familiar with the Abused and Neglected Child Reporting Act. The state of Illinois mandates reporting by school person if they have reasonable cause to believe a child known to them in their professional or official capacity may be an abused or neglected child. If the supervisor or teacher candidate believes a child is abused or neglected, they should report this to the principal; and

16. collecting, reviewing, and giving evaluative feedback for the first four Site Visit Notes which will be sent to you the first two weeks. After that, analyses papers will be sent most weeks. Teacher candidates should continue to write their own site visit notes and use them to write the analyses papers. They should be available for you for review if you wish to do so. You will want to review them, especially with struggling teacher candidates.

**Late work will not be accepted or evaluated after one week past the due date. Credit will not be given for any late assignment.**
COOPERATING TEACHER AND HOST SCHOOL EXPECTATIONS AND RESPONSIBILITIES

Thank you for sharing your professional knowledge and valuable time with a Benedictine University teacher education candidate. Your modeling and affording the candidate opportunity to participate in classroom activities serve as a basis for this candidate to assess his/her interest and affinity for teaching. Teacher candidates have a great responsibility to the host school, the cooperating teacher, and to the students as well as to themselves to gain from and give back to this educational experience.

All preclinical experiences are completed under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has at least three years of teaching experience in a public school or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), has received a proficient or above performance rating in his or her most recent evaluation and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.

To facilitate this preclinical experience, BU asks that the cooperating teacher:

- introduce the BU PC teacher candidate to your class and colleagues so the teacher candidate feels welcome and respected;
- discuss with your teacher candidate the Preclinical Site Visit schedule of performance activities and the Illinois Professional Teaching Standards that accompany each Site Visit which can be found in the Handbook. The website for the IPTS is http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf;
- work with the teacher candidate as the teacher candidate completes the required performance activities. During the semester, the teacher candidate will be asked to perform specific activities. These are listed in the Syllabus and Site Visit schedule in the Handbook. While these activities are scheduled, please feel free to change their dates. BU realizes that your time is limited and that you are most important focus is your students. If an activity does not fit into your schedule or does not benefit your students, please offer another suggestion and the teacher candidate and university supervisor will be happy to work with you and your students.
- While many of these are only required once, you are welcome to have the teacher candidate do them more frequently as well as to be engaged in other activities that would benefit you and your students.

You are welcome to use the teacher candidate as your assistant. This should benefit you and your students as well as the teaching candidate;

- allow the teacher candidate to assist you in lessons. Help arrange observation opportunities for the preclinical candidate in a grade level older than your students and, if possible, younger than yours. For example, a third grade teaching candidate would observe in a second and fourth grade classroom. A freshman biology student would observe in a sophomore science class. Please assist your teacher candidate with these class observations by recommending which class or teacher to observe and when;
- use and initial the PC Schedule: Seminar, Site Visit & Performance Activities when the activity is completed. Do this as often as you can, so that these performance activities can be accounted for. If you are not sure whether an activity has been completed or not, put an X in place of your initials. Ask the university supervisor about any concerns with the activities, their completion;
- use the Formal Observation of Teacher Candidate’s Classroom Performance to analyze lessons taught by teacher candidates;
- complete the Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance at both midterm and at the end of the term;
- participate in a 3-way conference at the beginning of the semester with the University Supervisor and Teacher Candidate to go over the Preclinical handbook, discuss performance activities, and policies;
participate in a 3-way conference at the end of the semester with the University Supervisor and Teacher Candidate to review the Evaluation of Growth and Formal Observation of Teacher Candidate’s Classroom Performance;

provide direct supervision and advisement to the preclinical teacher candidate. Please give them both positive and support for improvement. Notify the university supervisor if this candidate needs additional support from the university or is not conforming to expectations; and

sign the Attendance Log sheet indicating that all Site Visit hours were completed.

The Preclinical Handbook was emailed to you. Most immediately important to you are the following sections:

- Preclinical Site Visit Log
- PC Schedule: Seminar, Site Visit & Performance Activities
- during which he/she formally assists you in a lesson
- Formal Observation of Teacher Candidate’s Classroom Performance
- Evaluation of Growth for both midterm assessment and final grades
- Recommendation for continuance in the BU Education Program with signatures

The university supervisor will visit at least four times during the term: once during the 1st two weeks, twice in the middle to observe various classroom activities, and once at the end of the term to observe growth. If your schedule allows, it is in the best interest of the teacher candidate for the midterm and final evaluations be completed during the same lesson and then discussed with the teacher candidate.

The university supervisor and cooperating teacher are responsible for the assessment of candidate performance during the Preclinical Experience. We rely on the cooperating teachers to assist in this role for assessing candidate progress, performance, and promise. Please notify the university supervisor if you have concerns about a candidate’s aptitude, desire, motivation, personality and/or organizational skills that would impede their ability to be in the teacher education program. Our goal is to prepare candidates to be prepared to teach at the initial level upon graduation.

NOTE: Preclinical students may not teach a formal lesson or assume supervisory tasks in the absence of a Cooperating Teacher or other certified school personnel.

The host school and you, the cooperating teacher, can expect BU Teacher Candidate’s to consistently exhibit the following behaviors as designated in the IPTS 9 and Benedictine Policies as listed below. If the teacher candidate violates any of these, please speak with the teacher candidate and notify the university supervisor. The teacher candidate:

- models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect (IPTS 9I);
- participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development (IPTS 9O);
- 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] (IPTS 9R);
- models digital etiquette and responsible social actions in the use of digital technology (IPTS 9S);
- exhibits behavior, attitude and dress (BU dress code) in all situations that exemplifies the highest professional standards, in both conduct and demeanor;
- fulfills the appropriate number of Site Visit hours. If a Site Visit is missed for medical or emergency reasons those site visits must be made up. These should be communicated to you and the university supervisor immediately; and
- attends and participates in preclinical campus seminars.

Finally, by taking on this special role you too are showing fulfillment of the IPTS: Professionalism, Leadership and Advocacy. Benedictine University and its students have always depended upon the expertise and support of the schools and teachers who give so generously to our programs and students. A copy of the completed Student Time Log will give you the evidence needed to qualify for CPDUs. And please know that we thank very much for your time and effort with this teacher candidate’s experience.
# INFORMAL PRECLINICAL EXPERIENCE SITE VISIT

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<thead>
<tr>
<th>Student ___________________________</th>
<th>Term ___________________________</th>
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<tbody>
<tr>
<td>University Supervisor _____________</td>
<td>Date: __________________________</td>
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<tr>
<td>Cooperating Teacher _______________</td>
<td>Host School ____________________</td>
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</tbody>
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Discussion notes..... to be completed by university supervisor with copy given to teacher candidate.

---

To be signed by the student, and University Supervisor

Signature of Student: ___________________________ Date: ________________

Signature of University Supervisor: ___________________________ Date: ________________
PC LEVEL I: OBSERVATION OF TEACHER CANDIDATE’s CLASSROOM PERFORMANCE

Teacher Candidate Name______________________________
Semester __________ Date of Lesson _________________
University Supervisor ________________________________
Cooperating Teacher ________________________________
Host School ________________________________________
Grade Level (s) __________ Subject ____________________

Cooperating Teacher Midterm  ___  
Teacher Candidate Self-Eval. Midterm  ___  
University Supervisor Midterm Visit  ___  
Cooperating Teacher Final  ___  
Student Self-Evaluation Final  ___  
University Supervisor Final Visit  ___  

These criteria are drawn from the Illinois Professional Teaching Standards (IPTS) 2013 and the Illinois Professional Content Area / Common Core Standards for Teachers. For more information about these standards, visit the IL State Board of Education http://www.isbe.net

Check indicates behavior was observed.
This checklist is an instrument to be used to stimulate teacher candidate growth, set goals, celebrate successes, and generate discussion between teacher candidate, cooperating teacher, and university supervisor. Comments and additional behaviors can be added as needed for specific purposes.

Teacher candidate greets students by name as they enter the classroom. IPTS 4  
Comments:

Teacher candidate builds rapport with students. IPTS 6  
Comments:

Teacher candidate walks around the room to help the cooperating teacher keep students engaged.  
IPTS 5  
Comments:

Teacher candidate responds positively to student response, even if inaccurate. IPTS 5  
Comments:

Teacher candidate circulates while students are doing independent practice. IPTS 5  
Comments:
Teacher candidate gives feedback and asks questions during independent practice. IPTS 5
Comments:

Teacher candidate works with small groups. IPTS 4
Comments:

Teacher candidate uses management procedures as directed by the cooperating teacher. IPTS 4
Comments:

Teacher candidate’s rate of speaking is appropriate for all students. IPTS 5
Comments:

Teacher candidate’s voice quality is appropriate for all students. IPTS 5
Comments:

Teacher candidate’s speech is free of grammar errors. IPTS 6
Comments:

Teacher candidate dresses as per BU dress code. IPTS 9
Comments:

Discussion with university supervisor/cooperating teacher following the lesson:
Identify two areas to use as improvement goals for the next lesson. Identify two areas of success.

Total Points (1 per check): __________ / 12

Please sign:
Signature of Teacher Candidate:__________________________________________ Date:_________________

Signature of Cooperating Teacher: ______________________________________ Date:_________________

Signature of University Supervisor ________________________________ Date:_________________

PC Assignments & Documents Appendix 08/11/15
Page 9
PC LEVEL I: EVALUATION of GROWTH

TO BE COMPLETED BY UNIVERSITY SUPERVISOR AND ANOTHER ONE BY COOPERATING TEACHER AT MIDTERM AND AT END OF TERM. Both will be given to the supervisor for the final grade calculations.

The intent of this final evaluation is to measure the growth of the teacher candidate. If there has been little growth because a TC has always been “excellent” in an area, please check “expected or good growth observed”.

Experience + Reflection = Growth

Teacher Candidate ______________________________

EDUC 200 Term____________ Date:_________ Midterm or Final ( circle one)

Completed by: University Supervisor/ Cooperating Teacher: ______________________________________________

<table>
<thead>
<tr>
<th>IPTS or Behavior</th>
<th>Missing – 0 Points (No growth observed)</th>
<th>Unsatisfactory – 1 Point (Little growth observed)</th>
<th>Emerging – 2 Points (Some growth observed)</th>
<th>Proficient – 3 Points (Expected or good growth observed)</th>
<th>Exemplary – 4 Points (Distinguished growth observed that went beyond expectations)</th>
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<tr>
<td>IPTS 9I – Models professional behavior including dress, integrity, and timeliness</td>
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<td>IPTS 9K – Reflects on lessons, self-assesses, accepts criticism, and changes practice to improve</td>
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<td>IPTS 1K – respects individual student differences</td>
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<td>IPTS 2L – Is willing to use technology in the classroom</td>
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<td>IPTS 4N - Engages students in and monitors individual and group-learning activities that help them develop the motivation to learn</td>
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<td>IPTS 6E - Speaks clearly, audibly, and with adequate inflection when teaching</td>
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<td>IPTS 6E – Knows and models standard conventions of written and oral communications</td>
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<td>IPTS 9T – Uses proper digital etiquette</td>
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<tr>
<td>IPTS 8J – Builds and maintains collaborative relationships with other teachers</td>
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Signature of Teacher Candidate:_________________________________________ Date:_______________

Signature of Cooperating Teacher: ___________________________ Date:_______________

Signature of University Supervisor ___________________________________________ Date:_______________

PC Assignments & Documents Appendix 08/11/15
PC LEVEL II: OBSERVATION OF TEACHER CANDIDATE’S CLASSROOM PERFORMANCE

Teacher Candidate Name______________________________  Cooperating Teacher Midterm __
Semester ___________ Date of Lesson _________________ Teacher Candidate Self-Eval. Midterm __
University Supervisor ________________________________ University Supervisor Midterm Visit __
Cooperating Teacher _________________________________ Cooperating Teacher Final __
Host School ________________________________________ Student Self-Evaluation Final __
Grade Level (s) ____________ Subject __________________ University Supervisor Final Visit __

These criteria are drawn from the Illinois Professional Teaching Standards (IPTS) 2013 and the Illinois Professional Content Area / Common Core Standards for Teachers. For more information about these standards, visit the IL State Board of Education http://www.isbe.net

**Check indicates behavior was observed.**
This checklist is an instrument to be used to stimulate teacher candidate growth, set goals, celebrate successes, and generate discussion between teacher candidate, cooperating teacher, and university supervisor. Comments and additional behaviors can be added as needed for specific purposes.

Teacher candidate greets students by name as they enter the classroom. IPTS 4  _____
Comments:

Teacher candidate builds rapport with students. IPTS 6  _____
Comments:

Teacher candidate reminds students of classroom rules and procedures prior to the lesson as directed by the cooperating teacher. IPTS 4  _____
Comments:

Teacher candidate verbally states learning objectives for the lesson. IPTS 5  _____
Comments:
Teacher candidate uses technology. IPTS 2
Comments:

All students are engaged: paying attention, on task, in the lesson. IPTS 5
Comments:

Teacher candidate calls on students who do not raise their hands. IPTS 5
Comments:

Teacher candidate walks around the room to keep students engaged. IPTS 5
Comments:

Teacher candidate responds positively to student response, even if inaccurate. IPTS 5
Comments:

Teacher candidate circulates while students are doing independent practice. IPTS 5
Comments:

Teacher candidate gives feedback and asks questions during independent practice. IPTS 5
Comments:

Teacher candidate works with small groups. IPTS 4
Comments:
Teacher candidate uses management procedures as directed by the cooperating teacher. IPTS 4
Comments:

Teacher candidate faces all students when teaching. IPTS 5
Comments:

Teacher candidate’s rate of speaking is appropriate for all students. IPTS 5
Comments:

Teacher candidate’s voice quality is appropriate for all students. IPTS 5
Comments:

Teacher candidate’s speech is free of grammar errors. IPTS 6
Comments:

Teacher candidate uses materials that support the content being taught. IPTS 2
Comments:

Teacher candidate asks questions during the lesson to ensure student understanding. IPTS 7
Comments:

Teacher candidate uses closure to end the lesson and review learning. IPTS 5
Comments:
Teacher candidate is enthusiastic during the lesson. IPTS 9
Comments: __________

Teacher candidate dresses as per BU dress code. IPTS 9
Comments: __________

Discussion with university supervisor/cooperating teacher following the lesson:
➢ Identify two areas to use as improvement goals for the next lesson.

➢ Identify two areas of success.

Please sign:
Signature of Teacher Candidate: ________________________________ Date: ______________
Signature of Cooperating Teacher: ______________________________ Date: ______________
Signature of University Supervisor ______________________________ Date: ______________
PC LEVEL II: EVALUATION of GROWTH

TO BE COMPLETED BY UNIVERSITY SUPERVISOR AND ANOTHER ONE BY COOPERATING TEACHER AT MIDTERM AND AT END OF TERM. Both will be given to the supervisor for the final grade calculations.

The intent of this final evaluation is to measure the growth of the teacher candidate. If there has been little growth because a TC has always been “excellent” in an area, please check “expected or good growth observed”.

Experience + Reflection = Growth

Teacher Candidate ___________________________________ EDUC ______ Term__________ Date:_________ Mid-term or Final ( circle one)

Completed by: University Supervisor/Cooperating Teacher: _____________________________(print name) _____________________(signature)

<table>
<thead>
<tr>
<th>IPTS or Behavior</th>
<th>Missing – 0 Points (No growth observed)</th>
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<th>Exemplary – 4 Points (Distinguished growth observed that went beyond expectations)</th>
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<tbody>
<tr>
<td>Shows interest in students’ background and emotional and physical well-being. 1C</td>
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<td>Changes strategies, pace, and language in lessons when needed to enrich instruction for all children 1J</td>
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<td>Respects individual student differences 1K</td>
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<td>Understands the content needed to teach this course 2B</td>
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<td>Is able and willing to use technology in the classroom 2L</td>
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<td>Connects teaching to other content areas and to student life experiences 2N</td>
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<td>Follows Benedictine’s lesson plan design 3B</td>
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<td>Plans with co-operative teacher for all lessons taught by teacher candidate 3F</td>
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<tr>
<td>IPTS or Behavior</td>
<td>Missing – 0 Points (No growth observed)</td>
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<td>Has lesson plan materials prepared in advance of the lesson</td>
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<td>Knows and understands the need for behavior management strategies</td>
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<td>Assists students to work productively and cooperatively</td>
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<td>Uses behavior management strategies that are appropriate to the needs of the students</td>
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<td>Is able to keep students attentive and engaged</td>
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<td>Speaks clearly, audibly, and with adequate inflection when teaching</td>
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<td>Knows and models standard conventions of written and oral communications in the classroom</td>
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<td>Uses proper digital etiquette</td>
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<td>Uses assessment data, work samples, and observations to plan and evaluate instruction</td>
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<td>Builds and maintains collaborative relationships with other teachers</td>
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<td>Models professional behavior including dress, integrity, and timeliness</td>
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<td>Reflects on lessons, self-assesses, accepts criticism and changes practice to improve</td>
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</table>

Signature of Teacher Candidate: ___________________________________________  Date: ________________

Signature of Cooperating Teacher: ___________________________________________  Date: ________________

Signature of University Supervisor: ___________________________________________  Date: ________________

PC Assignments & Documents Appendix 08/11/15  
Page 16
Benedictine University School of Education
Formal Observation of Teacher Candidate’s Classroom Performance
PRECLINICAL EXPERIENCE LEVEL III

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

Cooperating Teacher Midterm* ______
Student Self-Evaluation Midterm* ______
University Supervisor Visit/midterm* ______
Cooperating Teacher Final** ______
Student Self-Evaluation Final** ______
University Supervisor Visit/Final** ______

Student Name:________________________________________
Semester ________________Date of Assessment ___________
University Supervisor ________________________________
Cooperating Teacher _________________________________
Grade Level(s)________________________
Host School _______________________________________
Subject(s) ____________________________

* Complete when approximately half of the required weeks are completed
** Complete when most of the preclinical experience is fulfilled

Directions: Some of the statements can be directly related to the mini lesson being observed, thus the wording, during the lesson. Other statements refer to the teacher candidate’s overall participation, preparedness, interest, and professionalism exhibited during this Preclinical Experience.

Please indicate the score of each descriptor listed below.

0 = not evident  1 = sometimes evident  2 = almost always evident
Scores should be supported with comments.

These criteria are drawn from the Illinois Professional Teaching Standards (IPTS) 2013 and the Illinois Professional Content Area Standards for Teachers. For more information about these standards, visit the IL State Board of Education http://www.isbe.net

<table>
<thead>
<tr>
<th>IPTS 1. Teaching Diverse Students</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects individual and group differences. Does not discriminate on the basis of gender, race, size, culture, educational performance differences</td>
<td></td>
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</tr>
<tr>
<td>Shows interest in students’ backgrounds</td>
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<tr>
<td>Shows respect for students’ needs, ideas and contributions</td>
<td></td>
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<tr>
<td>Positively respond to the needs of diverse learners (during the lesson)</td>
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</tbody>
</table>

Comments:
### IPTS 2. Content Area and Pedagogical Knowledge

<table>
<thead>
<tr>
<th>Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays understanding of subject matter (during the lesson)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shows interest in learning about the state/local content area standards</td>
<td></td>
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</tr>
<tr>
<td>Has lesson materials prepared in advance of the class (during the lesson)</td>
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<tr>
<td>Effectively uses materials to support the content (during the lesson)</td>
<td></td>
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<td></td>
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<tr>
<td>Uses examples appropriate to content area (during the lesson)</td>
<td></td>
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</tr>
<tr>
<td>Is able and willing to learn use technology if directed by classroom teacher</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

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### IPTS 3. Planning for Differentiated Instruction

<table>
<thead>
<tr>
<th>Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to co-plan with other educators to design learning experiences</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates ability to develop lesson plans to achieve the expectations for student learning using the BU Lesson Plan format and the mini lesson plan format</td>
<td></td>
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<tr>
<td>Uses motivational techniques to encourage student involvement in learning activities (during the lesson)</td>
<td></td>
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</tr>
</tbody>
</table>

Total Points:

Comments:

---

### IPTS 4. Learning Environment

<table>
<thead>
<tr>
<th>Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands, supports and models classroom management rules</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Encourages and motivates students to be responsible (during the lesson)</td>
<td></td>
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<td></td>
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<tr>
<td>Assists students to work productively and cooperatively in groups</td>
<td></td>
<td></td>
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<tr>
<td>Instructional time is maximized because of the use of established routines and procedures (during the lesson)</td>
<td></td>
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</tbody>
</table>

Comments:
### IPTS 5. Instructional Delivery

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Assists in restoring the classroom order after an activity, project or lab without prompting</td>
<td></td>
<td></td>
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<tr>
<td>Assists coop teacher with the distribution of papers, and/or materials without prompting</td>
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</tr>
<tr>
<td>Learning objectives for the mini lesson are clearly stated (during the lesson)</td>
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<tr>
<td>Gives clear and concise directions for activities (during the lesson)</td>
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<tr>
<td>Shows knowledge of content area while teaching (during the lesson)</td>
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<tr>
<td>Moves around the room assessing understanding and promoting students learning (during the lesson)</td>
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<tr>
<td>Relates purpose of mini lesson to students’ lives and/or background knowledge (during the lesson)</td>
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<tr>
<td>Faces all students when teaching (during the lesson)</td>
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<tr>
<td>Speaks clearly, audibly, and with adequate inflection when teaching (during the lesson)</td>
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<tr>
<td>Ensures that all students have opportunity to participate (during the lesson)</td>
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<tr>
<td>Provides closure to activity or transition to the next activity (during the lesson)</td>
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</table>

**Comments:**

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### IPTS 6. Reading, Writing, and Oral Communication

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Uses vocabulary that is correct and appropriate to grade level (during the lesson)</td>
<td></td>
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<tr>
<td>Makes written and oral statements which are free from grammar and spelling errors (during the lesson)</td>
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<tr>
<td>Works to develop positive rapport with students</td>
<td></td>
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<tr>
<td>Demonstrates an understanding of proper digital etiquette for students, colleagues, cooperating teacher and university supervisor</td>
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</table>

**Comments:**

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### IPTS 7. Assessment

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Demonstrates an understanding for the need of assessment</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates an understanding for the purpose of Formal Assessment (Summative or Of Learning) vs Informal (Formative or For Learning)</td>
<td></td>
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<tr>
<td>Recognizes various types of assessment performed during a lesson</td>
<td></td>
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</table>

**Comments:**
<table>
<thead>
<tr>
<th>IPTS 8. Collaborative Relationships</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Communicates with cooperating teacher.</td>
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<tr>
<td>Communicates with university supervisor.</td>
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<tr>
<td>Shows appreciation of teachers and students.</td>
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<tr>
<td>Develops a positive working relationship with co-workers</td>
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<tr>
<td>Participates in professional discussions with staff where and when appropriate.</td>
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<tr>
<td>Takes constructive criticism in a positive manner</td>
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<tr>
<td>Shows evidence of wanting to improve</td>
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</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>IPTS 9. Professionalism, Leadership, and Advocacy</th>
<th>0</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Is punctual and responsible</td>
<td></td>
<td></td>
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<tr>
<td>Maintains personal records of experiences in the PC Experience including logs and Knowledge and Performance Checklist completion</td>
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<tr>
<td>Uses self-assessment as a tool of reflection for personal professional growth</td>
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<tr>
<td>Dress in an appropriate manner</td>
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<tr>
<td>Follows school policy e.g. cell phone usage, parking lot, check in and out of the school</td>
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<tr>
<td>Demonstrates reliability and accepts responsibility</td>
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<tr>
<td>Demonstrates flexibility and adaptability.</td>
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<tr>
<td>Demonstrates energy, and enthusiasm for this career.</td>
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<tr>
<td>Demonstrates initiative</td>
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</table>

Comments:

Signature of Teacher Candidate: ___________________________________________ Date: ____________

Signature of Cooperating Teacher: _________________________________________ Date: ____________

Signature of University Supervisor _________________________________________ Date: ____________
EVALUATION of GROWTH
Preclinical Experience   Level III

Completed by (circle one) cooperating teacher    university supervisor

To be completed by and discussed among the university supervisor, cooperating teacher and teacher candidate as a midterm and final assessment. All assessments should be given to the supervisor for use in final grade calculations. The intent of this final evaluation is to measure the growth of the teacher candidate. If there has been little growth because a TC has always been, “excellent” in an area, please check “expected or good growth observed”.

Experience + Reflection = Growth

Teacher Candidate _________________________________     Term_________ Date________ Score_______/ PCIII = 80 points

University Supervisor_______________________ Cooperating Teacher______________________

<table>
<thead>
<tr>
<th>IPT Standard or Behavior</th>
<th>Missing – 0 Points (No growth observed)</th>
<th>Unsatisfactory – 1 Point (Little growth observed)</th>
<th>Emerging – 2 Points (Some growth observed)</th>
<th>Proficient – 3 Points (Expected or good growth observed)</th>
<th>Exemplary – 4 Points (Distinguished growth observed that went beyond expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models professional behavior including dress, integrity, and timeliness  9I</td>
<td></td>
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<tr>
<td>Reflects on lessons, self-assesses, accepts criticism and changes practice to improve 9K</td>
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<tr>
<td>Changes strategies, pace, and language in lessons when needed to enrich instruction for all children  1J</td>
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<tr>
<td>Respects individual student differences  1K</td>
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<tr>
<td>Shows interest in students’ background and emotional and physical well-being.  1C</td>
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<tr>
<td>Understands the content needed to teach this course/subject  2</td>
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<tr>
<td>Connects teaching to other content areas and to student life experiences  2N</td>
<td></td>
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<tr>
<td>Has lesson plan materials prepared in advance of the lesson  3I</td>
<td></td>
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<tr>
<td>Is able and willing to use technology in the classroom  2L</td>
<td></td>
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<tr>
<td>Follows Benedictine’s lesson plan design  3B</td>
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</tbody>
</table>

PC Assignments & Documents Appendix 08/11/15
| Plans with co-operative teacher for all lessons taught by teacher candidate 4F |          |          |          |
| Assists students to work productively and cooperatively 4N |          |          |          |
| Knows and understands the need for behavior management strategies 4A |          |          |          |
| Uses behavior management strategies that are appropriate to the needs of the students 4O |          |          |          |
| Is able to keep students attentive and engaged 5F |          |          |          |
| Speaks clearly, audibly, and with adequate inflection when teaching 5J |          |          |          |
| Knows and models standard conventions of written and oral communications in the classroom 6F |          |          |          |
| Uses proper digital etiquette 6P |          |          |          |
| Uses assessment data, work samples, and observations to plan and evaluate instruction 6P, 7K |          |          |          |
| Builds and maintains collaborative relationships with other teachers 8 |          |          |          |

**PCIII – Maximum Score = 80**

**Total Score**

**Comments:**

To be signed by the student, cooperating teacher, and university supervisor.

Signature of Teacher Candidate:_________________________ Date:____________

Signature of Cooperating Teacher:_________________________ Date:____________

Signature of University Supervisor:_________________________ Date:____________
UNIVERSITY SUPERVISOR RECOMMENDATION FOR TEACHER CANDIDATE TO CONTINUE IN THE
BU ED PROGRAM

FINAL RECOMMENDATION TO BE COMPLETED BY THE
UNIVERSITY SUPERVISOR

**PRECLINICAL LEVEL _____**

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Term</th>
<th>Date</th>
</tr>
</thead>
</table>

*Composite Rating*  
_______%  =  _____________Final Letter Grade

Based on the Preclinical Experience it is recommended (check ONLY one):

_____ That the teacher candidate continue in Teacher Education Program

_____ That the teacher candidate repeats this Preclinical Experience with a remediation plan after which a subsequent evaluation recommendation will be made.  
*Areas to Emphasize:*

_____ That the teacher candidate NOT continue in the Teacher Education program.

Rationale:
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

*University Supervisor*
Print Name__________________________ Signature______________________________
COOPERATING TEACHER RECOMMENDATION
FOR TEACHER CANDIDATE TO CONTINUE IN THE BU ED PROGRAM

FINAL RECOMMENDATION TO BE COMPLETED BY THE
COOPERATING TEACHER

PRECLINICAL LEVEL _____

Teacher Candidate ____________________  Term________________ Date__________

Based on the Preclinical Experience it is recommended (check ONLY one):

______ That the teacher candidate continue in Teacher Education Program

______ That the teacher candidate repeats this Preclinical Experience with a remediation plan after which a subsequent evaluation recommendation will be made.

Areas to Emphasize: ______________________________________________________

______ That the teacher candidate NOT continue in the Teacher Education program.

Rationale: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Cooperating Teacher
Print Name__________________________ Signature______________________________

University Supervisor
Print Name__________________________ Signature______________________________