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

2017-2018
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INTRODUCTION

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

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Conceptual Framework

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

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

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

COMPONENTS OF THE CONCEPTUAL FRAMEWORK

All programs in the School of Education align with the unit’s conceptual framework through coursework, activities, assignments, and clinical experiences. Programs are further aligned with professional dispositions that reflect the unit’s conceptual framework.

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

Scholarship
Benedictine University’s education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

Lifelong Inquiry
Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

Leadership
Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.

Social Responsibility
Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other
professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.

**STUDENT TEACHING EXPERIENCE**

ISBE defines student teaching as a “form of internship established by Illinois statute calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel” [Illinois Administrative Code 25.610](https://www.isbe.net/Documents/25ark.pdf] The student teaching experience at BU is the capstone of the professional Education program and provides candidates, as well as professional preparation personnel, with opportunities to evaluate the candidates’ competence for teacher licensure. It further affords candidates the opportunity to apply knowledge and skills from core Education coursework, with a focus on effective instructional practices, optional learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, assessment, instruction, and other professional tasks, culminating in their assuming full responsibility for a classroom setting.

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

Student teaching candidates will:

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

Application and Admission to Student Teaching

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

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

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

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

Placement Procedures

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

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

Student teaching placements are processed by the School of Education Office, not by the student teaching candidate. The Director of Placement will make all contacts with schools and forward the Student Teacher Placement Packet to them, on the candidate’s behalf. As per contractual agreement with our schools and school districts, candidates and/or their representatives (e.g., friends; family members) are not allowed to make contact with schools, in search of a placement.
Please be advised that it is the School of Education’s policy not to place a candidate where they have:
a) attended school as a student; b) completed a preclinical experience; c) are or have been employed;
d) have a relative employed; or e) have children who attend that school. According to Illinois State Teaching Standards efforts are made to place student teaching candidates in settings that are rich in cultural diversity.

The following factors are considered when processing a placement:

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

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

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

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

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

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

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

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

- Successful completion of all requirements for Checkpoint #3;
- Admission to the Teacher Education Program (TEP);
- **Undergraduate Students**: Cumulative GPA of 2.75, based only on courses completed at Benedictine University;
  - **Graduate Students**: Cumulative GPA of 3.0;
- **Undergraduate Students**: Major GPA of 3.00; education courses with grade of “C” or higher; secondary education minors 3.00 GPA for education courses
  - **Graduate Students**: Successful completion of all professional coursework with a grade of “B” or higher;
- Completion of all general education course requirements;
- Satisfactory completion of all requisite preclinical experiences and accompanying recommendations to continue in the program;
- Successful ratings on Professional Behaviors (Dispositions) for Educator Preparation evaluations in all courses and preclinical experiences (any ratings below three will require a plan for professional growth);
- Senior or graduate standing;
- Successful passage of the Illinois Test of Academic Proficiency (TAP) or minimum required score on ACT/SAT;
- Successful passage of the Illinois Content Area Test(s) for your major;
- Approval from the Teacher Education Committee;
- Evidence of health and stamina necessary for the rigors of teaching;
- National and state background check clearance conducted through the placement school district:
  - Fingerprint based criminal history records check (completed at the school district where the student teaching experience will be completed)
  - Check of the Statewide Sex Offender Database
  - Statewide Child Murderer and Violent Offender Against Youth Database ([www.CertifiedBackground.com](http://www.CertifiedBackground.com) and enter package code: BC93)
- IL Department of Children and Family Services (DCFS) Mandatory Reporting of Abuse and Neglect (completed prior to beginning of preclinical experience)
- A physical exam, as required by the placement school district and ISBE ([http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K24-5](http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K24-5)).
- Evidence of personal/professional qualities essential for teaching (e.g., integrity, character, ethics, mental fitness, and personality adjustment).
**Time Commitment for Student Teaching**

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

**Nature of Experience**

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

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

**Duration of Experience**

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

**Attendance and Absence**

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

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

Make-up days for absences may be requested by the University Supervisor (in consultation with the Cooperating Teacher), especially if the student demonstrates a pattern of absences, being late to school, leaving early, and/or has missed three or more days of student teaching.
 Procedures for Initial School Site Meeting
Within one to two weeks following the formalized student teaching placement (refer to prior section on Placement Procedures), the student teacher must arrange for a visit with the Cooperating Teacher, to clarify the nature of the experience and to establish a schedule. During this visit the candidate should:

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

STUDENT TEACHING GUIDELINES

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

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

Supervision
As soon as possible, arrange for the initial visit by the University Supervisor. The visit should occur no later than the second week of the experience. The identity of your University Supervisor will be announced prior to Student Teaching Seminar I. Please provide your University Supervisor with the following information on or before Seminar I:

- A copy of your schedule using the *Student Teaching Schedule: Time Record* form (Appendix A), including inclusive dates;
- The name and title of cooperating teacher; and
- Contact information (i.e. your phone numbers and e-mail address, as well as contact information for your Cooperating Teacher and school) and directions to the school, location of the school parking lot, and your classroom location (see *Student Teacher and Placement Information* form in Appendix B).
Qualified personnel, including University faculty, supervise all student teaching experiences. The standard for determining qualified personnel includes appropriate licensure, expertise in the subject content, pedagogy and/or supervision knowledge and experience, at least a Master’s Degree or comparable professional development, and extended classroom teaching experience.

University Supervisors will conduct a minimum of 5-6 school site “observational” visits, during the semester-long student teaching experience, plus at least two additional visits: a) a 3-way “introductory” meeting with each Cooperating Teacher and student teacher candidate; and b) a visit to each candidate to assist with the taping of edTPA video clips.

When a candidate works with more than one teacher at the placement school, it is expected that one of the teachers serve as the primary Cooperating Teacher (CT). This primary CT is determined by the designated administrator of the school.

**STUDENT TEACHER EXPECTATIONS AND RESPONSIBILITIES**

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

- Maintaining the dignity necessary to gain the respect of pupils;
- Showing high regard and respect for each pupil and enthusiasm for teaching;
- Being a good example for pupils: physically, mentally, ethically, and humanistically;
- Exhibiting professional courtesy when relating to or about others;
- Assuming no authority other than that delegated by the site supervisor; and
- Being resourceful, displaying initiative, being responsible, and being responsive to constructive criticism

**Duties & Tasks**

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

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

- **Prepare a written Lesson Plan** for each class segment taught (Appendix D). *Each lesson plan should be completed at least 2-3 days in advance of the day during which the corresponding lesson will be taught.* This enables the Cooperating Teacher and University Supervisor to provide feedback on the plan, with sufficient time to make modifications. All plans (cumulative plans as well as the plan for the day) are to be submitted to the University Supervisor prior to program visits. An electronic lesson plan template will be provided for use by student teachers.

- **Maintain a Student Teaching Ring Binder.** The content of the binder is detailed below. The binder should be made readily available to the Cooperating Teacher and to the University Supervisor, at each supervisory visit.

- **Complete a self-evaluation using the Assessment and Evaluation of Student Teaching Experience form** at both midterm and during the last two weeks of the student teaching experience, and then review the assessment with the Cooperating Teacher(s) and University Supervisor.

- **Prepare and submit a Professional edTPA Portfolio using LiveText** (see Assessment and Evaluation section of this Guide for details and guidelines regarding edTPA).

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

**Student Teaching Ring Binder Instructions**

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

- **Divider:** Student Teaching Guide
- **Divider:** edTPA Content Area Handbook and Other edTPA Materials
- **Divider:** Placement/Schedule (Appendix A)
- **Divider:** Daily Notes and Reflections
- **Divider:** Routine Lesson Plans
- **Divider:** Supervisor’s Student Teacher Observational Performance Assessment Forms
- **Divider:** edTPA Assessments, Information, and Feedback
- **Divider:** Miscellaneous Artifacts (e.g., teacher tools, forms, resources; records and certificates related to professional development activities; etc.)

**Ring Binder Responsibilities**

For the Candidate: Make the binder readily available to the Cooperating Teacher and the University Supervisor (US). The US will review the contents during each visit and at other times, as requested.

For the Cooperating Teacher: Regularly review the binder to assess the student teacher’s ability to plan, reflect, and evaluate.

For the University Supervisor: Systematically review the binder to assess/evaluate the candidate’s ability to plan, reflect, and evaluate. Assess the binder at the end of the experience, and return it to the candidate.
ASSESSMENT AND EVALUATION

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

Illinois Assessment Requirements for Educator Licensure

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

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


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

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

   Candidates must pass their requisite ILTS Content area tests (see [http://www.il.nesinc.com/](http://www.il.nesinc.com/)), before a student teaching placement can be confirmed for them. Deadlines for passing content area tests follow. Additional information regarding content area test completion requirements for candidates are in the directions of the Student Teaching Application and Placement Procedures document located on the School of Education webpage.

   - Candidates who student teach during the fall term must pass their ILTS content area tests, by March 15 of the spring term preceding their intended student teaching experience.
   - Candidates who student teach during the spring term must pass their ILTS content area tests, by May 30 of the term preceding their intended student teaching experience


   The edTPA is completed during the first 8-10 weeks of the student teaching experience. It is an ISBE requirement that all teacher candidates pass the edTPA, before an Illinois educator license will be granted. Candidates who subsequently fail to pass the edTPA prior to their BU graduation will have “Graduated without Licensure” indicated on their BU transcript.
Additional information on Illinois educator licensure requirements can be found at http://www.isbe.net/licensure/ and http://www.il.nesinc.com/.

**The edTPA**

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

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

The edTPA assessment and evaluation procedures mandated for student teaching candidates are delineated in the edTPA Handbooks corresponding to each candidate’s academic major (e.g., Elementary Education; Special Education; Music Education; Physical Education; Secondary Education Mathematics; Secondary Education Science/Biology; etc.). These handbooks will be provided candidates by the Director of Student Placement and are also online at http://edtpa.aacte.org/news-area/2016-17-handbooks-now-available.html. Copies will also be provided candidates by the Director of Student Placement. Each candidate is held personally accountable for carefully reading and meticulously following the edTPA handbook in their content area. To reduce the likelihood of having to retake the edTPA, candidates should take particular care to address every point in the commentary prompts and to provide evidence directly related to the criteria in all edTPA rubrics. Whether or not a candidate passes the edTPA is accordingly directly contingent upon the amount of care and preparation the candidate puts into his or her portfolio.

Candidates are further responsible for following the edTPA submission timelines specified below very closely, as failure to do so could delay the issuance of their educator license and/or result in having “Graduated without Licensure” indicated on their BU transcript. All fall 2017 candidates must subsequently submit their edTPA portfolios on November 1, with spring 2018 candidates submitting their portfolios on March 22. The portfolios of all candidates for each term will be submitted together as a group, during a specially designated meeting the week following Student Teaching Seminar VIII. The edTPA submission dates specified are consequently inviolate, with no initial portfolios accepted for submission after the dates indicated.

- **Fall, 2017**
  - edTPA Portfolio Submission Date: November 1, 2017
  - edTPA Profile Scores Received: November 30, 2017

- **Spring, 2017**
  - edTPA Portfolio Submission Date: March 22, 2018
  - edTPA Profile Scores Received: April 19, 2018
edTPA Candidate Support

There will be six Student Teaching Seminars conducted during the first two months of the student teaching experience that are designed to assist candidates in both developing and compiling their edTPA portfolios. Further guidance and support will be afforded candidates by their University Supervisors and Cooperating Teachers. Candidates will additionally be given an edTPA Completion Checklist for Student Teachers, to assist them in completing edTPA tasks in a timely fashion. Each candidate is consequently responsible for conducting all tasks specified on the checklist, by the due dates indicated on the document. A variety of resources (e.g., books; articles, resource links; webinars; etc.) will be made available to candidates, to assist in their development of a successful edTPA portfolio. It is strongly recommended that candidates use these resources, in the preparation of their portfolios for submission. A partial listing of BU edTPA supports follow.

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

edTPA Training

A School of Education (SOE) “Introduction to edTPA” powerpoint presentation will be sent to candidates, following Student Teaching Seminar II. All candidates are required to view this presentation, in order to attain a better understanding of the edTPA performance assessment, its components, and its requirements. Additional information and training regarding the edTPA will be provided during scheduled Student Teaching Seminars, as noted above.

edTPA Resource Links

Retaking the edTPA

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

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

- **Fall, 2017**
  - edTPA Resubmission Date: December 7, 2017 [For candidates who failed on their first attempt]
  - edTPA Revised Portfolio Profile Scores Received: December 28, 2017
- **Spring, 2018**
  - edTPA Resubmission Date: April 26, 2018 [For candidates who failed on their first attempt]
  - edTPA Revised Portfolio Profile Scores Received: May 17, 2018

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

Resources for Retaking the edTPA


**Student Teaching Course Assessment**

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

Student teaching course assessment will be principally based on the candidate’s performance, accomplishments, and dispositions, as demonstrated across the entirety of the student teaching experience. Attributes assessed will include, but not be limited to: execution of ongoing classroom teacher responsibilities; quality of lesson plans for ongoing instruction, timely completion of Daily Notes and Reflections; maintenance of a student teaching 3-ring binder; demonstration of professional dispositions (Appendix J); and attendance at Student Teaching Seminars and meetings (see Appendix I, Rubric for Student Teaching). Additional student teacher tasks, skills, traits and expectations assessed are identified on pages 9-17 of this Guide. A primary assessment measure to be used is the Assessment and Evaluation of Student Teaching Experience (Appendix G), which provides both a midterm and final evaluation of the candidate.

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

Student teaching course grades are based on the degree to which a candidate meets individual assignment and performance criteria, as delineated on the Rubric for Student Teaching (Appendix J). Please be aware that receiving a passing grade of “C” or better in the student teaching course does not guarantee Illinois educator licensure. The student teaching grade solely reflects a candidate’s performance of key student teaching experience components (e.g., routine planning and instruction; Daily Notes and Reflections; composite application of student assessment data; professional dispositions; collaborative relationships; professional responsibility and leadership; etc.) not otherwise measured by the ISBE mandated edTPA. Educator licensure will consequently require that candidates use all resources afforded them by the SOE to carefully prepare for and pass the edTPA…in addition to meeting the requirements for student teaching.

LICENSURE, ENTITLEMENT AND ENDORSEMENT

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

UNIVERSITY SUPERVISOR EXPECTATIONS AND RESPONSIBILITIES

In support of the student teaching candidate, the placement school, and the Cooperating Teacher who is working with us, the University Supervisors accept responsibility for:
Orienting the candidate to the student teaching experience, including intended student outcomes, policies, procedures, and the responsibilities of all parties involved;

Serving as a mentor to the candidate, in order to ensure a quality student teaching experience;

Providing the Cooperator Teacher with a brief orientation to BU’s student teaching experience, during the first two weeks of the experience;

Providing a minimum of 5-6 quality supervisory visits spread across the length of the experience;

Conducting two additional site visits: a) a 3-way “introductory” meeting with each Cooperator Teacher and student teacher; and b) a visit to support each student teacher’s edTPA videotaping.

Reviewing and constructively critiquing the candidate’s daily lesson plans and Daily Notes and Reflections, at least weekly, and providing prompt, constructive feedback;

Reviewing the Student Teaching Binder at each visit, including the candidate’s lesson plans, Daily Notes and Reflections, and resource materials and documents;

Completing a Student Teacher Observational Performance Assessment form, signed by the University Supervisor and the candidate (and optimally the Cooperator Teacher), at each visit;

Ensuring the timely completion of all assessments and evaluations completed by the candidate and the Cooperator Teacher;

Appraising the candidate’s edTPA Completion Checklist for Student Teachers during each site visit, to ensure that the candidate’s edTPA portfolio progress is proceeding on schedule;

Completing a Candidate Growth Plan for Remediation and alerting the Director of Student Placement, at the very onset of problematic behavior. The issuance of this plan will further necessitate completing and placing a related online Early Warning Notice (EWN) in the candidate’s BU file on PeopleSoft;

Conducting a 3-way (candidate-Cooperator Teacher-Supervisor) conference half-way through (midterm) and during the last two weeks of the experience (final), to discuss the candidate’s progress, performance, and dispositions;

Conducting 3-way conferences periodically during the experience, to celebrate the candidate’s successes and to discuss concerns that any persons may have.

Copying all e-mails sent to candidates regarding their progress, performance, instructional issues and concerns to the candidate’s Cooperator Teacher(s).

Conducting routine conferences with the cooperating teacher(s) and the candidate regarding candidate performance;

Serving as a liaison and resource person between the cooperating school and the University, which includes providing supportive assistance to school personnel and visiting appropriate school administrators;

Attending and participating in all Student Teaching Seminars that present edTPA information, as well as seminars that entail student teacher-supervisor conferences;

Observing and evaluating the candidate’s edTPA mini presentation and handout;

Completing an online Professional Behaviors (Dispositions) for Teacher Preparation evaluation of the candidate (see Appendix J), during the last two weeks of the student teaching experience;

Completing an online Assessment and Evaluation of Student Teaching Experience form and an overall student teaching experience evaluation of the candidate (refer to page 17 and Appendices G and I), and then reviewing the evaluations with the candidate; and

Submitting candidates’ grades on PeopleSoft, by 4:00 pm on Friday of the term’s designated Final Exam week.
COOPERATING SCHOOL AND TEACHER EXPECTATIONS AND RESPONSIBILITIES

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

For the Cooperating School

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

For the Cooperating Teacher

- Acquaint the student teacher candidate with your classroom and talk to your students ahead of time about the second teacher who will be joining the class;
- Serve as a mentor to the candidate, guiding and supporting them and fostering their success;
- Schedule a daily and/or weekly time when you and your student teacher can meet to plan together and to talk about what has been—and will be—going on in the classroom;
- Provide opportunities for the candidate to participate in a wide range of experiences related to the Cooperating Teacher’s role. These in-class and out-of-class tasks may include the following:
  - Perform classroom organizational and clerical activities;
  - Instruct individual pupils, small groups, and whole class activities;
  - Identify and employ curriculum materials and media to facilitate appropriate lesson plans;
  - Assist with the design of experiences for pupils who are English Language Learners, culturally diverse, gifted, and those who have disabilities;
  - Adapt curriculum, instruction, and materials to meet the unique needs of individual pupils;
  - Create and develop lesson plans and classroom instruction;
  - Prepare instructional materials and evaluate student achievement;
  - Identify and assess learner outcomes;
  - Self-assess/self-evaluate teaching (which may include videotaping teaching experience);
  - Assist with supervisory responsibilities associated with all facets of the teacher’s role;
  - Assume the total role of the teacher for at least four to six full weeks; and
  - Have school and extracurricular experiences supportive of instruction (e.g., interact with school administrators and other professional personnel; participate in all school events; attend faculty meetings; attend teacher training institutes; observe other classes; interact with parents; interact with school support personnel; etc.).
- Provide the candidate with systematic and ongoing constructive feedback regarding lesson planning, teaching, performing as a professional, and other responsibilities of a teacher;
- Participate in post-observation conferences with the candidate and the University Supervisor, as feasible and appropriate;
• Communicate with the University Supervisor on the candidate’s performance and achievements, share ideas and suggestions, and collaborate on the candidate’s final grade;
  * Copy all e-mails sent to the candidate regarding the candidate’s progress, performance, instructional issues and concerns to the candidate’s University Supervisor.
  * Provide feedback to the University regarding the overall preparation of the student teacher to perform via completion of an Assessment and Evaluation of Student Teaching Experience form, both halfway through the experience (midterm evaluation) and during the last two weeks of the experience (final evaluation);
  * Complete a Professional Behaviors (Dispositions) for Teacher Preparation evaluation of the candidate, during the last two weeks of the student teaching experience; and
  * Write a recommendation for the candidate’s credential file, if requested and if amenable.

**GENERAL POLICIES AND PROCEDURES**

**Academic Honesty and Ethical Behavior**

All candidates are expected to comply with Benedictine University’s Academic Honesty Policy (http://www.ben.edu/degree-programs/ahp.cfm). Candidates who fail to comply with this policy or who compromise the integrity of the student teaching experience are subject to **disciplinary action**, on the part of the School of Education and the University. Violations of integrity include, but are not limited to:

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

**Student Teacher Dress Code**

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

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

- Visible tattoos and/or body piercings (except earrings);
- See-through clothing or fishnet fabrics, halter-tops, spaghetti strap tops, off the shoulder or low-cut tops, bare midriff tops, and low cut/hip hugger pants;
- Tight or form-fitting clothing, such as leggings and spandex tops and pants;
- T-shirts, sports jerseys, and sweatshirts;
- Jeans and denim pants;
- Sandals, flip flops, and sports shoes, as well as sneakers (which may only be worn by PE majors)
- Excessive jewelry that may be disruptive to students and the learning environment; and
- Fingernails that are distracting in appearance due to length or decoration.
The overall guidepost for student teacher dress and appearance is to come to school each day dressed as though you were having a job interview. Your appearance and demeanor may well be your first step to an interview and can be influential in your being hired in the future.

**Academic Accommodations for Religious Obligations**

A student whose religious obligation conflicts with a course requirement may request an academic accommodation from the instructor. Students must make such requests in writing by the end of the first week of the class. Upon receiving such a request, the instructor will offer reasonable academic accommodations, whenever feasible, and communicate this to the student. However, the course requirements listed in the syllabus remain in effect if accommodations cannot be offered.

**Termination of Placement**

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

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

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

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

As noted in the BU Undergraduate Course Catalog ([http://www.ben.edu/registrar/upload/FINAL-UG-CATALOG.pdf](http://www.ben.edu/registrar/upload/FINAL-UG-CATALOG.pdf)), a student can withdraw from the student teaching course with a grade of “W” up to the end of the 12th week of classes for a 15-week course (or the end of the seventh week for an 8-week class). A student who wishes to withdraw from the University during the semester must contact Student Accounts ([http://www.ben.edu/student-accounts/withdrawal-and-refund-policy.cfm](http://www.ben.edu/student-accounts/withdrawal-and-refund-policy.cfm)) and follow the prescribed steps through completion. Withdrawals must subsequently be done using MyBenU or in person at Enrollment Services (Ben Central). A student who plans to return within two full academic years to complete their student teaching experience must file a *Leave of Absence Request Form* with the Registrar’s Office ([http://www.ben.edu/registrar/](http://www.ben.edu/registrar/)).

Students who elect to terminate their placement due to circumstances beyond their control (e.g., a severe illness; death of a close relative) will be granted a second placement during a subsequent semester. Students who are terminated by their placement school will not be provided a second placement, until such time as they successfully complete an individually prescribed remediation program. All students who are granted a second placement must re-enroll in their respective student teaching course and pay the tuition for that course.
GOVERNING POLICIES

Student Teacher Assignment

The following two policies govern all student teaching instructional situations and assignments. It is imperative that all participating parties observe them scrupulously:

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

Liability and Health Policies

Professional Liability Coverage

All BU preclinical and student teaching candidates working in the schools as part of their professional preparation are protected by a personal injury liability policy by the university. Should a personal injury occur during your placement experience, please report the information immediately to the School of Education Office Assistant (630-829-6280).

Liability for Loss or Repair of School Equipment

Candidates should be aware that they are responsible for the security of university owned materials and equipment during their preclinical and student teaching experiences. These items may include electronic and audiovisual equipment, software, books, and videos. Candidate liability for the security of these items may extend any time the student has responsibility for these items. If the materials or equipment are not returned you may be charged for their replacement.

Temporary Work Stoppage Policy During Preclinical and Student Teaching Experiences

When a work stoppage occurs in a district in which candidates have been assigned for preclinical, student teaching experiences, it is the policy of the School of Education that the candidates be declared non-participants in the job action. As non-participants in the work stoppage (e.g., strike), candidates shall not report to their placement schools during a job action, even if requested to do so by cooperating teachers, principals, or university supervisors. Students should not be penalized in any way for being a non-participant. Differing requirements across programs may result in extending the experience or making up missed hours in other ways so that course requirements can be met. As a result, students should check with respective experience coordinator (i.e., Director of Student Placement or Preclinical Coordinator) about specific requirements related to absences associated with job actions.

Candidate Grievance Procedures

Should you have a grievance or concern regarding any aspect of your experience, report the information in an e-mail (not a text) to your University Supervisor, with a copy sent to the Director of Student Placement. If you subsequently believe that the concern has not been resolved, contact the School of Education Department Chair.
Internet Use and Digital Etiquette

Privacy and free speech rights permit you to maintain and submit information on the Internet, including postings on Facebook.com, and other similar websites; however, you must consider how the information you post may be interpreted and used by professional colleagues, teachers, students’ parents, school administrators and, above all, the students. When you decide to post personal and private information on the web, you run the risk that the information will be used publicly, and its use may not be to your benefit.

Professional Guidelines:

- Maintain separate sites for professional and personal use.
- You must follow the school district guidelines for using social media online and other electronic communication (e.g., e-mail, Youtube, etc.)
- Do not share your username or personal web-addresses with students.

Voicemail or Cell phone messages

Please be sure that your answers and messages are professional. Your message or voice mail message may be your first introduction to your supervisor, mentor teacher or a potential employer.

CONCLUDING STATEMENT

To Our Cooperating Schools and Teachers:

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

BENEDICTINE UNIVERSITY
STUDENT TEACHING SCHEDULE: TIME RECORD

STUDENT TEACHER ___________________________ STUDENT PHONE ________________
STUDENT E-MAIL ___________________________ DISTRICT _______________________
COOPERATING SCHOOL ______________________ TOWN _________________________
COOPERATING TEACHER _____________________ GRADE _____ PHONE ______________
COOPERATING TEACHER #2 ___________________ GRADE _____ PHONE ______________

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

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</table>

25
STUDENT TEACHER PLACEMENT INFORMATION
For University Supervisor

Please complete this form and hand in to your University Supervisor at the first Student Teacher Seminar.

Name ____________________________________________
Address __________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
Email _____________________________________________
Cell Phone ___________________________ Home Phone __________________________
Name of Your Placement School District ______________________________________________
Name of School where you are student teaching _______________________________________
Address _________________________________________
____________________________________________________
Phone ___________________________________________
Location of the main entrance or door that should be used _____________________________
_______________________________________________________________________________
Directions to the School from Benedictine University (include mileage and directional
landmarks, such as names of stores at key street corners; large signs, significant sites; etc.)

Name of Cooperating Teacher(s) ________________________________________________
Phone number of Cooperating Teacher(s) _________________________________________
Email address(s) ______________________________________________________________
Grade level(s) ________ Subject(s) ________________________________________________
Dates of student teaching at this location
    First Day: ___________________ Last Day: __________________________
Name of Discipline/Subject Supervisor (if applicable) _____________________________
Phone and Email address of Supervisor _________________________________________
DAILY NOTES AND REFLECTIONS

Student Teacher: ___________________________  Date: __________________

School: ______________________________________

Summarize what you did, saw, and learned today.

<table>
<thead>
<tr>
<th>Identify 2-3 Illinois Professional Teaching Standards targeted by today’s instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe activities which occurred today that address the Teaching Standards identified above.</td>
</tr>
<tr>
<td>Describe the impact that the instruction and activities (that you saw and/or conducted) had on student learning</td>
</tr>
<tr>
<td>Identify 2-3 additional strategies you would recommend to enhance student learning (specific to what you did and/or saw).</td>
</tr>
<tr>
<td>Describe additional activities of “note” that occurred today (i.e., something that caught your attention).</td>
</tr>
<tr>
<td>General comments and observations about what you did and saw today:</td>
</tr>
</tbody>
</table>
**Student Teaching Lesson Plan**

<table>
<thead>
<tr>
<th>Instructor: ________________________________</th>
<th>Date: ________________________________</th>
</tr>
</thead>
</table>

**Lesson/Activity:** *(Brief Statement)*

**Common Core/ Illinois Learning Standards:**
Identify specific Illinois Learning Standards ([http://www.isbe.net/ilsl/](http://www.isbe.net/ilsl/)) targeted by the lesson (e.g., 1.A.3b Analyze the meaning of words and phrases in their context.)

**Learner Objectives:**
[Objectively describe the specific skills, concepts and strategies that are targeted for students to learn via this lesson. Consider how knowledge and skills learned via the lesson will be applied in the future, including in real word contexts. Address *why* you are teaching this lesson]

**Teaching Materials:**
[Identify specific instructional materials, curricular resources, and technologies that will be used in this lesson. Cite the sources of materials used (e.g., teacher manual, website, curriculum guide, media; technology program, etc.).]

**Setup/ Preparation**
[List specific things you must do to prepare (e.g., reminders to students, listing steps on the board, distributing materials etc.).]

**Assessment and Documentation of Student Performance**

- **Formative** (documentation of student performance and understanding during the lesson):
- **Summative** (data/evidence collected at the end of the lesson that evaluates the impact of the lesson on student learning):

**Lesson Introduction**
[Identify a brief activity at the beginning of the lesson used to effectively engage all students’ attention and focus their thoughts on the lesson’s learning objectives. Include specific statements, procedures or demonstrations you will do to focus student attention, activate prior knowledge and clearly state lesson objective.]

**Instructional Activities**
[List the sequence of planned instruction, including relevant vocabulary. Include how you will develop students’ understanding through the use of strategies such as modeling, explanations, demonstrations, and linking prior learning to new instruction.]

**Conclusion / Culminating Activity**
[Describe “culminating/ wrap-up” activity and Include restatement of lesson objective and vocabulary, directions for cleanup, and expected behavior when complete. When possible, have students independently apply knowledge and skills learned via the lesson]

**Differentiation of Instruction**
[Describe adaptations in curricula and instruction such as input, output, time, level of difficulty, level of support and/or degree of participation, as pertinent to your students. Identify strategies that will be used to identify and respond to students’ diverse learning needs and abilities.]

**Self-Assessment and Reflection**

- What was the impact of the lesson on student learning?
- What went well and why?
- What did not go well and why:
- What unexpected things happened and how did I respond?
- What will I do next time to improve the lesson and student outcomes?
BENEDICTINE UNIVERSITY SCHOOL OF EDUCATION

APPENDIX E

Student Teacher Observational Performance Assessment

Candidate: __________________________________ Date: ___________________________

Observer: ___________________________ School: _________________________________

Activities/Content Observed: ___________________________________________________

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

<table>
<thead>
<tr>
<th>Evaluation Focus</th>
<th>Observations, Recommendations &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity in Lesson Plan Implementation</td>
<td></td>
</tr>
<tr>
<td>Instructional Delivery &amp; Learner Engagement</td>
<td></td>
</tr>
<tr>
<td>Use of Academic Language</td>
<td></td>
</tr>
<tr>
<td>Display of Content Area &amp; Pedagogical Knowledge</td>
<td></td>
</tr>
<tr>
<td>Differentiation of Instruction to Meet Observed Learner Needs</td>
<td></td>
</tr>
<tr>
<td>Responsiveness to Learner Comprehension &amp; Understanding of Instruction</td>
<td></td>
</tr>
<tr>
<td>Student Encouragement &amp; Use of Proactive Interventions &amp; Positive Behavioral Supports</td>
<td></td>
</tr>
<tr>
<td>Evaluation Focus</td>
<td>Observations, Recommendations &amp; Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Effective Time &amp; Materials Management</td>
<td></td>
</tr>
<tr>
<td>Effective Use of Cooperative Learning &amp; Independent Work</td>
<td></td>
</tr>
<tr>
<td>Use of Technology to Support Instruction</td>
<td></td>
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<tr>
<td>Use of Printed, Visual, &amp; Auditory Materials, Cues &amp; Supports in Delivery of Instruction</td>
<td></td>
</tr>
<tr>
<td>Integration of Reading, Writing &amp; Oral Communication in Content Instruction</td>
<td></td>
</tr>
<tr>
<td>Learner Assessment &amp; Progress Monitoring</td>
<td></td>
</tr>
<tr>
<td>Collaboration &amp; Rapport with School Personnel &amp; Students</td>
<td></td>
</tr>
<tr>
<td>Professional Behavior &amp; Leadership</td>
<td></td>
</tr>
<tr>
<td>General Comments</td>
<td></td>
</tr>
</tbody>
</table>

____________________________________________________  ______________________
Signature of University Supervisor:                        Date

____________________________________________________  ______________________
Signature of Cooperating Teacher:                         Date

____________________________________________________  ______________________
Signature of candidate:                                    Date
Student Teacher Observational Performance Assessment Rubric

<table>
<thead>
<tr>
<th>Evaluation Focus</th>
<th>Does Not Meet Expectations (Unsatisfactory)</th>
<th>Minimally Meets Expectations (Emerging)</th>
<th>Meets Expectations (Proficient)</th>
<th>Exceeds Expectations (Commendable)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity in Lesson Plan Implementation</td>
<td>Lessons observed rarely follow their corresponding lesson plans.</td>
<td>Lessons observed inconsistently follow their corresponding lesson plans.</td>
<td>Lessons observed usually follow their corresponding lesson plans.</td>
<td>Lessons observed consistently follow their corresponding lesson plans.</td>
<td>____ pts.</td>
</tr>
<tr>
<td>Instructional Delivery &amp; Learner Engagement</td>
<td>Instructional delivery is often dispassionate, with learners frequently disengaged.</td>
<td>Instructional delivery is occasionally interesting, with learners largely engaged.</td>
<td>Instructional delivery is typically interesting, with most learners actively engaged.</td>
<td>Instructional delivery is continually captivating, with all learners actively engaged.</td>
<td>____ pts.</td>
</tr>
<tr>
<td>Use of Academic Language</td>
<td>Academic language is rarely used or taught during instruction.</td>
<td>Academic language is often used, but inconsistently taught learners.</td>
<td>Academic language is frequently used, with core vocabulary taught learners.</td>
<td>Academic language is consistently used and taught learners during instruction.</td>
<td>____ pts.</td>
</tr>
<tr>
<td>Display of Content Area &amp; Pedagogical Knowledge</td>
<td>Frequently displays a lack of content knowledge and current pedagogical practices.</td>
<td>Inconsistently displays a good knowledge of content taught and related pedagogical practices.</td>
<td>Usually displays a good knowledge of content taught and related pedagogical practices.</td>
<td>Unfailingly displays a thorough knowledge of content taught and related pedagogical practices.</td>
<td>____ pts.</td>
</tr>
<tr>
<td>Differentiation of Instruction to Meet Observed Learner Needs</td>
<td>Seldom modifies curricula or instruction to address the unique needs of individual learners.</td>
<td>Occasionally modifies curricula and/or instruction to meet the unique needs of some, but not all learners.</td>
<td>Frequently differentiates curricula and instruction to meet the unique needs of individual learners.</td>
<td>Reliably differentiates curricula and instruction to meet the unique needs of individual learners.</td>
<td>____ pts.</td>
</tr>
<tr>
<td>Responsiveness to Learner Comprehension &amp; Understanding of Instruction</td>
<td>Is infrequently responsive to individual learner’s comprehension and understanding of elements of instruction.</td>
<td>Is intermittently responsive to individual learner’s comprehension and understanding of key elements of instruction.</td>
<td>Often varies teaching, in response to individual learner’s comprehension and understanding of instruction.</td>
<td>Consistently varies teaching, in response to individual learner’s comprehension and understanding of instruction.</td>
<td>____ pts.</td>
</tr>
<tr>
<td>Encouragement &amp; Use of Proactive Interventions &amp; Positive Behavioral Supports</td>
<td>Frequently uses reactive and/or punitive strategies, with limited use of praise and encouragement.</td>
<td>Sometimes uses positive and proactive interventions and supports, concurrent with some reactive tactics and inconsistent use of praise and encouragement.</td>
<td>Usually employs positive and proactive behavioral interventions and supports, with frequent praise and encouragement for most learners.</td>
<td>Demonstrates consistent use of positive and proactive behavioral interventions and supports, with ongoing praise and encouragement for all learners.</td>
<td>____ pts.</td>
</tr>
</tbody>
</table>

This evaluation supports key elements of the composite Assessment & Evaluation of Student Teaching Experience assessment reported on the Rubric of Student Teaching. It reflects the candidate’s typical performance at the end of the student teaching experience (weeks 11-16).
<table>
<thead>
<tr>
<th>Evaluation Focus</th>
<th>Does Not Meet Expectations (Unsatisfactory)</th>
<th>Minimally Meets Expectations (Emerging)</th>
<th>Meets Expectations (Proficient)</th>
<th>Exceeds Expectations (Commendable)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Time &amp; Materials Management</td>
<td>Lessons are often poorly planned, with uneven transitions, requisite materials not readily at hand, insufficient time for complete lessons, and/or extra time remaining.</td>
<td>Lessons are inconsistentlly well planned and organized, with uneven transitions, materials sometimes not ready when needed and insufficient and/or too much time allocated for lessons.</td>
<td>Lessons are usually well planned and organized, with frequent smooth transitions, materials typically ready when needed and adequate time usually allotted for lesson completion.</td>
<td>Lessons are consistently well planned and organized, with smooth transitions between lesson components, materials ready when needed and adequate time allotted for lesson completion.</td>
<td></td>
</tr>
<tr>
<td>Effective Use of Cooperative Learning &amp; Independent Work</td>
<td>Rarely uses cooperative learning activities, with a frequent overuse of independent seatwork.</td>
<td>Primarily uses large group and independent seatwork, with periodic cooperative learning activities.</td>
<td>Often uses cooperative learning activities, with an appropriate balance of effective seatwork.</td>
<td>Regularly uses cooperative learning activities, along with engaging, goal-directed independent seatwork.</td>
<td></td>
</tr>
<tr>
<td>Use of Technology to Support Instruction</td>
<td>Technology is rarely used to support instruction.</td>
<td>Occasionally uses low tech aids and/or high tech devices to support instruction.</td>
<td>Typically uses a combination of both high and low tech aids and devices to support instruction.</td>
<td>Consistently uses a wide array of high tech (e.g., Smart Board) and low tech (e.g., whiteboard) devices to support instruction.</td>
<td></td>
</tr>
<tr>
<td>Use of Printed, Visual, &amp; Auditory Materials, Cues &amp; Supports in Delivery of Instruction</td>
<td>Uses visual and auditory materials and cues, but rarely in combination during a given lesson.</td>
<td>Occasionally uses a combination of visual and auditory materials and cues during instruction.</td>
<td>Frequently uses a combination of visual and auditory materials and cues during instruction.</td>
<td>Visual (print, graphic cues modeling, etc.) and auditory cues are consistently used in combination during instruction.</td>
<td></td>
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<tr>
<td>Integration of Reading, Writing &amp; Oral Communication in Content Instruction</td>
<td>Reading, writing, and/or oral communication are sometimes used, but rarely integrated across instruction.</td>
<td>Reading, writing, and oral communication are often used, but infrequently in combination across instruction.</td>
<td>Reading, writing, and oral communication are often used in combination and integrated across instruction.</td>
<td>Reading, writing, and oral communication are consistently used in combination and integrated across instruction.</td>
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<tr>
<td>Learner Assessment &amp; Progress Monitoring</td>
<td>Neither formative nor summative assessment measures are consistently identified and/or used.</td>
<td>Inconsistently uses formative and/or summative measures to monitor learner progress and performance.</td>
<td>Often uses both formative and summative assessment measures to monitor learner progress and performance.</td>
<td>Diverse, efficacious formative and summative assessment measures are consistently used to monitor learner progress.</td>
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<tr>
<td>Collaboration &amp; Rapport with School Personnel &amp; Students</td>
<td>Infrequently collaborates with school personnel and/or poor rapport with students and/or school personnel is evident.</td>
<td>Periodically engages in collaboration with school personnel, with good rapport observed and reported for students, teachers, staff.</td>
<td>Often engages in collaboration with school personnel, with good rapport observed and reported for students, teachers, and staff.</td>
<td>Frequently initiates and engages in collaboration with school personnel, with excellent rapport observed and reported for students, teachers, and staff.</td>
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<tr>
<td>Professional Behavior &amp; Leadership</td>
<td>Behavior is habitually unprofessional with lack of leadership skills displayed.</td>
<td>Behavior is often professional, with some leadership abilities observed and/or reported.</td>
<td>Behavior is typically professional, with good leadership skills observed and/or reported.</td>
<td>Behavior is always professional, with strong leadership skills observed and/or reported.</td>
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Total Points

- **Exceeds Expectations** = 52-60 pts.
- **Meets Expectations** = 45-51 pts.
- **Minimally Meets Expectations** = 30-44 pts.
- **Does Not Meet Expectations** = less than 30 pts.

**Signature of University Supervisor:** ___________________________  **Date:** __________
**BENEDICTINE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**ASSESSMENT AND EVALUATION OF STUDENT TEACHING EXPERIENCE**

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

Student Name: ____________________________

Date of Assessment: ________________________

Semester of Experience: ____________________

Cooperating Teacher ________________________

University Supervisor ________________________

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

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

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

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<tbody>
<tr>
<td>Evidences high but appropriate expectations for student accomplishment.</td>
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<td>Incorporates experiences into instructional practices that relate to a student's life.</td>
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<td>Learning experiences planned meet the needs of all students in the class.</td>
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<td>Each lesson plan indicates timing/pacing and multiple learning activities.</td>
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<td>Learning objectives for the lesson are clearly stated.</td>
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<td>Each lesson plan indicates methods of checking for understanding and evaluation of student comprehension of instruction.</td>
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<tr>
<td>Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.</td>
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<td>Accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement.</td>
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<td>Reflection is used in the planning process.</td>
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**Comments:**

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### 4. Learning Environment *(Scholarship; Leadership; Social Responsibility)*

<table>
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<tbody>
<tr>
<td>Creates an atmosphere of community that is conducive to learning for all.</td>
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<tr>
<td>Students work cooperatively and productively in groups.</td>
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<td>Encourages and motivates students to be responsible.</td>
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<td>Manages time, materials and space effectively (smooth transitions, clear directions etc.).</td>
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<tr>
<td>Provides opportunities to work collaboratively and independently.</td>
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</tbody>
</table>

**Comments:**

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### 5. Instructional Delivery: *(Scholarship; Lifelong Inquiry; Social Responsibility)*

<table>
<thead>
<tr>
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<th>4</th>
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<tbody>
<tr>
<td>Uses correct and appropriate language.</td>
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<tr>
<td>Explains objective(s) of the lesson.</td>
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<tr>
<td>Implements an anticipatory set.</td>
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<tr>
<td>Uses alternative explanations to assist student understanding.</td>
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<tr>
<td>Prepares examples that show linkages to past learning and real life.</td>
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<tr>
<td>Asks questions that go beyond the recall level of knowledge.</td>
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<td>Adjusts instruction based upon student responses.</td>
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<tr>
<td>Uses technology to support instruction.</td>
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<tr>
<td>Provides closure at the end of the lesson.</td>
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<tr>
<td>Takes a variety of instructional modes: e.g., instructor, facilitator, coach, audience.</td>
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</table>

**Comments:**
6. **Reading, Writing, & Oral Communication:** *(Scholarship; Lifelong Inquiry)*

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>Facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content.</td>
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<tr>
<td>Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies appropriate to the content.</td>
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<tr>
<td>Teaches students to analyze, evaluate, synthesize, and summarize information in text.</td>
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<tr>
<td>Teaches students to develop written text appropriate to the content areas.</td>
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<tr>
<td>Integrates reading, writing, and oral communication to engage students in content learning.</td>
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<td>Stimulates discussion in the content areas for varied instructional and conversational purposes.</td>
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<td>Comments:</td>
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</table>

7. **Assessment:** *(Lifelong Inquiry; Social Responsibility)*

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<tbody>
<tr>
<td>Understands assessment as a means of diagnosing, remediating and improving instruction.</td>
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<tr>
<td>Uses Illinois Academic Standards as an assessment guide.</td>
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<tr>
<td>Uses assessment as a tool of reflection and content modification.</td>
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<tr>
<td>Displays the ability to select, construct and use assessment strategies to improve instruction.</td>
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<td>Demonstrates the ability to identify student learning needs.</td>
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<td>Demonstrates the ability to develop learning strategies to address diagnosed needs.</td>
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<td>Works to involve students in self-assessment.</td>
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<tr>
<td>Keeps accurate records of student work and performance.</td>
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<tr>
<td>Communicates progress to students, parents and administration in a knowledgeable and responsible manner.</td>
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<td>Comments:</td>
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8. **Collaborative Relationships** *(Leadership; Social Responsibility)*

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<tbody>
<tr>
<td>Understands the place of school in the community.</td>
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<tr>
<td>Understands the need for collaboration and cooperation.</td>
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<tr>
<td>Practices collaborative skills.</td>
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<tr>
<td>Seeks and uses community resources.</td>
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<tr>
<td>Works to develop positive rapport with students, parents and colleagues.</td>
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<tr>
<td>Initiates collaboration with others to create opportunities that enhance student learning.</td>
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<tr>
<td>Uses digital tools and resources to promote collaborative interactions.</td>
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<tr>
<td>Uses effective co-planning and co-teaching techniques to deliver instruction to each student.</td>
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<tr>
<td>Participates in the design and implementation of individualized instruction for students with special needs.</td>
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<td>Comments:</td>
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<tr>
<td>Professional Leadership &amp; Advocacy: (Leadership; Social Responsibility)</td>
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<tr>
<td>Is punctual and responsible.</td>
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<tr>
<td>Dress in an appropriate manner.</td>
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<tr>
<td>Understand and respects school organization and policy.</td>
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<td>Is open and respectful when constructive criticism is offered.</td>
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<tr>
<td>Consistently follows recommendations offered by cooperating teacher and university supervisor.</td>
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<tr>
<td>Demonstrates flexibility, cooperation, enthusiasm and initiative.</td>
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<tr>
<td>Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.</td>
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<td>Understands and practices reflective self-assessment.</td>
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<tr>
<td>Participates in professional dialogue and is interested in continuous learning.</td>
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<tr>
<td>Willingly shares knowledge and skills with others.</td>
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<tr>
<td>Understands teacher’s role as student advocate.</td>
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<tr>
<td>Comments:</td>
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<table>
<thead>
<tr>
<th>Required Attachments:</th>
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<tbody>
<tr>
<td>The University Supervisor, Cooperating Teacher(s) and Candidate should each independently select and submit one of the candidate’s lesson plans that he or she believes to be most representative of the candidate’s best work. For the midterm evaluation, select a lesson plan created over the prior 1-3 weeks that you personally believe to be indicative of the candidate’s best work. For the final evaluation, select a lesson plan created during the time when the candidate had full teaching and planning responsibilities that you personally believe to be indicative of the candidate’s best work. The selected lesson plan should subsequently be submitted with the corresponding candidate (midterm and final) evaluation form.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Signature of University Supervisor:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Cooperating Teacher:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature of candidate:</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be completed by the University Supervisor ONLY, at <strong>midterm</strong> and <strong>at completion</strong> of the student teaching experience:</td>
</tr>
<tr>
<td>____ Student demonstrates competency at a pre-service teaching level.</td>
</tr>
<tr>
<td>Special strengths include:</td>
</tr>
<tr>
<td>____ Student needs to improve in the following area(s):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Performance Evaluation</th>
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<tbody>
<tr>
<td>Teaching and overall school performance reflect a high level of commitment, preparedness, and effort.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Low/Unsatisfactory</td>
</tr>
</tbody>
</table>
BENEDICTINE UNIVERSITY
EdTPA PORTFOLIO PRESENTATION GUIDELINES

edTPA Presentation Handout Requirements

Every candidate is required to write a two to three page handout that contains the following components. An electronic copy of the competed handout must be e-mailed to Dr. Jan Writer, no later than 2:00 p.m. on the weekday directly preceding the day of the presentations. See the rubrics that follow for additional requirements.

1. **Context for Learning:** Describe student teaching placement school assignment. Include information regarding building level (elementary, Middle, or High) and grade level of your experience. Also include information regarding your subject areas of instruction and the general characteristics of the students you taught. For confidentiality purposes do not list the name of the school district or any person (student, faculty, parents, etc.).
   
   **Components:** 1) placement assignment; 2) building and grade level; 3) subject areas of instruction; 4) general characteristics of students taught

2. **Planning:** Describe the choices you made in the selection of instructional strategies and how are linked to research and evidenced based practices.
   
   **Components:** 1) choices you made in selection of strategies; 2) how strategies are supported by research; and 3) how strategies are linked to evidence-based practices

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

4. **Assessment:** Provide an overview of the assessment strategies you employed during your lesson and summarize how you evaluated their impact on student learning.
   
   **Components:** 1) overview of assessment strategies; and 2) summary of ways in which the impact of the lesson on student learning was evaluated.

5. **Reflection:** Based upon what you learned in the execution of your lesson, what would you do differently in the future and why?
   
   **Components:** 1) what would you do differently in regard to your lesson; and 2) why would you make the changes you specified.

edTPA Presentation

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

- Planning – 2 minutes
- Instruction – 2 minutes
- Assessment – 2 minutes
- Video Clip Excerpt from the Target Lesson – 2 minutes
- Reflection – 2 minutes
## Benedictine University edTPA Presentation Handout Rubric

### Name:  
### Evaluator:  
### Date:  

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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</table>
| **Context for Learning** | 3 or more required components missing.  
• No narrative. | 1-2 required components missing.  
• 1 paragraph lacking detail. | All required components included.  
• 1 paragraph with minimal detail. | All required components included.  
• 1 paragraph with some detail. | All required components included.  
• 1-2 detailed paragraphs. |
| **Planning**         | 2 or more required components missing.  
• No narrative. | 1 required component missing.  
• 1 paragraph lacking detail. | All required components included.  
• 1 paragraph with minimal detail. | All required components included.  
• 2 paragraph with some detail. | All required components included.  
• 3 detailed paragraphs. |
| **Instruction**      | Neither required component addressed.  
• No narrative. | 1 required component missing.  
• 1 paragraph lacking detail. | All required components included.  
• 1 paragraph with minimal detail. | All required components included.  
• 2 paragraph with some detail. | All required components included.  
• 3 detailed paragraphs. |
| **Assessment**       | Neither required component addressed.  
• No narrative. | 1 required component missing.  
• 1 paragraph lacking detail. | All required components included.  
• 1 paragraph with minimal detail. | All required components included.  
• 2 paragraph with some detail. | All required components included.  
• 3 detailed paragraphs. |
| **Reflection**       | Neither required component addressed.  
• No narrative. | 1 required component missing.  
• 1 paragraph lacking detail. | All required components included.  
• 1 paragraph with minimal detail. | All required components included.  
• 2 paragraph with some detail. | All required components included.  
• 2-3 detailed paragraphs. |

**Point Total:** _________ (out of 25)
# Benedictine University edTPA Presentation Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Evaluator:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>• 2 or more required components missing within the presentation.</td>
<td>• 1 required component missing within the presentation.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>• Neither required component addressed within the presentation.</td>
<td>• 1 required component missing within the presentation.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Neither required component addressed within the presentation.</td>
<td>• 1 required component missing within the presentation.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>• Neither required component addressed within the presentation.</td>
<td>• 1 required component missing within the presentation.</td>
</tr>
<tr>
<td><strong>Presentation of Video Clip</strong></td>
<td>• Video clip encompassed only 1 lesson aspect targeted.</td>
<td>• Video clip encompassed 2 lesson aspects targeted.</td>
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**Point Total:** __________ (out of 25)
## Rubric for Student Teaching

(758 Points Maximum)

<table>
<thead>
<tr>
<th>Assessment &amp; Evaluation of ST Experience (350 Points)</th>
<th>Does Not Meet Expectations (0%-59%)</th>
<th>Minimally Meets (60%-69%)</th>
<th>Meets (70%-79%)</th>
<th>Exceeds (80%-89%)</th>
<th>Far Exceeds Expectations (90%-100%)</th>
<th>Score</th>
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<tbody>
<tr>
<td>(0-209 points)</td>
<td>(210-244 points)</td>
<td>(245-279 points)</td>
<td>(280-314 points)</td>
<td>(315-350 points)</td>
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<tr>
<td>Student Observational Performance Assessment (60 Points)</td>
<td>[Enter Score from Separate Assessment Rubric] (0-35 points)</td>
<td>(36-41 points)</td>
<td>(42-47 points)</td>
<td>(48-53 points)</td>
<td>(54-60 points)</td>
<td>______ pts. Comments:</td>
</tr>
<tr>
<td>Routine Lesson Plans (80 Points)</td>
<td>Lesson plans are frequently incomplete and indicate a low understanding of the lesson plan components. Does not adjust instruction according to student needs. Rarely provides lesson plans to coop. teacher and supervisor in advance of the lesson. (0-47 points)</td>
<td>Lesson plans are sometimes incomplete and indicate a minimal understanding of the lesson plan components. Rarely adjusts instruction according to student needs. Occasionally provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (48-55 points)</td>
<td>Lesson plans are generally complete and indicate a moderate understanding of the lesson plan components. Addresses most components and frequently adjusts instruction according to student needs. Largely provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (56-63 points)</td>
<td>Lesson plans are complete and indicate a good understanding of the lesson plan components. Thoroughly addresses all components and consistently adjusts instruction according to student needs. Usually provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (64-71 points)</td>
<td>Daily lesson plans are complete and indicate an in-depth and thorough understanding of the plan components. Thoroughly addresses all components and consistently adjusts instruction according to student needs. Consistently provides current lesson plans to coop. teacher and supervisor in advance of the lesson. (72-80 points)</td>
<td>______ pts. Comments:</td>
</tr>
<tr>
<td>Daily Notes &amp; Reflections (60 Points)</td>
<td>Evidences very minimal thought and effort while addressing some of the components of the Daily Notes and Reflections. Does not connect or apply information from one entry to the next. (0-35 points)</td>
<td>Evidences minimal thought and effort while addressing most of the components of the Daily Notes and Reflections. Rarely connects and applies information from one entry to the next. (36-41 points)</td>
<td>Inconsistently evidences careful thought and effort while addressing most components of the Daily Notes and Reflections. Occasionally connects and applies information from one entry to the next. (42-47 points)</td>
<td>Typically evidences critical thought and effort while addressing all six components of the Daily Notes and Reflections. Regularly connects and applies information from one entry to the next. (48-53 points)</td>
<td>Consistently evidences insightful, critical thought and effort while addressing all six components of the Daily Notes and Reflections. Consistently connects and applies information from one entry to the next. (54-60 points)</td>
<td>______ pts. Comments:</td>
</tr>
<tr>
<td><strong>Student Teaching Seminars &amp; Required Meetings and Professional Behavior (60 Points)</strong></td>
<td><strong>Does Not Meet Expectations (0%-59%)</strong></td>
<td><strong>Minimally Meets (60%-69%)</strong></td>
<td><strong>Meets (70%-79%)</strong></td>
<td><strong>Exceeds (80%-89%)</strong></td>
<td><strong>Far Exceeds Expectations (90%-100%)</strong></td>
<td><strong>Score</strong></td>
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<tr>
<td><strong>Seldom attends Student Teaching Seminars and meetings.</strong></td>
<td><strong>Infrequently attends Student Teaching Seminars and meetings.</strong></td>
<td><strong>Generally attends scheduled Student Teaching Seminars and meetings.</strong></td>
<td><strong>Usually attends scheduled Student Teaching Seminars and meetings.</strong></td>
<td><strong>Consistently attends all scheduled Student Teaching Seminars and meetings.</strong></td>
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</tr>
<tr>
<td><strong>Infrequently follows recommendations of Cooperating Teacher and Supervisor. Rarely demonstrates behavior that reflects honesty, integrity, personal responsibility, and/or respect.</strong></td>
<td><strong>Inconsistently and/or unreliably follows recommendations of the Cooperating Teacher and/or Supervisor. Inconsistently demonstrates behavior that reflects honesty, integrity, personal responsibility, and respect.</strong></td>
<td><strong>Sometimes follows recommendations of Cooperating Teacher and Supervisor. Frequently demonstrates professional behavior that reflects honesty, integrity, personal responsibility, and respect.</strong></td>
<td><strong>Reliably follows recommendations of Cooperating Teacher and University Supervisor. Continually demonstrates professional behavior that reflects honesty, integrity, personal responsibility, and respect.</strong></td>
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<tr>
<td><strong>Professional Dispositions (48 Points)</strong></td>
<td><strong>Composite Professional Dispositions Evaluation ratings average less than 2.0.</strong></td>
<td><strong>Composite Professional Dispositions Evaluation ratings average 2.0-2.4.</strong></td>
<td><strong>Composite Professional Dispositions Evaluation ratings average 2.5-2.9.</strong></td>
<td><strong>Composite Professional Dispositions Evaluation ratings average 3.0-3.4.</strong></td>
<td><strong>Composite Professional Dispositions Evaluation ratings average 3.5-4.0.</strong></td>
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</tr>
<tr>
<td><strong>Student Teaching Ring Binder (50 points)</strong></td>
<td><strong>The binder was poorly organized and lacked clear sections for content (e.g., lesson plans, Daily Notes, learner assessments), and/or contained minimal or no resource materials, tools, and forms obtained from the Cooperating Teacher, school, district, or other sources.</strong></td>
<td><strong>The binder did not have clear sections for content (e.g., lesson plans, Daily Notes and Reflections, learner assessments), and/or contained few resource materials, teacher tools, and forms obtained from the Coopering Teacher, or other sources.</strong></td>
<td><strong>The binder has sections for student lesson plans, Daily Notes and Reflections, learner assessments, and a moderate amount of resource materials, teacher tools, and forms obtained from the Coopering Teacher, school, district, or other sources.</strong></td>
<td><strong>The binder has sections for student lesson plans, Daily Notes and Reflections, learner assessments, and a wide range of resource materials, teacher tools, and forms obtained from the Cooperating Teacher, placement School, district, and other sources.</strong></td>
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<tr>
<td><strong>The binder was typically not up to date and/or not made readily available to the Supervisor, at and the Cooperating Teacher.</strong></td>
<td><strong>The binder was often not up to date and/or not made readily available to the Supervisor, and the Cooperating Teacher.</strong></td>
<td><strong>The binder was sometimes not up to date and/or not made available to the Supervisor, at each visit and/or to the Cooperating Teacher on most days.</strong></td>
<td><strong>The binder was usually up to date and typically made available to the Supervisor, at each supervisory visit and to the Cooperating Teacher at all times.</strong></td>
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<td><strong>(0-29 points)</strong></td>
<td><strong>(30-34 points)</strong></td>
<td><strong>(35-39 points)</strong></td>
<td><strong>(40-44 points)</strong></td>
<td><strong>(45-50 points)</strong></td>
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<tr>
<td><strong>Portfolio Handout &amp; Presentation (50 Points)</strong></td>
<td><strong>[Enter Combined Score from Separate Handout + Presentation Rubrics] (0-29 points)</strong></td>
<td><strong>(30-34 points)</strong></td>
<td><strong>(35-39 points)</strong></td>
<td><strong>(40-44 points)</strong></td>
<td><strong>45-50 points</strong></td>
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</tbody>
</table>


Signature of University Supervisor: ___________________________________________ Date ______________________
Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**. These qualities or enduring outcomes are nurtured and enhanced throughout all education programs through many venues so that upon completion of their program, our graduates possess the knowledge, skills and professional behaviors we expect of an effective practitioner.

Directions: In order to determine if the candidate is developing the professional dispositions of an effective practitioner, please indicate the rating for each criterion below.

I. **Professional Dispositions**

Scholarship

Benedictine University’s education program requires that candidates have a firm understanding of the subject matter and a solid foundation in pedagogical principles that promote understanding of the content. Candidates acquire the knowledge that shapes and influences learning through critical thinking, research-based decisions, and best practices utilizing technological advances and innovative strategies.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Emerging</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Scholarship may be demonstrated by the following behaviors:</th>
</tr>
</thead>
</table>
| **Class/field participation**  
[Code of Ethics for IL Educators 22.20: b.1, b.4, c.1]  
Dispositions 20.130 [a,b,e] | Inattentive in class. May fall asleep, read off-task material, work on outside projects, text/use cell phone or attend to other materials not related to class/field experience. Rarely participatnes in class discussions. May distract others in the class with behaviors (e.g., talking; creating noise; etc.) | Attention is inconsistently focused on class/field related materials and activities. Responds appropriately when called on, but does not volunteer. Does not distract others in the classroom. | Actively engaged and interested in class/field experience activities. Volunteers to respond to questions. Participates in discussions. Typically stays focused and on-task. Sometimes refers to previous course/field materials during current discussion and coursework. | Shows initiative in class activities and field experiences. Is attentive and on-task. Actively participates in class/field experience activities. Applies knowledge to new situations and makes connections with previous learning. Seeks to extend understanding to higher-level thinking. Asks questions showing intellectual interest. | 1. Asking questions related to course/field materials.  
2. Showing initiative and remaining attentive and on-task.  
3. Actively seeking out and incorporating ideas of others, as well as sharing information and ideas with others.  
4. Accurately referring to previous course/field materials during current discussion and coursework.  
5. Gathering and assessing relevant information to develop a well-reasoned conclusion/solution, and effectively communicating findings orally and/or in writing. |
### Lifelong Inquiry

Candidates regularly engage in learning through self-reflection by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collaboratively, to formulate an in-depth knowledge base, grounded in research that informs their thinking and decision-making. Candidates incorporate information learned from professional development opportunities and are actively involved in professional groups and organizations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Emerging</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Lifelong Inquiry may be demonstrated by the following behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to Ongoing Learning/Professional Development</strong></td>
<td>Rarely or never makes use of information from professional organizations, publications, and educational resources. Shows little interest in growing professionally. Does not engage in using information from professional organizations, publications, and educational resources. Recognizes the importance of professional growth.</td>
<td>Occasionally makes use of information from professional organizations, publications, and educational resources. Values professional growth. Seeks out opportunities for professional growth.</td>
<td>Often makes use of information from professional organizations, publications, and educational resources. Makes professional growth a high priority. Actively seeks out opportunities for professional growth.</td>
<td>Consistently makes use of information from professional organizations, publications, and educational resources. Makes professional growth a high priority. Actively seeks out opportunities for professional growth.</td>
<td>1. Incorporating information learned from professional organizations, publications, and educational resources into class and/or field experience discussion, assignments, and decision making. 2. Seeking out and engaging in professional development opportunities (e.g., online reading and research beyond class and field requirements; professional growth).</td>
</tr>
<tr>
<td>Criteria</td>
<td>1 Unsatisfactory</td>
<td>2 Emerging</td>
<td>3 Proficient</td>
<td>4 Exemplary</td>
<td>Leadership may be demonstrated by the following behaviors:</td>
</tr>
<tr>
<td>----------</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Professional Responsibility and Initiative</td>
<td>Is largely a passive observer during class and/or field activities, often relying upon direction from others. Is generally unaware of professional organizations, professional publications and/or other sources of current information in the field. Shows little or no interest in professional activities or events.</td>
<td>Participates in class and field activities, to the degree required of the group as a whole. Demonstrates a basic awareness of professional organizations and their publications. Occasionally participates in professional activities or events.</td>
<td>Actively participates in class and field activities, contributing novel ideas and suggestions. Makes reference to and uses professional organizations and their publications. Willingly participates in professional activities or events. Belongs to at least one professional organization, group, or club.</td>
<td>Assumes a leadership role and supports others, during class and field activities. Participates in activities of one or more professional or BU organizations, groups, or clubs. Seeks opportunities to be involved in professional activities or events at BU and/or in the field of Education. Takes a leadership role in a professional group or organization.</td>
<td>1. Assuming responsibility for key elements of class and field activities, beyond that which is required of the group as a whole. 2. Demonstrating an awareness of professional organizations, professional publications and/or other sources of current information in the field of Education. 3. Being an active member in a professional and/or BU organization. 4. Assuming a leadership role in an on- or off-campus group or organization. 5. Engaging in professional service (e.g., offering assistance for class and/or field activities and events; volunteering at schools; tutoring children at schools and agencies; offering support to professional organizations; etc.).</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Puts forth minimal effort during group activities and fails to do a fair share of work. Attends group meetings inconsistently or is absent. Shows little regard for other people or their ideas. May actually be a roadblock for the completion of a group project.</td>
<td>Completes their part of group work. Accepts responsibility. Attends planned group meetings. Accepts ideas of others. Adequately relates with others and performs basic group responsibilities. Communication is professional and appropriate.</td>
<td>Contributes ideas and effort to group activities. Comes to meetings prepared and on time. Incorporates ideas of others into the group's activities. Relates well to others and promotes group success. Communication is professional, appropriate, and initiative.</td>
<td>Promotes group goals by contributing above and beyond expectations to both in-class group activities and assigned group projects. Comes early and well prepared to help facilitate group meetings. Encourages the use of ideas from all. Does everything possible</td>
<td>1. Treating differing opinions as a way to understand underlying beliefs and assumptions. 2. Actively and respectfully listening to the ideas and opinions of others. 3. Demonstrating the ability to compromise in respect for others' opinions. 4. Seeking out and incorporating the ideas of others during group work (e.g., cooperative learning and partner activities; group projects; etc.).</td>
</tr>
</tbody>
</table>

Leadership
Candidates are prepared to assume leadership roles that enable them to affect change and improve professional practice through the application of educational theory and ethical principles. Candidates learn how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that influence learning environments. Through the development of interpersonal and communication skills, candidates pursue opportunities to collaborate with others to positively impact students, the community, and the professional field.
Social Responsibility
Candidates are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They seek diversity of thought and practice from students and other professionals. Candidates demonstrate honesty and integrity in their actions and communication with others.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Value of Diversity</th>
<th>Ethical Practice and Academic Integrity</th>
<th>Social Responsibility may be demonstrated by the following behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Courteously interacting with peers and others, regardless of ability, race, gender or ethnicity, during class activities and field experiences.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2. Openly sharing and incorporating ideas of others, during class activities and field experiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Seeking diversity of thought and practice from others, during class activities and field experiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Using inclusive practices and demonstrating a belief that all students are capable of learning and attaining outcomes of significance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Treating all adults and students equally.</td>
</tr>
<tr>
<td></td>
<td>1 Unsatisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Proficient</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4 Exemplary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Value of Diversity**
  - [Code of Ethics for IL Educators: 22.20: a.2, a.4, b.4, c.2, d.1, d.2]
  - Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with others, especially those different than self. Main concern appears to be for self, with little concern for others. Does not listen well. Exhibits low expectations for the accomplishments of varied groups of students.

- **Ethical Practice and Academic Integrity**
  - [Code of Ethics for IL Educators: 22.20: b.4]
  - Reveals personal and professional confidences. Engages in actions such as cheating, plagiarism, fabrication, falsification, and/or misrepresentation in courses, field experiences, and/or in interactions with others.

<table>
<thead>
<tr>
<th></th>
<th>1 Unsatisfactory</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 Emerging</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3 Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Exemplary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Inconsistently keeps personal and professional confidences. Unevenly follows mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and/or in interactions with others.

- Can be counted on to keep personal and professional confidences. Follows most mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.

- Can be counted on in all circumstances to keep personal and professional confidences. Follows all mandates of the BU student Academic Honesty Policy and the Code of Ethics for IL Educators in courses, field experiences, and in interactions with others.
II. **Professional Conduct**

Candidates recognize the value of their participation in scheduled meetings, and show their respect by arriving on time and remaining attentive throughout the duration of each event. They strive to provide their students with consistent and effective learning experiences and are accountable for any absence they may experience from that instruction. They are conscientious in their use of respectful and grammatically correct conventional language within and across all situations and environments. Their appearance and demeanor are consistently professional and appropriate for the settings in which they work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Emerging</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Professional Conduct may be demonstrated by the following behaviors:</th>
</tr>
</thead>
</table>
| Attendance and Punctuality    | Exhibits a pattern of unpunctuality or absence. Fails to contact instructor, supervisor, and/or cooperating teacher (as appropriate) in advance of absences and/or to make arrangements for missed work. Gives no reason for absences. Sometimes disrupts class or field setting by arriving late. | Occasionally misses class and/or field experiences. Makes an attempt to notify instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of absences. Inconsistently contacts instructor following a missed class. Sometimes gives a reason for absence. | Consistently attends class and field experiences and arrives on time. Usually notifies instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of absence. Arranges to meet instructor, following a missed class, to make arrangements for missed work. Usually gives a valid reason for absence. | Arrives at class and field experiences early. When possible, makes prior arrangements, if an absence is necessary. May submit assignments prior to scheduled absences. Follows up to complete missed class/field work. Arranges with classmates, instructor, or supervisor to secure handouts or materials presented in class, seminars, and/or scheduled meetings. | 1. Consistently attending scheduled classes, seminars, and field experiences, as per syllabus guidelines.  
2. Dependably contacting instructor, supervisor, and/or cooperating teacher (as appropriate), in advance of any absences.  
3. Making arrangements with instructor or supervisor to make up missed work.  
4. Arriving at classes and field experiences early, prior to the commencement of activities.  
5. Consistently providing a valid reason for unpunctuality and absences. |
| Oral and Written Communication Skills | Frequently uses incorrect grammar in oral and/or written communications. Typically has spelling and punctuation errors in written work. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases, such as "yah," "okay" or "like"). | Incorrectly uses correct grammar in oral and/or written communication. Frequently has spelling and punctuation errors in written work. Generally uses language that is appropriate and respectful. Can convey ideas accurately. | Typically uses correct grammar in oral and written communication. Uses correct spelling and punctuation in most written work. Communication is free of offensive or inappropriate language. Uses oral and written language to effectively and respectfully express ideas and opinions | Speaking and writing is consistently grammatically correct. Uses correct spelling and punctuation in all written work. Language usage is conventional and respectful. Is articulate and persuasive when expressing ideas. | 1. Using correct grammar in personal oral and written communication, in class and field activities and in assignments.  
2. Utilizing correct spelling and punctuation in written class and field assignments and lessons.  
3. Using conventional, respectful, and persuasive oral and written language, when communicating with others. |
### Appropriate Professional Appearance

[Code of Ethics for IL Educators 22.20: b.4]

| Appearance and dress typically do not follow generally accepted standards for the classroom and/or field setting. Often exhibits a lack of cleanliness and hygiene in his/her person and actions. |
| Appearance and dress inconsistently follow generally accepted standards for the classroom and/or field setting. Inconsistently exhibits cleanliness and hygiene in his/her person and actions. |
| Appearance and dress usually follow generally accepted standards for the classroom and/or field setting. Usually exhibits cleanliness and hygiene in his/her person and actions. |
| Appearance and dress consistently follow generally accepted standards for the classroom and field setting. Always exhibits cleanliness and hygiene in his/her person and actions. |

### Emotional Responsibility

[Code of Ethics for IL Educators 22.20: b.4]

| Demonstrates unpredictable display of emotions. May lose temper and display outbursts of anger or cry easily. Acts disrespectfully toward others and/or their opinions. Does not take responsibility for personal emotions and behavior. Blames others or outside circumstances for behavior and loss of emotional control. |
| May lose emotional control in some situations, but generally has emotions under control. Is not responsive to the perspectives of others. Does not consistently accept responsibility for personal actions and behavior. |
| Maintains basic control of emotions across settings and situations. May show an emotional reaction to a situation, but does not lose temper or emotional control. Demonstrates a respect for the perspectives of others. Takes responsibility for personal emotions and behavior. |
| Displays a steady emotional temperament, even in potentially volatile or highly emotional situations. Is receptive to the viewpoints and suggestions of others. Holds self accountable for personal emotions and behavior. Displays a sense of humor and a willingness to get along with others. |

### Comments

Please comment on any items rated at 1 or 2.

### Please Note:

Any candidate who receives a rating of 2 or below in any criteria may be placed on probation or provisional status relative to Admissions and Advancement in their program. A plan for improvement will be developed and implemented by the designated School of Education Committee. Failure of the candidate to meet the requirements of the plan for improvement within the provided time line may result in dismissal from their program.

### Signature of individual completing the assessment is required:

Evaluator's Signature:___________________________ Title:____________________ Date:____________________  
Candidate's Signature:___________________________ Date:____________________
BENEDICTINE UNIVERSITY
SUGGESTED 16-WEEK ACTIVITY SCHEDULE FOR UNDERGRADUATE STUDENTS

This pacing guide is for weeks of classroom instruction, and does not include weeks off from school (e.g., spring break; etc.). Academic content knowledge is infused and addressed across all student lessons.

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

WEEK TWO:
Student Teacher will continue as above. Discuss long and short-range plans with Cooperating Teacher. Select first subject area and prepare plans for beginning the following week. All plans must be submitted to and approved by the Cooperating Teacher at least 2-3 days in advance of the corresponding lessons to be taught. [The initial steps of the edTPA Checklist for Student Teachers have been completed.]

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

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

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

WEEKS SEVEN, EIGHT AND NINE:
Begin moving into full-time teaching as soon as deemed appropriate, although there is no hurry. Be ready to give help to the Student Teacher in planning units or subjects and provide advice and/or materials as needed. Cooperating Teacher should leave the classroom occasionally for longer periods. [Task 2 of the edTPA Checklist for Student Teachers has been completed by week seven, with Task 3 of the checklist completed by week eight, and all content of the edTPA completed by week nine]

WEEK TEN:
Assume full control and responsibility for classroom instruction and teaching responsibilities. Conferences should be held daily to evaluate and to discuss the plans to follow. Cooperating Teacher will leave the room for longer periods of time -- perhaps half an hour or longer -- but observe carefully when in the room. Please keep the University Supervisor apprised of progress made. Make time for bi-weekly conference. Complete midterm evaluations (self-assessment and Cooperating Teacher). [All of the edTPA Checklist for Student Teachers has been completed and your edTPA portfolio submitted on Live Text.]

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

WEEKS FIFTEEN AND SIXTEEN:
Cooperating Teachers will resume part of the teaching responsibilities. The remainder of the Student Teacher’s time will be used to view the Cooperating Teacher's methodology again, as well as to visit other levels in this school and others. The Cooperating Teacher will be apprised of and approve all visiting and teaching plans. Complete Final Evaluation.
WEEK ONE:
Initial introduction to the class and school; Student Teacher is to gain knowledge of the class and pupils; may help individual pupils; may perform assigned duties. Discuss long and short-range plans with Cooperating Teacher. Select first subject area and prepare plans for beginning the following week. All plans must be submitted to and approved by the Cooperating Teacher at least 2-3 days in advance of the corresponding lessons to be taught.

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

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

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

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

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

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

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

BENEDICTINE UNIVERSITY
SCHOOL OF EDUCATION

STUDENT TEACHER EVALUATION OF STUDENT TEACHING EXPERIENCE

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

Name: ___________________________ University Supervisor: __________________________
Semester: __________________________ Year: __________________________
Site: ___________________________ District (if applicable): __________________________
Cooperating Teacher: __________________________ Grade Level(s): __________________________
Cooperating Teacher #2 (If applicable): _________________________________________________

I. Was this site conducive to the following?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Working on small and large group instructional activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Working with student cooperative learning activities and peer partnerships</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Working on small and large group classroom management techniques</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Providing opportunities for teacher collaboration and co-teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Improving your professional written and verbal communication skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. Carrying out student teaching tasks and applying methods learned through coursework</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Supporting your completion of the edTPA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. Providing you with assistance, such as clarifying expectations, giving feedback, and giving support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. Providing you with opportunities to be integrated into the culture of the school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j. Providing you with opportunities for varied teacher responsibilities and experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k. Providing you with an experience that enhanced your skills as a teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional Comments:
II. Please rate your University Supervisor on the following:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Providing constructive and timely feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Providing time for answering questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Serving as a professional resource</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Supporting you in trying new ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Supporting your completion of the edTPA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. Making timely visitations to your site</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Serving as an advocate and mediator on your behalf, if needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Being available/accessible, when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. Providing you with clear expectations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. Positively reinforcing and supporting your efforts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

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

What are the ways in which you felt this experience was positive and contributed to your growth as a professional?
Benedictine University - School of Education
Candidate Growth Plan for Remediation
Preclinical/Student Teaching Experience

Semester: _______________ Year: ____________
Today’s Date: ________________

Candidate: ____________________________________________
Candidate ID #: ________________________________
Cooperating Teacher(s): ____________________________
University Supervisor: ____________________________
Cooperating School: ____________________________
Subject/Grade/Level: ____________________________
Candidate Major: ________________________________
Experience Level (circle): PC1 PC2 PC3 ST

Specific Area(s) for Growth and Remediation

IPTS 1: Teaching Diverse Students

☐ (1H) Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (InTASC 1a, 1b, 1h, 1i)
EdTPA Tasks (Numbers refer to specific rubrics)
  ➢ P12 – Planning to Support Varied Student Learning Needs
  ➢ P13 – Using Knowledge of Students to Inform Teaching and Learning
  ➢ P14 – Identifying and Supporting Language Demands
  ➢ In10 – Analyzing Teaching Effectiveness
  ➢ As15 – Using Assessment to Inform Instruction

☐ (1I) Stimulates prior knowledge and links new ideas to already familiar ideas and experiences (InTASC 1b, 2c, 2d, 4d, 6i, 7a, 7d)
EdTPA Tasks (Numbers refer to specific rubrics)
  ➢ P11 – Planning for Content Understandings
  ➢ In7 – Engaging Students in Learning

☐ (1J) Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs (InTASC 1b, 1i, 1j, 2b, 2c, 3e, 4a, 4f, 5a, 7a, 7b, 8a)
EdTPA Tasks (Numbers refer to specific rubrics)
  ➢ P12 – Planning to Support Varied Student Learning Needs
  ➢ P13 - Using Knowledge of Students to Inform Teaching and Learning
  ➢ P14 - Identifying and Supporting Language Demands

☐ (1K) Facilitates a learning community in which individual differences are respected (InTASC 1c, 2f, 2l, 2n, 3d, 3f, 3q, 3r)
EdTPA Tasks (Numbers refer to specific rubrics)
  ➢ In6 – Learning Environment

☐ (1L) Uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students (InTASC 1c, 1k, 2d, 2m, 3a, 3n, 4d, 5g, 5q, 8c)
EdTPA Tasks (Numbers refer to specific rubrics)
  ➢ P13 – Using Knowledge of Students to Inform Teaching and Learning

☐ Other: ____________________________________________

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

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IPTS 2: Content Area and Pedagogical Knowledge

(2I) Evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs (InTASC 2b, 2f, 4f)

EdTPA Tasks (Numbers refer to specific rubrics)
- P1 – Planning for Content Understandings
- P2 - Planning to Support Varied Student Learning Needs
- P3 - Using Knowledge of Students to Inform Teaching and Learning

(2J) Uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts (InTASC 2d, 2m, 4a, 5a)

EdTPA Tasks (Numbers refer to specific rubrics)
- In9 – Subject-Specific Pedagogy

(2K) Engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines (InTASC 4b, 4c, 4d, 5b, 5d, 5e, 5f, 6e, 8f, 8i)

EdTPA Tasks (Numbers refer to specific rubrics)
- P1 – Planning for Content Understandings
- In8 – Deepening Student Learning
- In9 – Subject-Specific Pedagogy

(2L) Demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines (InTASC 2f, 3g, 4g)

(2M) Uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings (InTASC 1b, 3e, 4a, 4e, 8e)

EdTPA Tasks (Numbers refer to specific rubrics)
- P2 – Planning to Support Varied Student Learning Needs
- In8 – Deepening Student Learning
- In9 Subject-Specific Pedagogy
- As14 – Analyzing Students’ Language Use and Literacy Learning

(2N) Facilitates learning experiences that make connections to other content areas and to life experiences (2c, 2d, 4d, 5a)

EdTPA Tasks (Numbers refer to specific rubrics)
- P3 – Using Knowledge of Students to Inform Teaching and Learning

(2O) Designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities (InTASC 3g, 4g, 7b, 8g)

EdTPA Tasks (Numbers refer to specific rubrics)
- P2 – Planning to Support Varied Student Learning Needs

(2P) Adjusts practice to meet the needs of each student in the content areas (InTASC 1a, 1h, 2b, 4f, 7a, 7b)

EdTPA Tasks (Numbers refer to specific rubrics)
- P2 – Planning to Support Varied Student Learning Needs
- P3 – Using Knowledge of Students to Inform Teaching and Learning P14 – Identifying and Supporting Language Demands
- In10 – Analyzing Teaching Effectiveness
- As15 – Using Assessment to Inform Instruction

(2Q) Applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student (InTASC 2e, 3g, 4h, 4i, 5h, 8h)

EdTPA Tasks (Numbers refer to specific rubrics)
- P14 – Identifying and Supporting Language Demands
- As14 – Analyzing Students’ Language Use and Literacy Learning

Other: ___________________________________________________________________________________________________

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

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IPTS 3: Planning for Differentiated Instruction

- (3H) Establishes high expectations for each student’s learning and behavior (InTASC 3c, 3g)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl1 – Planning for Content Understandings
  - In6 – Learning Environment

- (3I) Creates short-term and long-term plans to achieve the expectations for student learning (InTASC 2b, 3c, 7f, 10b)

- (3J) Uses data to plan for differentiated instruction to allow for variations in individual learning needs (InTASC 1a, 1h, 1i, 4a, 4f, 6g, 6h, 6i, 6u, 6v, 7d, 8b)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning
  - In10 – Analyzing Teaching Effectiveness
  - As15 – Using Assessment to Inform Instruction

- (3K) Incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences (InTASC 2c, 2d, 3b, 4d, 5a)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning

- (3L) Creates approaches to learning that are interdisciplinary and that integrate multiple content areas (InTASC 5a, 5b, 5h, 8h)

- (3M) Develops plans based on student responses and provides for different pathways based on student needs (InTASC 1a, 1b, 1i, 3e, 6a, 8e)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl2 – Planning to Support Varied Student Learning Needs
  - As15 – Using Assessment to Inform Instruction

- (3N) Accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement (InTASC 1b, 1h, 4f, 4g, 6i, 8g, 8r)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl2 – Planning to Support Varied Student Learning Needs
  - Pl5 – Planning Assessment to Monitor and Support Student Learning

- (3O) When planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006) (InTASC 1a, 1b, 2e, 3e, 4f, 7e, 9f)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl2 – Planning to Support Varied Student Learning Needs
  - Pl5 – Planning Assessment to Monitor and Support Student Learning

- (3P) Works with others to adapt and modify instruction to meet individual student needs (InTASC 1c, 1k, 2f, 4k, 6c, 7e, 8s, 9d, 10d, 10e)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl2 – Planning to Support Varied Student Learning Needs
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning
  - Pl4 – Identifying and Supporting Language Demands
  - As15 – Using Assessment to Inform Instruction

- (3Q) Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction (InTASC 1b, 1c, 1h, 1i, 1k, 2d, 2f, 2l, 3b, 3d, 7b, 7o, 7p)
  EdTPA Tasks (Numbers refer to specific rubrics)
  - Pl2 – Planning to Support Varied Student Learning Needs
  - Pl3 – Using Knowledge of Students to Inform Teaching and Learning
  - Pl4 – Identifying and Supporting Language Demands
  - As15 – Using Assessment to Inform Instruction

Other:

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

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IPTS 4: Learning Environment

- (4N) Creates a safe and healthy environment that maximizes student learning (InTASC: 1c, 1k, 3a, 3f, 3n, 3q, 3r)
  
  EdTPA Tasks (Numbers refer to specific rubrics)
  
  ➢ In6 – Learning Environment

- (4J) Creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals (InTASC: 1c, 1i, 1k, 3f, 3q, 3r)
  
  EdTPA Tasks (Numbers refer to specific rubrics)
  
  ➢ In6 – Learning Environment

- (4K) Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities (InTASC 3b, 3d, 3e, 3p, 6f, 8e, 10g)
  
  EdTPA Tasks (Numbers refer to specific rubrics)
  
  ➢ In6 – Learning Environment

- (4L) Analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement (InTASC 1b, 3f, 3g, 3q, 5e, 5g, 7o)
  
  EdTPA Tasks (Numbers refer to specific rubrics)
  
  ➢ In6 – Learning Environment

- (4M) Organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities (InTASC 3d, 6d, 6s, 7f, 7p, 7q)
  
  EdTPA Tasks (Numbers refer to specific rubrics)
  
  ➢ In7 – Engaging Students in Learning
  
  ➢ As13 – Student Use of Feedback

- (4O) Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics (InTASC 1a, 1b, 1i, 3e, 3f, 3q, 8b)

- (4P) Analyzes student behavior data to develop and support positive behavior.

Other: ____________________________________________________

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

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IPTS 5: Instructional Delivery

- (5I) Uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities
  
  \textit{(InTASC 6d, 6e, 6f, 6g, 7f, 7p, 7q, 8a, 8f, 8i)}

  \textit{EdTPA Tasks (Numbers refer to specific rubrics)}
  
  \begin{itemize}
    \item In7 – Engaging Students in Learning
  \end{itemize}

- (5J) Monitors and adjusts strategies in response to feedback from the student \textit{(InTASC 3e, 6d, 8c)}

  \textit{EdTPA Tasks (Numbers refer to specific rubrics)}
  
  \begin{itemize}
    \item In10 – Analyzing Teaching Effectiveness
    \item As15 – Using Assessment to Inform Instruction
  \end{itemize}

- (5K) Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students \textit{(InTASC 3e, 4b, 4c, 5s, 8d)}

- (5L) Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking \textit{(InTASC 5d, 5e, 5f, 6d, 6e, 6f, 6g, 8f)}

  \textit{EdTPA Tasks (Numbers refer to specific rubrics)}
  
  \begin{itemize}
    \item P2 – Planning to Support Varied Student Learning Needs
    \item In7 – Engaging Students in Learning
    \item In8 – Deepening Student Learning
  \end{itemize}

- (5M) Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences \textit{(InTASC 2a, 2b, 3g, 4f, 4g, 5f, 7d)}

  \textit{EdTPA Tasks (Numbers refer to specific rubrics)}
  
  \begin{itemize}
    \item In6 – Learning Environment
  \end{itemize}

- (5N) Uses technology to accomplish differentiated instructional objectives that enhance learning for each student \textit{(InTASC 5c, 6i, 8g, 8r, 9f, 10g)}

- (5O) Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning \textit{(InTASC 3g, 5c, 8g, 9f)}

- (5P) Uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student \textit{(InTASC 1a, 1b, 1h, 1i, 6a, 6g, 7d)}

  \textit{EdTPA Tasks (Numbers refer to specific rubrics)}
  
  \begin{itemize}
    \item In10 – Analyzing Teaching Effectiveness
    \item As15 – Using Assessment to Inform Instruction
  \end{itemize}

- (5Q) Uses effective co-planning and co-teaching techniques to deliver instruction to all students \textit{(InTASC 3c, 7e)}

- (5R) Maximizes instructional time (e.g., minimizes transitional time) \textit{(InTASC 2b, 3d)}

- (5S) Implements appropriate evidence-based instructional strategies

  \textit{EdTPA Tasks (Numbers refer to specific rubrics)}
  
  \begin{itemize}
    \item In7 – Engaging Students in Learning
    \item In8 – Deepening Student Learning
    \item In9 – Subject-Specific Pedagogy
  \end{itemize}

\underline{Other:} __________________________________________________________________________

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

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IPTS 6: Reading, Writing, and Oral Communication

- (6E) Knows and models standard conventions of written and oral communications (*InTASC 5e, 8h*)
- (6I) Selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers) (*InTASC 2f, 4g, 5c*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands

- (6J) Uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (*InTASC 1a, 1b, 6g, 7d*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands
- o As14 – Analyzing Students’ Language Use and Literacy Learning

- (6K) Facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content (*InTASC 2e, 5e*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands
- o As14 – Analyzing Students’ Language Use and Literacy Learning

- (6L) Teaches fluency strategies to facilitate comprehension of content (*InTASC 2e, 5e*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands

- (6M) Uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning (*InTASC 2e, 4a, 4b, 4c, 5h*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands
- o In9 – Subject-Specific Pedagogy

- (6N) Teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources (*InTASC 2e, 4g, 5h*)

- (6O) Teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar) (*InTASC 5e, 8h*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands

- (6P) Integrates reading, writing, and oral communication to engage students in content learning (*InTASC 5e, 5h, 8h*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o P14 – Identifying and Supporting Language Demands

- (6Q) Works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs (*InTASC 1c, 1k, 3e*)

- (6R) Stimulates discussion in the content areas for varied instructional and conversational purposes (*InTASC 4d, 5e*)

*EdTPA Tasks (Numbers refer to specific rubrics)*
- o In8 – Deepening Student Learning

- Other:

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

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IPTS 7: Assessment

(7J) Uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes (InTASC 1a, 4f, 6a, 6b, 7d)

**EdTPA Tasks (Numbers refer to specific rubrics)**
- In10 – Analyzing Teaching Effectiveness
- As11 – Analysis of Student Learning
- As13 – Student Use of Feedback
- As15 – Using Assessment to Inform Instruction

(7K) Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole (InTASC: 1a, 6g, 6r, 6s, 6t, 7d)

**EdTPA Tasks (Numbers refer to specific rubrics)**
- P15 – Planning Assessment to Monitor and Support Student Learning
- As11 – Analysis of Student Learning

(7L) Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning (InTASC 3c, 5f, 6d)

**EdTPA Tasks (Numbers refer to specific rubrics)**
- As12 – Providing Feedback to Guide Further Learning
- As13 – Student Use of Feedback

(7M) Maintains useful and accurate records of student work and performance

(7N) Accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008) (InTASC 1c, 1k, 6h, 7e)

(7O) Effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress

(7P) Collaborates with families and other professionals involved in the assessment of each student (InTASC 1c, 1k, 3a, 3c, 7e, 9c, 10a)

(7Q) Uses various types of assessment procedures appropriately, including making accommodations for individual students in specific context (InTASC 1a, 1b, 6a, 6b, 6c, 6g, 6h, 6u, 6v, 7d, 8b)

**EdTPA Tasks (Numbers refer to specific rubrics)**
- P15 – Planning Assessment to Monitor and Support Student Learning

(7R) Uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students (InTASC 2m, 6b, 7d, 9e)

**EdTPA Tasks (Numbers refer to specific rubrics)**
- P15 – Planning Assessment to Monitor and Support Student Learning

Other:

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

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IPTS 8: Collaborative Relationships

- (8J) Works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals (*InTASC: 1c, 1k, 3a, 3c, 3n, 9a, 9b, 10c, 10e*)

- (8K) Participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students (*InTASC 1c, 1ki, 3c, 8c, 9b, 9d, 10b, 10c*)

- (8L) Initiates collaboration with others to create opportunities that enhance student learning (*InTASC 1c, 1k*)

- (8M) Uses digital tools and resources to promote collaborative interactions (*InTASC: 3g*)

- (8N) Uses effective co-planning and co-teaching techniques to deliver instruction to each student (*InTASC 3c*)

- (8O) Collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students (*InTASC 1c, 1k, 6c, 9d*)

- (8P) Develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning (*InTASC 1c, 1k, 3a, 9d*)

- (8Q) Establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being (*InTASC 1c, 1k, 2f*)

- (8R) Uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork

- (8S) Participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted (*InTASC 1c, 1k, 2f, 7e*)

*EdTPA Tasks (Numbers refer to specific rubrics)*

- Pl2 - Planning to Support Varied Student Learning Needs
- Pl3 - Using Knowledge of Students to Inform Teaching and Learning
- Pl4 - Identifying and Supporting Language Demands
- Pl5 - Planning Assessment to Monitor and Support Student Learning
- In10 - Analyzing Teaching Effectiveness
- As13 - Student Use of Feedback
- As14 - Analyzing Students’ Language Use and Literacy Learning
- As15 - Using Assessment to Inform Instruction

- (8T) Identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities (*InTASC 1c, 1k, 2f, 3g*)

**Other:**

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

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IPTS 9: Professionalism, Leadership, and Advocacy

- (9A) Evaluates best practices and research-based materials against benchmarks within the disciplines (InTASC 10h)
- (9B) Knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school
- (9C) Understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques)
- (9D) Identifies paths for continuous professional growth and improvement, including the design of a professional growth plan
- (9E) Is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities (InTASC 10k)
- (9F) Understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students (InTASC 10k)
- (9G) Understands local and global societal issues and responsibilities in an evolving digital culture (InTASC 3g, 5c, 5d, 5e, 5g)
- (9H) Understands the importance of modeling appropriate dispositions in the classroom
- (9I) Understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students (InTASC 10k)
- (9J) Maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family
- (9K) Reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth (InTASC 5q, 7q, 9c, 9e)

EdTPA Tasks (Numbers refer to specific rubrics)
- In10 – Analyzing Teaching Effectiveness
- As15 – Using Assessment to Inform Instruction

- (9L) Communicates with families, responds to concerns, and contributes to enhanced family participation in student education (InTASC 1c, 1k, 2e, 3a)
- (9M) Communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats (InTASC 1c, 1k)
- (9N) Collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school improvement (InTASC 1c, 1k, 3c, 6c, 7d, 9b, 10a, 10b, 10c, 10d, 10e, 10f)
- (9O) Participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development (InTASC 9a, 9b, 9c, 9d, 10f, 10i, 10k)
- (9P) Uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession (InTASC: 3a, 3n, 9b, 10f)
- (9Q) Proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom (InTASC 1k)
- (9R) Is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4] (InTASC: 9o)
- (9S) Models digital etiquette and responsible social actions in the use of digital technology (InTASC: 3f, 9f)
- (9T) Models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources (InTASC 3g, 9f)

Other: ______________________________

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

<table>
<thead>
<tr>
<th>Steps for Remediation</th>
<th>Date Successful Completion Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Date for review of the remediation plan: __________________________

*Please note: The review date must occur within one week of the last required step’s required completion date.*

The deficiencies in the Illinois Professional Teaching Standards specified above indicate that the candidate’s successful completion of this preclinical/student teaching experience is at risk and must be remediated as outlined. Failure to successfully remediate as scheduled may result in removal from the preclinical/student teaching experience. The signatures below indicate acknowledgement of, but not necessarily agreement with, these deficiencies and subsequent remediation plan.

University Supervisor – Date

Candidate – Date

Cooperating Teacher – Date

Preclinical Specialist/Director of Student Teacher Placements – Date

Other (Title: ____________________________) – Date

*Copies to: Candidate, University Supervisor, Cooperating Teacher, Director of Preclinical/Student Teaching Placements, and Academic Advisor. Original to be placed in candidate’s advising file.*
Candidate Growth Plan for Remediation Follow-Up Report

Semester: ___________________ Year: ________

Today’s Date: ______________________________

Candidate: _____________________________________

Candidate ID #: _________________________________

Cooperating Teacher(s): ____________________________

University Supervisor: ____________________________

Cooperating School: _____________________________

Subject/Grade/Level: ______________________________

Candidate Major: ________________________________

Experience Level (circle1): PC1 PC2 PC3 ST

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

The results of the remediation steps were:

______ The following remediation steps were successfully completed:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

______ The following remediation steps were not successfully completed:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

The Student Teacher Remediation Plan was completed on ______________________________.

The results of the remediation steps were:

_____ The remediation steps are in progress.

_____ The remediation steps were successfully completed.

_____ The remediation steps were not successfully completed and the candidate:

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

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

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

Additional Comments:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

University Supervisor – Date

Candidate – Date

Cooperating Teacher – Date

Preclinical Specialist/Director of Student Teacher Placements – Date

Other (Title: ____________________________) – Date

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

Initial Steps

Due date for Initial Steps: August 29, 2017

I have...

<table>
<thead>
<tr>
<th>I have...</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified in what grade level (and subject area) I will be completing the edTPA</td>
<td></td>
</tr>
<tr>
<td>Registered for a candidate account at edTPA.com and wrote down my Submission Deadline</td>
<td></td>
</tr>
</tbody>
</table>

*You are **not** registering to submit the edTPA assessment; you are just registering for an account with edTPA.com. You need not pay anything at this time.

<table>
<thead>
<tr>
<th>I have...</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created an account with <em>LiveText</em> to upload and eventually submit all materials to Pearson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have...</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emailed Dr. Mary Jeffery, Assessment Coordinator, with a request to be added to the appropriate edTPA submission area that includes my licensure area and my <em>LiveText</em> login information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have...</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created the necessary folders/documents on my computer, to which I will save all materials:*</td>
<td></td>
</tr>
</tbody>
</table>

Check your *edTPA* handbook for exact file naming convention, formatting, number of files, and length requirements. ([Modified from www.isnetworked.org](http://www.isnetworked.org))

<table>
<thead>
<tr>
<th>I have...</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saved the necessary Document Templates to my computer under the corresponding folders/documents listed above, and have not altered them in any way</td>
<td></td>
</tr>
</tbody>
</table>


Reviewed all of the terms in the edTPA glossary within my content area handbook and recognized that I must understand and use these terms in my edTPA portfolio.

Viewed the two powerpoints on Academic Language at [http://studylib.net/doc/5569208/academic-language-webinar---powerpoint-slides](http://studylib.net/doc/5569208/academic-language-webinar---powerpoint-slides) and [http://www.menominee.edu/teachered/academic_language.pdf](http://www.menominee.edu/teachered/academic_language.pdf)

Downloaded and read the Academic Language page from PassedTPA at [http://www.passedtpa.com/hello-world/](http://www.passedtpa.com/hello-world/) and viewed the Smartatmath video at [https://www.youtube.com/watch?v=MjIfCYptPLg](https://www.youtube.com/watch?v=MjIfCYptPLg)

Saved all of my materials thus far, and will continue to save all materials to both a computer and a flash drive

I have completed all of the initial steps as outlined above and am ready to move on to Task 1.

<table>
<thead>
<tr>
<th>I have...</th>
<th>Initial when completed</th>
</tr>
</thead>
</table>

Student Signature ___________________________ Date ___________ Supervisor Signature/Verification ___________________________ Date ___________
# Task 1

**Due date for Task 1 Steps:** September 18, 2017

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART A</strong></td>
<td></td>
</tr>
<tr>
<td><em>(Template Provided)</em></td>
<td></td>
</tr>
<tr>
<td>Accessed and utilized the resources at the edTPA special site for candidates:</td>
<td></td>
</tr>
<tr>
<td>Obtained and read “Making Good Choices: A Support Guide for edTPA Candidates” at</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.edtpa.com/Content/Docs/edTPAMGC.pdf">http://www.edtpa.com/Content/Docs/edTPAMGC.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Read through Rubrics 1-5 in the edTPA content area handbook</td>
<td></td>
</tr>
<tr>
<td>Used my Cooperating Teacher and University Supervisor as advisors in choosing one class as a focus</td>
<td></td>
</tr>
<tr>
<td>Received my Cooperating Teacher’s approval of the class and students targeted by my edTPA</td>
<td></td>
</tr>
<tr>
<td>Used my Cooperating Teacher and University Supervisor as advisors in identifying any students with accommodations, modifications, and/or IEP’s within the chosen class</td>
<td></td>
</tr>
<tr>
<td>Completed Part A <strong>within the first two weeks</strong> of my student teaching placement</td>
<td></td>
</tr>
<tr>
<td>Made sure Part A is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, <strong>no more than 3 pages</strong> including prompts (.doc; .docx; .odt; .pdf)*</td>
<td></td>
</tr>
<tr>
<td>Spoken with my Cooperating Teacher and decided what learning segment I will be plan, teach, and analyze (3-5 consecutive lessons)</td>
<td></td>
</tr>
<tr>
<td><strong>PART B</strong></td>
<td></td>
</tr>
<tr>
<td>Identified the required BU content area <em>Lesson Plan Template</em> that includes: common core state standards with the number and text included, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you and the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning</td>
<td></td>
</tr>
<tr>
<td>Written a <strong>detailed</strong> lesson plan for each lesson in the learning segment (3-5 consecutive lessons)</td>
<td></td>
</tr>
<tr>
<td>Made sure the lesson plans are in the correct format: 1 File (.doc; .docx; .odt; .pdf)*</td>
<td></td>
</tr>
<tr>
<td>Combined all lessons in one document (Document: Part B - Lesson Plans for Learning Segment) and labeled each clearly within the document (Lesson 1, Lesson 2, etc.)*</td>
<td></td>
</tr>
<tr>
<td><strong>PART C</strong></td>
<td></td>
</tr>
<tr>
<td>Created instructional materials (for students and myself) for each lesson (including: discovery activates, bell work, readings, classwork, class/group/pairs activities, experiments, graphic organizers, handouts, slides, interactive whiteboard images, etc.)</td>
<td></td>
</tr>
<tr>
<td>Made sure the instructional materials are in the correct format: 1 File, <strong>no more than 5 pages</strong> of KEY instructional materials per lesson plan (.doc; .docx; .odt; .pdf)*</td>
<td></td>
</tr>
<tr>
<td>Combined all instructional materials in one document (Document: Part C - Instructional Materials) and labeled each clearly within the document (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.)*</td>
<td></td>
</tr>
<tr>
<td>Ordered all instructional materials as they are used in the learning segment</td>
<td></td>
</tr>
</tbody>
</table>
### PART D

- Created assessments for each lesson (including: bell work, classwork, class/group/pairs activities, experiments, labs, homework, etc.)
- Made sure the assessments are in the correct format: 1 File (.doc; .docx; .odt; .pdf)*
- Combined all blank assessments in one document (Document: Part D – Assessments) and labeled each clearly within the document (Lesson 1 Assessments, Lesson 2 Assessments, etc.)*
- Ordered all assessments as they are used in the learning segment

### PART E

*(Template Provided)*

- Responded to the prompts in Part E prior to teaching the learning segment (3-5 consecutive lessons)
- Made sure Part E is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, no more than 9 pages of commentary, including prompts (.doc; .docx; .odt; .pdf)*
- Saved all materials for Task 1 in the correct folders/documents on my computer and flash drive

---

I have completed all of the Task 1 steps as outlined above and am ready to move on to Task 2.

---

Student Signature: _____________________________ Date: _____________________________

Supervisor Signature/Verification: _____________________________ Date: _____________________________
## Task 2

**Due date for Task 2 Steps:** October 2, 2017

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
</table>

### PART A

- Reviewed pages 11-17 of “Making Good Choices”
- Read through Task 2 Rubrics 6-10 in the edTPA handbook (i.e., Task 2 rubrics indicated in my content handbook)
- Identified a recording device I would like to use (FLIP video, iPhone, camera, etc.) and found a clear spot in the classroom to set up the device
- Obtained permission from the parents/guardians of the students, and from the adults who will appear in the video(s) (I determine whether I will film the whole class, or a targeted group)
- Practiced videotaping with my devise, to ensure that target activities can be clearly seen and that voices can be heard.
- Filmed myself teaching *ALL* of the lessons in which I actively engage and interact with students within the learning segment (3-5 consecutive lessons), ensuring that I did not include the name, city, state, or district of the school in my video (I used only first names for all individuals who appear in the video(s))
- Watched my video(s) multiple times and decided which *1 or 2 video clips* I would like to use, and made copies of the video(s)
- Edited/Clipped all of my copies of my video(s) (Windows Movie Maker for PCs and iMovie for Macs), making sure that the final clip(s) is/are *continuous and unedited*
- Made sure the video(s) are in the correct format: 1 or 2 Files, **no more than 15 minutes total** running time (flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v)
- Added my final clipped video(s) to the corresponding folder

### PART B

**(Template Provided)**

- Responded to the prompts in Part B
- Determined if supporting documentation is needed by deciding if portions of the video(s) are inaudible and if text/graphics/images are not visible, and have *clearly* labeled any supporting documentation at the end of Part B (“Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”)
- Made sure Part E is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, **no more than 6 pages** of commentary, including prompts (.doc; .docx; .odt; .pdf) If needed **no more than 2 pages** of supporting documentation
- Saved all materials for Task 2 in the correct folders/documents on my computer and flash drive

I have completed all of the Task 2 steps as outlined above and am ready to move on to Task 3.

---

**Student Signature**

**Date**

**Supervisor Signature/Verification**

**Date**
| Task 3  
Due date for Task 3 Steps: October 16, 2017 |
|------------------------------------------------|

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
</table>

**PART A**

- Reviewed pages 18-21 of “Making Good Choices”
- Read through Task 3 Rubrics 11-15 in the edTPA handbook (i.e., Task 3 rubrics indicated in my content handbook).
- Selected one assessment that reflects the work of individuals (not groups) from the leaning segment that I will use to evaluate my students knowledge and skills
- Selected 3 individuals (at least one student with a learning need) who completed the assessment (Learning needs: IEP, English language learner, struggling reader, underperforming student, student with gaps in academic knowledge, gifted student, etc.)
- Collected work samples (the assessment) from the 3 students chosen above
- Decided if the students’ writing is illegible, if so, I wrote a transcription directly on the work samples
- Masked or removed any students names, my name, and the name of the school from the work samples
- Clearly labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)
- Copied or scanned each student work sample
- Made sure the student work samples are in the correct format: 3 Files, (.doc; .docx; .odt; .pdf)
- Clearly labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*

**PART B**

- Decided what type of feedback I will give the students (written on students work samples/audio/video)
- Decided to include feedback directly on the student work samples, so I will write feedback neatly on the students papers
  - Or
  - Decided to give students feedback through an audio/video conference, so I will set up a time to conference with each student
- Decided to give students feedback through an audio/video conference, so I have chosen an appropriate place for the conferences to take place
- Decided to include feedback directly on the student work samples in Part A, so I will not include any files for Part B
  - Or
  - Decided to give students feedback through an audio/video conference, so I added 3 separate audio/video conferences to the corresponding folder and labeled each clearly (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback)
- Made sure the evidence of feedback is in the correct format: 0 files for written feedback not written on the work samples: (.doc; .docx; .odt; .pdf) 3 files for audio feedback: (flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma) 3 files for video feedback: (flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v)*
**PART C**

*(Template Provided)*

<table>
<thead>
<tr>
<th>Identified the location of my evidence of feedback (Part A if written on the student work samples, Part B if audio/video)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded to the prompts in Part C</td>
<td></td>
</tr>
<tr>
<td>Included 2 <em>blank pages</em> of the assessment that was analyzed in Part B</td>
<td></td>
</tr>
<tr>
<td>Made sure Part C is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, <strong>no more than 8 pages</strong> of commentary, including prompts (.doc; .docx; .odt; .pdf). Plus <strong>no more than 2 pages</strong> of an analyzed assessment…as specified in my content handbook.</td>
<td></td>
</tr>
</tbody>
</table>

**PART D**

| Decided what type of evaluation criteria I will use on the chosen assessment (a rubric, explanation of point system for different levels of performance, rules for awarding full versus partial credit, pre-/post-assessment, etc.) |  |
| Created the appropriate evaluation criteria for my chosen assessment |  |
| Included all evaluation criteria in one document and labeled each *clearly* within the document (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.) …as specified in my content handbook. |  |
| Made sure the evaluation criteria is in the correct format: 1 File, (.doc; .docx; .odt; .pdf)* |  |
| Saved all materials for Task 3 in the correct folders/documents on my computer and flash drive |  |

### edTPA Registration

*Due date for Registration: October 16, 2017*

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
</table>

I have completed all of the Task 3 and edTPA registration steps as outlined above and am ready to move on to the completion steps.

_____________________________________________________

Student Signature

_____________________________________________________

Date

_____________________________________________________

Supervisor Signature/Verification

_____________________________________________________

Date
Task 4 (Elementary Education majors only)

Due date for Task 4 Steps: October 16, 2017

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
</table>

### PART A
(Template Provided)

- Read through Rubrics 16-18 in the edTPA handbook
- Used my Cooperating Teacher and University Supervisor as advisors in identifying any students with accommodations, modifications, and/or permanent IEP’s within the chosen class
- Completed Part A within the first two weeks of my student teaching placement
- Made sure Part A is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, **no more than 3 pages** including prompts (.doc; .docx; .odt; .pdf)*
- Spoken with my Cooperating Teacher and decided what learning segment I will be plan, teach, and analyze (3-5 consecutive lessons)

### PART B
(Template Provided)

- Used the required lesson plan format that includes: common core state standards with the number and text included, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you and the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning
- Written a detailed lesson plan for each lesson in the learning segment (3-5 consecutive lessons)
- Made sure the lesson plans are in the correct format: 1 File (.doc; .docx; .odt; .pdf)*
- Combined all lessons in one document (Document: Part B - Lesson Plans for Learning Segment) and labeled each clearly within the document (Lesson 1, Lesson 2, etc.)*

### PART C

- Developed or adapted a formative assessment for whole class assessment.
- Made sure Part C is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, including prompts (.doc; .docx; .odt; .pdf)*

### PART D

- Decided what type of evaluation criteria I will use on the chosen assessment (a rubric, explanation of point system for different levels of performance, rules for awarding full versus partial credit, etc.)
- Created the appropriate evaluation criteria for my chosen assessment
- Included all evaluation criteria in one document and labeled each clearly within the document (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.)*
- Made sure the evaluation criteria is in the correct format: 1 File, (.doc; .docx; .odt; .pdf)*
### PART E

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected one assessment that reflects the work of individuals (not groups) from the leaning segment that I will use to evaluate my students knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>Selected 3 individuals (at least one student with a learning need) who completed the assessment (Learning needs: IEP, English language learner, struggling reader, underperforming student, student with gaps in academic knowledge, gifted student, etc.)*</td>
<td></td>
</tr>
<tr>
<td>Collected work samples (the assessment) from the 3 students chosen above</td>
<td></td>
</tr>
<tr>
<td>Decided if the students’ writing is illegible, if so, I wrote a transcription directly on the work samples</td>
<td></td>
</tr>
<tr>
<td>Masked or removed any students names, my name, and the name of the school from the work samples</td>
<td></td>
</tr>
<tr>
<td>Clearly labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)</td>
<td></td>
</tr>
<tr>
<td>Copied or scanned each student work sample</td>
<td></td>
</tr>
<tr>
<td>Made sure the student work samples are in the correct format: 3 Files, (.doc; .docx; .odt; .pdf)*</td>
<td></td>
</tr>
<tr>
<td>Clearly labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*</td>
<td></td>
</tr>
</tbody>
</table>

### Part F

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified a learning objective/goal for students related to the area of struggle based on my analysis in Part E</td>
<td></td>
</tr>
<tr>
<td>Used the required lesson plan format that includes: common core state standards with the number and text included, learning objectives, formal and informal assessments, instructional strategies and learning tasks that describe what you and the students will be doing, supports for diverse student needs, and instructional materials/resources that engage students in learning</td>
<td></td>
</tr>
<tr>
<td>Written a detailed lesson plan for re-engagement</td>
<td></td>
</tr>
<tr>
<td>Made sure the lesson plan is in the correct format: 1 File (.doc; .docx; .odt; .pdf)*</td>
<td></td>
</tr>
<tr>
<td>Taught the re-engagement lesson to the focus students via one-on-one, small group, or whole class instruction</td>
<td></td>
</tr>
<tr>
<td>Collected work samples (the assessment) from the 3 students chosen above</td>
<td></td>
</tr>
<tr>
<td>Decided if the students’ writing is illegible, if so, I wrote a transcription directly on the work samples</td>
<td></td>
</tr>
<tr>
<td>Masked or removed any students names, my name, and the name of the school from the work samples</td>
<td></td>
</tr>
<tr>
<td>Clearly labeled, on each work sample, the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)</td>
<td></td>
</tr>
<tr>
<td>Copied or scanned each student work sample</td>
<td></td>
</tr>
<tr>
<td>Made sure the student work samples are in the correct format: 3 Files, (.doc; .docx; .odt; .pdf)*</td>
<td></td>
</tr>
<tr>
<td>Clearly labeled each file with the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample)*</td>
<td></td>
</tr>
</tbody>
</table>
# PART G
*(Template Provided)*

<table>
<thead>
<tr>
<th>Identified the location of my evidence of feedback (Part A if written on the student work samples, Part B if audio/video)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded to the prompts in Part G</td>
</tr>
<tr>
<td>Included 2 <em>blank pages</em> of the assessment that was analyzed in Part F</td>
</tr>
<tr>
<td>Made sure Part G is in the correct format: 1 File, Arial 11pt. font, single space, 1” margins, <strong>no more than 8 pages</strong> of commentary, including prompts (.doc; .docx; .odt; .pdf)*</td>
</tr>
<tr>
<td>Plus <strong>no more than 2 pages</strong> of an analyzed assessment*</td>
</tr>
<tr>
<td>Saved all materials for Task 4 in the correct folders/documents on my computer and flash drive</td>
</tr>
</tbody>
</table>

I have completed all of the Task 4 steps as outlined above and am ready to move on to the completion steps.

---

Student Signature

Date

Supervisor Signature/Verification

Date
# edTPA Complete

**Due date for Completion Steps: October 23, 2017**

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made sure everything was in the correct format and allotted number of pages. (If your video file is in the correct format but still will not upload, it could be that the file size is too large. To reduce the file size, use either the Video Compression Guide for Windows Users <a href="http://www.edtpa.com/content/docs/videocompressionguidepc.pdf">http://www.edtpa.com/content/docs/videocompressionguidepc.pdf</a> or the Compression Guide for Mac OS X users <a href="https://www.edtpa.com/Content/Docs/VideoCompressionGuideMac.pdf">https://www.edtpa.com/Content/Docs/VideoCompressionGuideMac.pdf</a>)</td>
<td></td>
</tr>
<tr>
<td>Corrected all grammatical/spelling errors</td>
<td></td>
</tr>
<tr>
<td>Listed any citations for any materials that I did not create by lesson number at the end of Task 1, Part E (Materials: published texts, websites, materials from other educators, etc.)</td>
<td></td>
</tr>
<tr>
<td>Saved all materials to the correct folders/documents on my computer that I created at the beginning</td>
<td></td>
</tr>
<tr>
<td>Saved all materials to a flash drive</td>
<td></td>
</tr>
<tr>
<td>My Authorization Key</td>
<td></td>
</tr>
<tr>
<td>Once registered, you can access your authorization key at edtpa.com. You will need to log in using your original email and password. Click “current registrations” and “manage edTPA portfolio.” Click “edTPA Platform Provider.” Acknowledge and confirm. Then you will see your authorization key. It should also be emailed to you. [Note: Questions regarding edTPA registration should be directed to Dr. Jan Writer.]</td>
<td></td>
</tr>
</tbody>
</table>

Authorization Key: ___________________________

I have accomplished all of the steps as outlined above and have fully completed my edTPA.

________________________________________
Student Signature
________________________________________
Date

________________________________________
Assessment Coordinator Signature/Verification
________________________________________

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# edTPA Submitted

**Due date for Completion Steps: November 1, 2017**

<table>
<thead>
<tr>
<th>I have…</th>
<th>Initial when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended the edTPA Submission Seminar and submitted my edTPA portfolio online</td>
<td></td>
</tr>
<tr>
<td>Received an email from Pearson following my edTPA submission, with the next steps specified. I followed these steps to <strong>COMPLETE THE SUBMISSION PROCESS.</strong></td>
<td></td>
</tr>
</tbody>
</table>

I have completed all of the steps as outlined above and have fully submitted my edTPA.

________________________________________
Student Signature
________________________________________
Date

---

APPENDIX P
# Resource Bibliography

## Strategies and Inspiration for New Teachers


## General Tactics for Successful Teaching


Benson, J. (2014). *Hanging in: Strategies for teaching the students who challenge us the most.* Alexandria, VA: ASCD.


**Academic Language**


Sprenger, M. (2013). *Teaching the critical vocabulary of the common core: 55 words that make or break student understanding*. Alexandria, VA: ASCD.

Assessment for Learning and Instruction

Classroom Management and Positive Behavioral Support

Creating Active Learners
Antonetti, J.V., & Garver, J.R. (2015). 17,000 classroom visits can’t be wrong: Strategies that engage students, promote active learning, and boost achievement. Alexandria, VA: ASCD.


**Differentiation and Universal Design for Learning**


**Inclusive Practices**


**Technology in the Classroom**


**Teacher Web Resources**

[More than 100 “Cool Websites for the 21st Century Teacher]

[Free printable worksheets, activities, research and report help, project and writing ideas, common core support, interactive workshops, and tools for creating your own websites and materials]

A to Z Teacher Stuff: [www.atozteacherstuff.com](http://www.atozteacherstuff.com)
[Teacher-created site for helping teachers find online resources, such as plans, thematic units, teaching tips, downloadable teaching materials and e-Books, printable worksheets, and more.]

About.com: [http://712educators.about.com/od/teachingstrategies/tp/studentteaching.htm](http://712educators.about.com/od/teachingstrategies/tp/studentteaching.htm)
[Tips for student teachers plus numerous resources, activities, materials, and teaching strategies through the main website [www.about.com](http://www.about.com)]

[Links to AASL’s selection of “Best Websites for Teaching and Learning”]

[Wide array of information, strategies, resources, and activities for fostering inclusion and differentiating instruction]

Differentiation Central: [http://www.diffcentral.com/resources.html](http://www.diffcentral.com/resources.html)
[Wide array of information and resources for differentiating curricula and instruction]

Discovery Education: [https://www.discoveryeducation.com/teachers/](https://www.discoveryeducation.com/teachers/)
[Free K-12 teacher resources, activities, games, lesson plans, and content area materials]

[Free teacher resources, materials, and activities designed for use in the education of students with disabilities]

Ed.gov: [http://www2.ed.gov/free/index.html](http://www2.ed.gov/free/index.html)
[Free Federal teacher resources for “Educational Excellence”]

Education.com: [http://www.education.com/](http://www.education.com/)
[Free teacher workbooks, worksheets, games, activities, lesson plans, science projects, teacher blog, plus more]

Education Week: [http://pddirectory.edweek.org/?category](http://pddirectory.edweek.org/?category)
[Teacher Professional Development Source directory of interactive, online resources for K-12 educators]

[Free lesson plans, practical information for educators, technology integration, and articles by education experts]

[Links to “16 Websites Every Teacher Should Know About”]

[Information, resources, and support for new teachers]

Freeology Free School Stuff: [www.freeology.com](http://www.freeology.com)
[Free teacher forms, graphic organizers, classroom materials, educational games, and journal topics for educators]

GCF Learn Free: [http://www.gcflearnfree.org/info/educators/our-approach](http://www.gcflearnfree.org/info/educators/our-approach)
[Free teacher tutorials, including more than 1,100 lessons, videos, curriculum guides, and interactive activities]

Honolulu Community College: [http://www.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm](http://www.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm)
[Numerous links to practical teaching tips, activities, games, resources, and much more]

I Love to Teach: [www.ilovethatteachingidea.com](http://www.ilovethatteachingidea.com)
[Teacher-created ideas, idea “directories,” and resources for use in classrooms]

Internet 4 Classrooms: [www.internet4classrooms.com](http://www.internet4classrooms.com)
[Links to practical activities, materials and resources for grades 1-8]

Learning A-Z: [https://www.learninga-z.com/site/what-we-do/](https://www.learninga-z.com/site/what-we-do/)
[Affordable and free resources and materials that empower teachers via personalized instruction.]
National Center on Accessing the General Curriculum (NCAC);
https://ccrs.osepideasthatwork.org/resources/national-center-accessing-general-curriculum
[Information and resources on effective classroom practices related to explicit instruction for student engagement]

NEA: www.nea.org/tools/Works4Me.html
[Hundreds of archived teaching tips and strategies, along with advice and support for teachers]

Paula Kluth’s Differentiation Daily: https://differentiationdaily.com/
[Daily differentiation tips to help teachers reach and teach all learners in K-12 classrooms]

The Positive Engagement Project: http://www.pepnonprofit.org/
[A variety of free tools that teachers can use to get their students positively engaged in active learning]

Scholastic: http://www.scholastic.com/teachers/teaching-resources
[Make your own teaching tools, 20,000 worksheets and activities, and 10000+ fun “printables” for gradesK-12]

Sites for Teachers: www.sitesforteachers.com
[Links to networking websites where teachers exchange insights, strategies, ideas and instructional materials]

Smart Exchange: http://exchange.smarttech.com/search.html
[Site where teachers can exchange teaching resources and instructional materials]

Smithsonian: www.smithsonianeducation.org
[Thousands of resources for educators, including lesson plans, virtual tours of their latest exhibits, and the opportunity to connect with experts in the field via online, interactive classroom activities]

Teach 4 the Heart: http://teach4theheart.com/2014/09/01/50-best-websites-for-teachers/
[Links to the “50+ Best Websites for Teachers”]

Teach Hub: http://www.teachhub.com/
[K-12 News, Lessons and shared resources by teachers, for teachers]

Teacher Scholastic: http://teacher.scholastic.com/teachingstrategies/
[Teaching tips and strategies from real teachers with professional resources and videos of ideas for classrooms]

Teacher Tube: www.teachertube.com
[A “one stop shop” for free user (teacher) generated videos and technology tools from around the world]

[Teaching strategies, resources, materials slideshows, current articles, and more]

Teach-nology: www.teach-nology.com/ideas/
[Over 1000 teaching tips for teachers with links to fun classroom games, breakers, activities, and more]

The Teacher's Corner: https://www.theteacherscorner.net/
[Teacher resources, lesson plans, worksheets, activities, and varied printables, plus online collaboration projects]

Teachers Pay Teachers: https://www.teacherspayteachers.com/
[Site where “millions of educators” come together to share their work and their insights with one another via an open marketplace where teachers share, sell, and buy original educational resources.]

Teaching Channel: https://www.teachingchannel.org/
[Instructional videos, teacher Q & A, and an information sharing blog for teachers]

Teaching Degree.org: http://www.teachingdegree.org/2009/06/21/100-helpful-websites-for-new-teachers/
[Links to “100 Helpful Websites for New Teachers”]

Teaching Ideas: www.teachingideas.co.uk/
[Free classroom teaching ideas, activities, lesson plans, and primary/secondary resources]

Time Savers for Teachers: http://www.timesaversforteachers.com/free-teacher-forms/
[Free often-used classroom forms, worksheets and practical resources]

[A resource for informed decision making, this site identifies studies that provide reliable evidence of the effectiveness of education practices, programs, policies, and interventions…plus disseminates free reports.]