

- 2. The candidate effectively communicates with students, parents, colleagues, and others to develop, enhance and support learning communities.** S NI U NA

For example, does the candidate:

- give clear and explicit directions to the students?
- clearly state expectations for student behavior?
- demonstrate effective oral communication skills?
- demonstrate effective written communication skills?
- listen effectively to students?
- provide appropriate verbal and nonverbal feedback to students?
- provide adequate time for student responses?
- attends to administrative/professional responsibilities?
- ask appropriate and thoughtful questions of the cooperating teacher and other colleagues?
- interact positively and professionally with colleagues?
- interact positively and professionally with parents?

Comments:

- 3. The candidate exhibits professional conduct and dispositions consistent with the commitment to “establish community in teaching and learning environments.”** S NI U NA

For example, does the candidate:

- show up for their assignment regularly and on time?
- show interest in what is happening in the classroom?
- complete assignments accurately and on time?
- respond appropriately to feedback from the cooperating teacher?
- maintain professional appearance and grooming?
- take initiative and assume responsibility?
- follow school rules/code of professional conduct?
- participate in school-associated meetings and events appropriate to their experience?
- care about the students?

Comments:

- 4. The candidate demonstrates thorough content knowledge.** S NI U NA

For example, does the candidate:

- explain the subject material effectively to students?
- model or demonstrate concepts/techniques/skills accurately and effectively?
- respond accurately to student questions?

Comments:

- 5. The candidate develops and delivers appropriate instruction/practices that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development.** S NI U NA

For example, does the candidate:

- develop organized and coherent lesson plans?
- prepare thoroughly for teaching?
- plan for student abilities and individual learning styles?
- use a variety of assessment strategies to monitor progress?
- link individual lesson plans to broader unit/course themes?
- use a variety of approaches to teaching?
- begin lessons effectively?
- close lessons effectively?
- effectively incorporate resource materials into lessons?
- maintain the students' interest?

Comments:

- 6. The candidate assesses student learning/progress and uses the results of assessment to revise and improve teaching/professional practice.** S NI U NA

For example, does the candidate:

- recognize the link between evaluating student learning and planning instruction?
- use a variety of assessment strategies?
- revise instruction appropriately based on assessment results?

Comments:

- 7. The candidate engages in critical self-reflective techniques to improve teaching/professional practice.** S NI U NA

For example, does the candidate:

- recognize the link between his/her performance and their students' performance?
- evaluate his/her own performance based on students' performance?
- ask thoughtful and appropriate questions about his/her performance?
- discuss and implement feedback from the cooperating teacher?

Comments:

- 8. The candidate seeks and participates in opportunities for continuing educational and professional growth (demonstrates commitment to lifelong learning).** S NI U NA

For example, does the candidate:

- seek input from the cooperating teacher and others?
- attend school meetings and events as requested?
- apply current research and methods in their subject area?
- explore professional development opportunities as appropriate?

Comments:

- 9. The candidate locates, critically evaluates, and uses appropriate media and resources to enhance practice.** S NI U NA

For example, does the candidate:

- incorporate a variety of resources into instruction?
- effectively use technology to develop, enhance, and/or evaluate instruction?
- evaluate educational resources to determine instructional value?
- use a variety of media/resources to enhance instruction?
- utilize resources and services available within the wider community?

Comments:

- 10. The candidate displays a disposition toward inquiry that is reflected in all areas of practice.** S NI U NA

For example, does the candidate:

- ask questions about his/her experience?
- seek input on educational practices and procedures?
- use assessment results to evaluate his/her teaching performance?

Comments:

Part II: Impact on Student Learning (to be completed only during the final evaluation)

- | | | | | |
|--|----------|-----------|----------|-----------|
| 11. The candidate uses appropriate methods to assess students' learning. | S | NI | U | NA |
| 12. The candidate adjusts individual and group instruction based on assessment results. | S | NI | U | NA |
| 13. The candidate communicates progress to students and parents. | S | NI | U | NA |

Comments:

Evaluator's Signature

Date

Alignment of standards on following pages.

The CTE Common Student Teaching Evaluation Form is based upon the indicators under the four pillars of the *UIUC Conceptual Framework: Teaching and Learning in a Diverse Society* (www.ed.uiuc.edu/cte) and measures the extent to which teacher candidates in all UIUC teacher preparation programs meet these indicators. The UIUC Conceptual Framework indicators are aligned with the Illinois Professional Teaching Standards as well as the Technology Standards and the Language Arts Standards for all Illinois Teachers. In the chart below the three columns to the right of the UIUC Conceptual Framework indicators show which state standards are aligned with each indicator. For detailed text of each state standard click [here](#).

Alignment of the UIUC Conceptual Framework to the Illinois Professional Teaching Standards (IPTS) Technology Standards (TECH) and Language Arts Standards (LA) for all Illinois Teachers			
UIUC Conceptual Framework	IPTS	TECH	LA
Pillar 1: Establishing Community in Teaching and Learning Environments			
Understands and appreciates the diverse needs and talents of all students and adapts instruction in order to create effective learning environments.	1, 2, 3, 4, 5, 8		1, 3
Effectively communicates with students, parents, colleagues, and others to support and enhance learning communities.	3, 5, 7, 9	5	1, 2, 3
Pillar 2: Guiding the Development of Inquiring and Reflective Minds			
Develops appropriate instructional plans that reflect the knowledge bases of subject matter content, pedagogy, and human growth and development.	1, 2, 3, 4, 6, 7, 8	8	1, 2, 3
Engages in critical self-reflective techniques to improve teaching.	3, 6, 8, 10, 11		1, 3
Seeks and participates in opportunities for continuing educational and professional growth.	10, 11	2, 4	
Locates, critically evaluates, and uses multiple resources to enhance curriculum.	3, 4, 8	3, 4, 6, 7, 8	1
Pillar 3: Fostering a Commitment to Service			
Demonstrates an awareness of community resources and service opportunities.	9, 10		
Participates in professional, community, school and/or student service activities.	9, 10, 11		
Pillar 4: Pursuing the Understanding and Effective Application of Technology in Educational Settings			
Uses multiple forms of technology to find, organize, interpret, and present information.	6, 7	1, 2, 3, 5, 6, 7	
Critically evaluates on-line resources and educational software.	4, 6, 8	2, 3, 4, 6, 7	

Illinois Professional Teaching Standards

STANDARD 1 – Content Knowledge - The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

STANDARD 2 – Human Development and Learning – The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

STANDARD 3 – Diversity – The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

STANDARD 4 – Planning for Instruction – The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

STANDARD 5 – Learning Environment – The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 6 – Instructional Delivery – The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

STANDARD 7 – Communications – The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 8 – Assessment – The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

STANDARD 9 – Collaborative Relationships – The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

STANDARD 10 – Reflection and Professional Growth – The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

STANDARD 11 – Professional Conduct and Leadership – The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Language Arts Standards for All Illinois Teachers

STANDARD 1 – All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential with the demands of the discipline.

STANDARD 2 – All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

STANDARD 3 – All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Technology Standards for All Illinois Teachers

STANDARD 1 – Basic Computer/Technology Operations and Concepts – The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

STANDARD 2 – Personal and Professional Use of Technology – The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

STANDARD 3 – Application of Technology in Instruction – The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

STANDARD 4 – Social, Ethical, and Human Issues – The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

STANDARD 5 – Productivity Tools – The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

STANDARD 6 – Telecommunications and Information Access – The competent teacher will use telecommunications and information-access resources to support instruction.

STANDARD 7 – Research, Problem Solving, and Product Development – The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team collaborative projects that require critical analysis and evaluation; and present products developed.

STANDARD 8 – Information Literacy Skills – The competent teacher will develop literacy skills to be able to access, evaluate, and use information to improve teaching and learning.