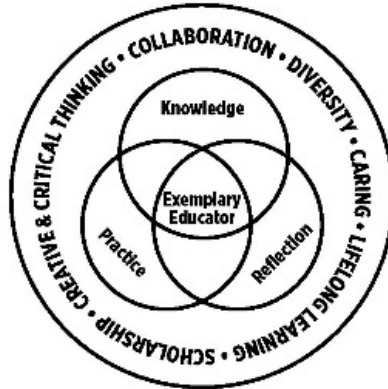




Northern Illinois University

Your Future. Our Focus.



ILAS 301 Cooperating Teacher Handbook

Office of School Partnerships and Clinical Experiences

815-753-0325

Fax: 815-753-8052

Email: CLAS_TCert@niu.edu

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Dear ILAS 301 Cooperating Teacher:

Thank you for agreeing to work with our student in their second clinical experience in the College of Liberal Arts & Sciences at Northern Illinois University. This handbook describes our expectations for the ILAS 301 clinical student regarding professionalism and the requirements they must fulfill to successfully complete ILAS 301.

We ask that you commit to the following responsibilities in your work with the clinical student:

1. The teacher or other certified staff member who is assigned to supervise a clinical student will be continually aware of the student's activities and will be able to direct and modify them. A clinical student may not be unsupervised with students.
2. The cooperating teacher will sign the ILAS 301 clinical student's time log and complete a short online evaluation form at the midpoint and a written formal evaluation at the end of the clinical student's clinical experience. The midterm survey link will be emailed to you by The Office of School Partnerships and Clinical Experiences (OSPCE). The final written evaluation is on pages 14-15 of this handbook.
3. The cooperating teacher will provide the clinical student with the opportunity to teach a lesson or mini-lesson in a classroom setting and provide feedback.
4. The cooperating teacher will notify the OSPCE promptly if he/she has concerns about the clinical student's professionalism or performance and will complete a Dispositions Status Report as needed. The Disposition Status Report is on pages 16-24 of this handbook.

CONTACT INFORMATION: CLAS_TCert@niu.edu; 815.753.0325

At the end of this handbook, you will find copies of the forms we ask you to complete for your ILAS 301 clinical student by the end of the semester.

Your clinical student will bring additional paperwork with them when they arrive in your building to meet you.

**Thank you again for participating in the preparation of our future educators.
Have a wonderful semester!**

Responsibilities and Expectations of NIU's ILAS 301 Clinical Students

For most subjects, the NIU ILAS 301 clinical student will be assigned to one high school and complete all of their obligations, including at least 30 hours of observation distributed throughout the semester, at that school. In some cases, world language clinical students will be assigned to both a high school and a middle school, and observations will be split between the high school and the middle school with 15 hours of observations at the high school and 15 hours of observations at the middle school.

A. Responsibilities

In each of their assigned schools, the clinical student will:

1. Respect the rights of children/parents and handle information in a confidential manner.
2. Perform assigned duties in the locations and at the times designated.
3. Work professionally and cooperatively with other school personnel on assigned tasks and duties.
4. Follow through on assigned tasks and, upon request, provide evidence that the task is in progress.
5. As assigned, assist the teacher in student instruction and in the preparation and organization of teaching materials and supplies.
6. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
7. Assist the teacher in implementing student discipline and supervision policies and maintaining order in assigned areas in a fair and just manner.
8. Maintain professional appearance and behavior.
9. Improve teaching skills and be open to constructive criticism and feedback.

B. Expectations

The ILAS 301 clinical student will provide academic support for students in their assigned school(s) by:

1. Acting as an assistant to the cooperating teacher, by assisting with in-class work, collaboratively grading student assessments, and supervising small group work.
2. Working with individual students or a small group of students to reinforce materials from class or homework assignments.
3. Familiarizing self with the curriculum being taught, the textbook and other readings, and the teacher's lesson plans (if available).
4. Spending 30 hours supervised by a cooperating teacher and, if appropriate, tutoring students during study halls and/or after school supervised by a cooperating teacher and, if appropriate, tutoring students during study halls and/or after school.

Required Activities for ILAS 301 Clinical Students

1. Teacher Contact

ILAS 301 clinical students must initiate contact with their cooperating teacher(s) as soon as possible.

2. Clinical Clearance

Before being allowed to observe, clinical students must have met the district's background check requirements.

3. Preparation

Clinical students are required to attend seven ILAS 301 seminars. These seminars will provide our clinical students with background on literacy strategies, study skills, learning styles, and diverse learning needs, which will help prepare them to work effectively with your students.

4. Clinical hours and Activities

Clinical students will complete at least 30 clock hours of clinical experience at the high school (15 at the high school level and 15 at the middle school level for some world language split placements). Each candidate's school placement(s) have been arranged by the OSPCE. Every effort will be made to assign clinical students to a district within 60 miles of their place of residence during the ILAS 301 clinical experience. Clinical students are responsible for their own transportation to and from the school and for arranging a time schedule for their visits.

5. Teaching Lessons

Clinical students will work with their cooperating teachers to develop at least two lesson plans for implementation at their clinical site. These lessons must be consistent with the cooperating teacher's curriculum and schedule. Clinical students are required to discuss when these lessons will be taught with their cooperating teacher early in the 30-hour experience and to stay informed of scheduling and sequencing changes that arise in the classes they plan to teach.

6. Cooperating Teacher Assessments

Clinical students will provide their cooperating teacher the evaluation forms for at least two lessons they teach and their overall clinical performance. They should request these evaluations early in their observations to give the cooperating teacher sufficient time to complete them.

For the Cooperating Teacher:

Suggestions for Effectively Integrating the ILAS 301 Clinical Student Into Your Classroom

1. Your clinical student may work with individual students or a small group of students to reinforce material taught in class and to check for understanding.

For those students who have difficulty processing the material covered during large group instruction, the clinical student can be an in-class tutor, who follows up on the lecture/direct instruction while the rest of the class is involved in discussion, small group, or homework activities. Please remember clinical students are not allowed to work with students without the supervision of a licensed teacher.

2. Your clinical student may serve as a reference person to students.

The clinical student has expertise in the subject area to which he or she is assigned. In some classroom settings, it works well to give the clinical student a desk and give students the option of going to the clinical student when they need more information or explanation of a topic, process, or skill being discussed in class.

3. Your clinical student may conduct review sessions before a test.

If you feel that some students in your class are not ready for a test and need additional review time, you can ask your clinical student to develop and run a review session. Depending on your schedule and the clinical student's availability, this review session could take place before or after school or during the lunch period.

4. Your clinical student may assist with in-class work.

In those classes in which practice and application of the material being covered is part of the regular class period, the clinical student's assistance is invaluable. The clinical student can simply circulate to individual students who request help or can work with small groups of students to check for understanding and encourage students to verbalize how they solved a problem or any difficulties they are having with a problem.

5. Your clinical student may help with research in the library.

If you have assigned a research paper or a mini-research question and plan to take your students to the library or computer lab to do research, the clinical student can help students find sources and can answer their questions about the content as well as the reliability of the sources located.

6. Your clinical student may supervise small group work.

If you use small group work in your teaching, the clinical student can be a great help. Most importantly, he or she can keep groups on task. The clinical student can also be a resource, a sounding board, or a motivator to the small groups. He/she can be most effective in working with small groups if he/she is given notice in advance of the topic or assignment. This will give him/her the opportunity to prepare to be a helpful resource for your students.

- 7. Your clinical student may tutor students during study halls or after school.** If you feel that some of your students would benefit from additional one-on-one help, the clinical student can tutor during study halls or after school.

- 8. Your clinical student may plan and implement introductory activities to begin class.** If you use the first 5 or 10 minutes of class to take care of paperwork and administrative details, you may consider asking your clinical student to prepare activities to start class. Please give the clinical student sufficient notice if you would like him/her to develop such activities.

- 9. Your clinical student may plan and implement “enrichment activities” to supplement lesson material.** If you choose to have your clinical student plan and implement an enrichment activity, please provide them with specific guidelines and expectations with sufficient notice.

- 10. Your clinical student may plan, assign, and evaluate writing assignments.**

- 11. Your clinical student may help students who need make-up work.** Your clinical student should become familiar with your system for giving make-up work. The clinical student should develop a system with you to find out what assignments, quizzes, or tests are being given during his or her time with you. If a student has missed class, the clinical student can provide assistance in two ways: (1) he/she can help get the student “caught up” by providing a review of the classes missed and (2) the clinical student can administer missed quizzes and tests, and go over missed homework assignments to be sure the student understands what he/she is required to do.

- 12. Your clinical student may assist with procurement, distribution, care, and collection of laboratory equipment, technology, and classroom materials.**

ILAS 301

Forms and Evaluations

You will be contacted by OSPCE at the mid-semester point and asked to complete an online evaluation.

At the end of the semester, clinical students are required to turn in a final assignment that includes several of the following forms.

In the following pages, you'll find:

- **ILAS 301 Cooperating Teacher Checklist** – This should be printed before observations begin and be completed as the tasks are accomplished. *This form is included in the End of Semester packet.*
 - **ILAS 301 Time Log** - This should be printed before observations begin and entries made as they happen. Print additional copies as needed. *This form is included in the End of Semester packet.*
 - **Cooperating Teacher Evaluation of Lessons** – This form is used to evaluate the two lessons that the clinical student will teach during the semester. Please print prior to the lessons. This should be printed before observations begin and be completed as the tasks are accomplished. *This form is included in the End of Semester packet.*
 - **Cooperating Teacher Final Assessment of Clinical Student Performance** – This is the final evaluation for the clinical student's performance throughout the semester. *This form is included in the End of Semester packet.*
-
- **Dispositions Requirement and Status Report** - This document and the subsequent report are included in this handbook to address any behavioral issues that may arise with your clinical student. ***If, at any point, you would like to express concern*** about your clinical student's behavior/actions, please feel free to complete this form (using the accompanying rubric) and return it to our office. You can email or fax it to the OSPCE:
(Note: The disposition form is not a requirement and should only be used for concerns.)

Rachel Warren

Director of Educator Preparation and Development
Office of School Partnerships and Clinical Experiences | CLAS
Zulauf 626 | DeKalb, Illinois 60115
p: 815-753-0325 | fax: 815-753-8052
<http://niu.edu/clas-educator-licensure/>

ILAS 301 COOPERATING TEACHER CHECKLIST

Items marked with an asterisk are required, and the others are offered as suggestions. You are the best judge of which and how many of the activities listed below are appropriate for the clinical student and your classes. Please initial which activities your clinical student has completed by the end of the semester.

_____ *Introduce the NIU clinical student to each class. Give her/him an opportunity to talk to the whole class about her/his major and interests.

_____ * Allow your clinical student to teach a minimum of two lessons. After each lesson, complete an evaluation form and share with your clinical student.

_____ *Spend part of a planning period talking to your clinical student about your teaching philosophy, classroom management ideas and strategies, the school and community.

_____ *Provide opportunities for your clinical student to go over the directions in class for homework assignments and long- term projects.

_____ *Encourage your clinical student to take an active role in maintaining an orderly classroom. Make sure he/she is aware of your discipline policy and explain the importance of consistent enforcement of school rules.

_____ *Give daily informal feedback to the clinical student.

_____ Oversee clinical student while he/she takes attendance and marks students absent or tardy; if it is permissible, demonstrate computer attendance program.

_____ Provide opportunities for your clinical student to work with individual students to reinforce material taught in class.

_____ Provide opportunities for your clinical student to help students with research in the library, computer lab, or learning center.

_____ Allow your clinical student to conduct a review session or review game.

_____ Allow your clinical student to supervise small group work.

_____ Allow your clinical student to open class with a warm-up, bellringer, or review activity.

_____ Provide opportunities for your clinical student to introduce enrichment activities and readings to supplement regular lesson material.

_____ Allow your clinical student to design a bulletin board or set up a learning center related to the current unit of instruction.

| | | |
|----------------------------------|------------------|-------------|
| Clinical Student Name | Signature | Date |
| Cooperating Teacher Name | Signature | |
| Date School Name/District | | |

Cooperating Teacher Evaluation of Lesson: ILAS 301

Clinical Student Name _____ Discipline _____
Cooperating Teacher Name _____ Date _____
School _____ Course/Grade Level _____
Topic of Lesson _____

For each category, please indicate one of the following ratings.

“0” = “not observed in this lesson”

“1” = “in need of improvement”. If you assign a “1” to a category, please give specific comments for improvement

“2” = “meets expectations of performance” at this stage of pre-service development

“3” = “exceeds expectations of performance” at this stage of pre-service development.

PLANNING

- _____ Provides clear & realistic objectives that connect new lesson to previous learning
- _____ Includes an introductory activity that motivates the topic and/or reviews pre-requisite knowledge
- _____ Activities develop the topic, are focused on objectives, logically sequenced and well-paced
- _____ Lesson addresses the diverse learning styles of students with variety of instructional methods
- _____ Relevant materials are used and prepared ahead of time
- _____ Closing activity summarizes lesson & assesses students’ meeting of the lesson’s objective

COMMENTS:

IMPLEMENTATION

- _____ Clinical student follows the prepared lesson
- _____ Responds to the diverse learning needs of the students
- _____ Gives clear directions throughout the lesson
- _____ Adjusts teaching methods/strategies to maximize student learning
- _____ Demonstrates in-depth understanding of content knowledge
- _____ Makes smooth transitions between different parts of the lesson
- _____ Provides appropriate wait time
- _____ Lesson is student-centered

- _____ Students are actively engaged in the lesson
- _____ Consistently makes eye contact with students (class and individual students)
- _____ Effectively solicits feedback from individual students throughout lesson

COMMENTS:

PROFESSIONALISM

- _____ Interacts with students in a professional manner
- _____ Dresses professionally
- _____ Shows enthusiasm for the students' learning and material being taught
- _____ Handles disruptions professionally (if applicable)
- _____ Student is receptive to constructive criticism and feedback

COMMENTS:

_____ I have reviewed and discussed this evaluation with the clinical student

Cooperating Teacher's Signature _____ Date _____

Cooperating Teacher Final Assessment of Clinical Student Performance

Student Name: _____ Discipline: _____ Semester: Fall / Spring Year: _____

| IPTS Indicator Addressed | Insufficient Evidence | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|-----------------------|--|--|---|--|
| POSITIVE ATTITUDE The clinical student demonstrates a positive attitude toward working with others and towards teaching and learning [IPTS 8B] | | The clinical student did not engage willingly with cooperating teacher and avoided requesting or accepting assistance | The clinical student made minimal attempts to engage with cooperating teacher and asked questions only when unavoidable | The clinical student made attempts to engage with cooperating teacher and asked questions to enhance learning | The clinical student quickly engaged with cooperating teacher, students and staff, requested information, and took full advantage of the learning opportunities |
| DELIVERY OF INSTRUCTION The clinical student demonstrates an ability to deliver content effectively. | | The clinical student demonstrates one or more of the following characteristics: does not speak clearly, coherently, correctly, or with sufficient volume; does not communicate enthusiasm for material being presented | The clinical student needs improvement in one or more of the following areas: volume/clarity of voice, use of Standard English; occasionally demonstrates enthusiasm for subject matter | The clinical student speaks clearly and correctly, demonstrates enthusiasm for subject matter | The clinical student speaks clearly and correctly with appropriate volume and tone, is clearly passionate about the subject matter |
| ORGANIZATION/PUNCTUALITY The clinical student demonstrates personal organizational ability, is able to keep track of multiple details and responsibilities, is punctual, meets deadlines, and follows guidelines and regulations [IPTS 3I, 6E, 9I, 9J] | | The clinical student often seems overwhelmed or confused, unable to balance personal and professional responsibilities, does not complete paperwork accurately and when due, and/or is chronically late to classes or appointments or misses classes or appointments with no explanation | The clinical student does not always appear to be organized and/or prepared. The clinical student was late to two or more classes/appointments, and sometimes struggles to follow directions | The clinical student is organized and prepared most days, keeps materials organized, and follows most directions. The clinical student is on time most days but may have been tardy to class/appointment once | The clinical student is very well- organized and prepared each day. The clinical student is extremely punctual, keeps materials organized, and follows directions and guidelines perfectly |
| QUALITY OF WORK The clinical student knows and models standard conventions of written and oral communications [IPTS 6E] | | Lessons or assignments contained many errors | Student lessons or assignments were not always completed at the level expected | Student completed lessons or assignments in a professional manner with few errors | All student work was of top quality with no errors |
| INTERPERSONAL SKILLS The clinical student demonstrates effective interpersonal skills [IPTS 8A, 8D, 8E, 8P] | | The clinical student was unusually reticent, had difficulty sustaining eye contact, made inappropriate comments, oral or written, and/or did not listen to others | The clinical student communicated appropriately, but interpersonal skills need some development | The clinical student demonstrated confidence with students and staff, and communicated effectively | The clinical student demonstrated exceptional confidence with students and staff, and communicated effectively and professionally |

| | | | | | |
|---|--|---|---|--|---|
| <p>INTELLECTUAL CURIOSITY The clinical student demonstrates intellectual curiosity [IPTS 9E, 9H, 9I]</p> | | <p>The clinical student showed no interest/engagement in the classroom activities and/or never asked questions</p> | <p>The clinical student showed some interest in classroom activities and asked some nonrelevant questions</p> | <p>The clinical student joined in classroom activities where appropriate, and asked relevant questions when possible to further understanding</p> | <p>The clinical student enthusiastically joined in classroom activities where appropriate, asked meaningful questions and actively sought to gain knowledge</p> |
| <p>PUBLIC PERSONA The clinical student demonstrates a public persona that is suitable for a high school classroom. All technology and social media use is professional [IPTS 9A, 9G, 9H, 9I, 9T]</p> | | <p>The clinical student does not communicate enthusiasm for teaching; does not maintain professional grooming; frequently uses technology and/or social media inappropriately</p> | <p>The clinical student demonstrates little enthusiasm for teaching in general; professional grooming is inconsistent; occasionally uses technology or social media inappropriately</p> | <p>The clinical student demonstrates enthusiasm for teaching, and maintains professional grooming; use of technology and social media is appropriate</p> | <p>The clinical student is clearly passionate about teaching, maintains professional grooming; uses technology and social media to enhance student learning</p> |
| <p>COLLABORATION Understands the collaborative process and the skills necessary to carry out that process [IPTS 9B]</p> | | <p>Student showed no evidence of an attempt at collaboration or participation</p> | <p>Student did engage in some collaboration, but more participation is needed</p> | <p>Student demonstrated appropriate collaborative skills and participated appropriately</p> | <p>Student was able to collaborate effectively with a variety of individuals and groups and made thoughtful, reflective contributions to discussions</p> |
| <p>REFLECTIVE PRACTITIONER The clinical student reflects on professional practice and resulting outcomes; engages in self-assessment [IPTS 9K]</p> | | <p>Student did not reflect on their practice and/or reflections contained only a recitation of the observations; not receptive to feedback</p> | <p>Student showed an attempt at reflection, but more insight is needed; receptive to feedback but makes little to no changes</p> | <p>Student reflections demonstrated self-assessment and insight; receptive to feedback and makes an effort to improve</p> | <p>Student reflections demonstrated excellent self-assessment and insight; receptive to feedback and makes meaningful improvements based on feedback</p> |
| OVERALL ASSESSMENT OF CLINICAL STUDENT | | | | | |
| <p>Based on the scores above, what is your overall grade recommendation?</p> | | <p>Unsatisfactory</p> | <p>Needs Improvement</p> | <p>Proficient</p> | <p>Excellent</p> |

Cooperating Teacher Final Assessment of Clinical Student Performance

Please note – if an unsatisfactory is indicated, please fill out a Disposition Status Report so that we can intervene with this student.

Are there any areas for continuing improvement you have observed in working with this student? If so, please include a brief narrative so that we can best support and work with the candidate to improve.

Cooperating Teacher's Signature

School

Date

You may return this form to the student upon completion, or you may email it to the Coordinating Instructor at CLAS_TCert@niu.edu

You may also fax it to 815.753.8052.

Thank you for your cooperation.



College of Liberal Arts and Sciences Dispositions Requirement

The public has the clear right to expect that prospective teachers of their children have certain intangible but extremely important attributes. In addition to mastery of subject matter, teaching techniques, and communication and organizational skills, candidates must demonstrate the following personal dispositions: honesty, commitment to the teaching profession and to all students, good judgment, the ability to read behaviors of individuals and to interact appropriately with individuals and groups, good moral character and ability to function as a positive role model for students, the willingness and ability to create and manage an effective learning atmosphere in the classroom and other professional settings, and the ability to work collaboratively with colleagues and others. In addition, candidates should demonstrate the ability to meet the standards of professional behavior traditionally imposed upon teachers by the public and their colleagues. These standards include the ability to maintain confidentiality, to interact with colleagues and others with professionalism and tact, to dress appropriately, and to discharge all professional responsibilities promptly and completely.

Northern Illinois University has grouped these dispositions into the following five broad categories: Caring, Life-long Learning and Scholarship, Creative and Critical Thinking, Collaboration, and Diversity. Candidates in the College of Liberal Arts and Sciences will also be assessed on an additional sixth category: Professionalism.

A teacher candidate's success in meeting these disposition requirements will be assessed throughout the program of preparation through observations of how the candidate copes with the organizational, intellectual, communication, and ethical demands ordinarily inherent in the certification process. In addition to observations made by the candidate's licensure advisor, information about a candidate's disposition will be gathered from the candidate's methods instructors in the College of Liberal Arts and Sciences, from ILAS 201 and ILAS 301 small group facilitators, and from teachers and administrators in the candidate's early clinical site placements as well as from student teaching. This information will be supplemented by information received from content course instructors, and from College or University offices. Dispositions will also be evaluated by cooperating teachers, university supervisors, and discipline coordinators as part of the student teaching experience.

Students will be promptly informed in writing of any disposition concerns, and faculty will work with the student to resolve these concerns. When appropriate, a student may be asked to provide evidence that a disposition concern has been addressed before proceeding in the certification process.

A student may be asked to withdraw from certification if efforts to remove a serious disposition concern or concerns have not been successful.



Disposition Status Report by Cooperating Teachers and University Supervisors

Candidate _____ Z ID _____ Date _____

Reviewer _____ Signature _____

| |
|--|
| Candidate is a (check one): <input type="checkbox"/> Clinical Student <input type="checkbox"/> Student Teacher |
|--|

Please use this form in combination with the “College of Liberal Arts & Sciences Dispositions Rubric” which is included on the following pages for your convenience.

Please print and submit only this page of the document. The rubric is attached only for your reference.

Please indicate whether each dispositions area is acceptable or not by writing “Yes” or “No” in the “Acceptable” column. For any areas marked “No”, please indicate which area(s) (A-H) is of concern.

Marking an “alert,” especially early in a preservice teacher’s program is intended to help faculty provide appropriate guidance and remediation. Please be aware that some of the indicators under each of the seven dispositions are more appropriate for classroom instructors, others are more appropriate for cooperating teachers who are working with a student near the end of his or her program. As you evaluate dispositions, please consider the developmental level of the student (beginning, intermediate, advanced) and only check an alert(s) if it is an issue you feel the program needs to address. Thank you.

| Disposition | Acceptable | Area of Alert | | | | | | | |
|-----------------------------------|-------------|---------------|---|---|---|---|---|---|---|
| | (Yes or No) | A | B | C | D | E | F | G | H |
| Caring | | | | | | | | | |
| Collaboration | | | | | | | | | |
| Creative and Critical Thinking | | | | | | | | | |
| Lifelong Learning and Scholarship | | | | | | | | | |
| Diversity | | | | | | | | | |
| Professionalism | | | | | | | | | |

Please write a brief narrative below explaining the reason(s) for any alert(s). Please use an additional page if necessary.

College of Liberal Arts & Sciences Dispositions Rubric

CARING

| ACCEPTABLE | ALERT |
|--|--|
| A) The preservice teacher consistently demonstrates consideration and respect for others (peers, discipline coordinator, advisor, supervisor, other NIU faculty, K-12 teachers, administrators, parents, and K-12 students). <i>IPTS 8J, 9I</i> | A) The preservice teacher makes written or oral comments that are judgmental or denigrating of others. |
| B) The preservice teacher consistently demonstrates a liking for and understanding of adolescents. <i>IPTS 9I</i> | B) The preservice teacher makes written or oral comments showing a dislike for typical adolescent behaviors and/or shows a lack of understanding of adolescent interests, needs, and behaviors. |
| C) The preservice teacher demonstrates concern for the social and academic progress of each student. <i>IPTS 1H, 9I</i> | C) The preservice teacher ignores or provides inappropriate responses to the social and academic needs of individual students or groups of students. |
| D) The preservice teacher provides positive feedback to others, and when constructive criticism is required, presents it in a helpful manner. <i>IPTS 9I</i> | D) The preservice teacher is harshly critical when providing feedback to others. |
| E) The preservice teacher demonstrates empathy and compassion and responds with sensitivity in interactions with students. <i>IPTS 9I</i> | E) The preservice teacher becomes overly involved in the problems of others or appears unapproachable or dismissive of student concerns. |
| F) The preservice teacher demonstrates patience in interactions with peers, students, and educational professionals. <i>IPTS 8J, 9I</i> | F) The preservice teacher is impatient with peers, educational professionals, or with students. |
| G) The preservice teacher demonstrates integrity by maintaining confidentiality and by modeling and inspiring personal and academic honesty, trustworthiness, fairness, and truthfulness. <i>IPTS 9I</i> | G) The preservice teacher gossips about students, faculty, or administrators; or allows unauthorized others access to student information; or demonstrates a lack of personal and academic honesty, trustworthiness, fairness, and truthfulness. |

College of Liberal Arts & Sciences Dispositions Rubric

COLLABORATION

| ACCEPTABLE | ALERT |
|---|--|
| A) The preservice teacher demonstrates a generally positive attitude toward working with others. <i>IPTS 8B</i> | A) The preservice teacher says he or she prefers to work alone, avoids opportunities to work with other students, or complains frequently about partners or group members; avoids requesting or accepting assistance by instructors, cooperating teachers, or university supervisor. |
| B) The preservice teacher demonstrates the ability to work effectively with colleagues in small groups. <i>IPTS 8F, 8J</i> | B) The preservice teacher takes over group projects or sits back and lets others do most of the work. |
| C) The preservice teacher demonstrates effective interpersonal skills with peers, NIU faculty and staff, and/or with teachers, parents, and the wider community of the public schools. <i>IPTS 8A, 8D, 8E, 8P</i> | C) The preservice teacher is unusually reticent, has difficulty sustaining eye contact, makes inappropriate comments, or does not listen to others. |
| D) The preservice teacher demonstrates effective and appropriate leadership. <i>IPTS 9E, 9I</i> | D) The preservice teacher avoids leadership or leads others in an inappropriate direction. |
| E) The preservice teacher demonstrates willingness to accept constructive criticism from faculty cooperating teachers, university supervisors, and peers and to incorporate those suggestions. <i>IPTS 8B, 8F, 8J</i> | E) The preservice teacher reacts negatively to constructive criticism from faculty, cooperating teachers, university supervisors, and peers and does not incorporate appropriate suggestions. |
| F) The preservice teacher demonstrates the ability to collaborate with a variety of personality types. <i>IPTS 8B, 8J</i> | F) The preservice teacher collaborates only with close friends or with others who are similar to the preservice teacher. |
| G) The preservice teacher demonstrates the ability to be assertive, but not aggressive, when expressing opinions or ideas. <i>IPTS 8B, 8J</i> | G) The preservice teacher does not express opinions or intentions to others when it is appropriate to do so or becomes confrontational when expressing opinions or ideas. |
| H) The preservice teacher demonstrates the ability to collaborate with other teachers to provide appropriate interventions for individual students and for groups of students. <i>IPTS 8F, 8K, 8L, 8O</i> | H) The preservice teacher is not willing to collaborate with other teachers to provide appropriate interventions for individual students and for groups of students. |

College of Liberal Arts & Sciences Dispositions Rubric

CREATIVE AND CRITICAL THINKING

| ACCEPTABLE | ALERT |
|--|--|
| A) The preservice teacher shows creativity in written work and lesson planning; the preservice teacher is capable of original thought. <i>IPTS 2M</i> | A) The majority of the preservice teacher’s written work, oral presentations, and/or lesson plans lack evidence of personal creativity or original thinking and do not engage their intended recipients. |
| B) The preservice teacher is reflective—written and oral work shows the ability to understand and evaluate texts, situations, and self, seeing implications, connections, and possible consequences of events and behaviors; the preservice teacher is able to use insights gained through reflection to plan for the future. <i>IPTS 2I, 2P</i> | B) The preservice teacher summarizes texts or events or describes own actions without demonstrating insight into their meaning or their effect on others. |
| C) The preservice teacher shows the ability to identify, analyze, prioritize, and propose appropriate solutions to academic and behavioral problems. <i>IPTS 4E, 4G, 5H</i> | C) The preservice teacher is unable to identify problems and potential solutions. |
| D) The preservice teacher shows the ability to accept and/or model multiple perspectives on issues; the preservice teacher encourages creative and critical thinking among students by listening to new ideas and generating possibilities. <i>IPTS 2J, 2K, 9H</i> | D) The preservice teacher displays the belief that only certain perspectives are acceptable. |
| E) The preservice teacher demonstrates the ability to design lessons that encourage students to engage in genuine inquiry and to analyze and develop solutions to problems. <i>IPTS 2C</i> | E) The preservice teacher develops only lessons that do not foster genuine inquiry or that do not encourage students to engage in meaningful problem-solving. |
| F) The preservice teacher demonstrates ability to create lessons that meet the needs of students. <i>IPTS 2M, 2P, 3A, 3C, 3D, 3M, 4P, 5M</i> | F) The preservice teacher creates lessons that are too simple, too complex, too general, or otherwise not designed to meet the needs of the students for whom they are intended. |

College of Liberal Arts & Sciences Dispositions Rubric

LIFELONG LEARNING AND SCHOLARSHIP

| ACCEPTABLE | ALERT |
|---|--|
| A) The preservice teacher demonstrates a genuine love of the discipline by approaching opportunities to engage with ideas, texts, and materials with enthusiasm and by speaking positively about personal learning experiences. <i>IPTS 9E, 9H, 9I, 9O</i> | A) The preservice teacher avoids opportunities to engage deeply with the subject matter and may speak negatively about intellectual effort. |
| B) The preservice teacher demonstrates intellectual curiosity and possesses the ability to stimulate curiosity in others. <i>IPTS 9E, 9H, 9I</i> | B) The preservice teacher does only the minimum that is required, does not enjoy exploring complex ideas and issues, shows little enthusiasm for discovering new ideas. |
| C) The preservice teacher demonstrates willingness to take risks in order to grow intellectually and professionally. <i>IPTS 9K</i> | C) The preservice teacher avoids experimenting with methods or materials that are unfamiliar. |
| D) The preservice teacher demonstrates willingness to explore current research and to develop lessons based on this research; or the preservice teacher demonstrates willingness to do the necessary research to answer students' questions. <i>IPTS 2F, 2I, 9H</i> | D) The preservice teacher does not explore current research and does not base lessons on current research; or the preservice teacher does not show willingness to do the necessary research to answer students' questions. |
| E) The preservice teacher demonstrates a willingness to participate in professional organizations and learning opportunities. <i>IPTS 9P</i> | E) The preservice teacher refuses to participate in learning opportunities outside the classroom. |
| F) The preservice teacher engages in higher order thinking and encourages such thinking in students. <i>IPTS 1B, 2K</i> | F) The preservice teacher limits himself or herself to basic concepts and does not engage self or students in higher order thinking. |
| G) The preservice teacher uses data to make instructional decisions. <i>IPTS 3D, 3G, 3J, 5G, 5H, 5P, 6J, 7G</i> | G) The preservice teacher does not use data or does not interpret data accurately in order to make instructional decisions. |
| H) The preservice teacher demonstrates a proficient understanding of the discipline. <i>IPTS 2B</i> | H) The preservice teacher's understanding of the discipline is rudimentary, inaccurate and/or incomplete and the student is unwilling to remediate. |

College of Liberal Arts & Sciences Dispositions Rubric

DIVERSITY

| ACCEPTABLE | ALERT |
|---|--|
| A) The preservice teacher interacts respectfully with diverse peers, students, instructors. <i>IPTS 1A</i> | A) The preservice teacher demonstrates disrespect toward diverse peers, students, or instructors. |
| B) The preservice teacher demonstrates sensitivity and respect for diversity in terms of race/ethnicity, sexual orientation, physical/mental ability, age, and religion. <i>IPTS 1A</i> | B) The preservice teacher makes written or oral statements indicating that he or she does not see value in certain beliefs, behaviors, traditions, races, cultures, sexual orientations, or religions. |
| C) The preservice teacher demonstrates understanding of diverse learning styles and uses multiple strategies and applies modifications to address the needs of all learners. <i>IPTS 1A, 1B, 1J</i> | C) The preservice teacher makes written or oral statements indicating a belief that all students should be able to learn and demonstrate learning only in specific ways. |
| D) The preservice teacher demonstrates an ability to assess individual student needs and apply effective instructional strategies. <i>IPTS 1B, 1C, 1H</i> | D) The preservice teacher designs informal and formal assessments that do not assess individual learners and/or that are not used to determine appropriate subsequent instruction. |
| E) The preservice teacher demonstrates willingness to include students' interests and experiences in lesson plans. <i>IPTS 1H, 1I, 1L</i> | E) The preservice teacher does not show an awareness of student interests and experiences or does not use them to encourage student engagement with a lesson. |
| F) The preservice teacher demonstrates a belief that every student is capable of learning and demonstrates inclusive practices. <i>IPTS 1D, 1H, 1J</i> | F) The preservice teacher makes written or oral statements indicating that he or she believes some students cannot be successful in school or indicates that he or she prefers not to teach certain individuals or groups of students or prefers to work with certain types of students. |

College of Liberal Arts & Sciences Dispositions Rubric

PROFESSIONALISM

| ACCEPTABLE | ALERT |
|--|---|
| A) The preservice teacher demonstrates a public persona that is suitable for a middle or high school classroom—voice, demeanor, movement, dress, and cleanliness are appropriate and indicate enthusiasm for being in the classroom. <i>IPTS 9A, 9G, 9H, 9I, 9T</i> | A) The preservice teacher demonstrates one or more of the following characteristics: does not speak clearly, coherently, correctly, or with sufficient volume; does not communicate enthusiasm for teaching and/or for the material being presented; does not maintain professional grooming. |
| B) The preservice teacher demonstrates a positive attitude toward teaching and/or learning and contributes to creating a positive learning environment. <i>IPTS 9E</i> | B) The preservice teacher makes negative comments about learning, teaching, or the professional expectations for teachers, or the preservice teacher behaves in a way that makes it difficult for peers or students to learn. |
| C) The preservice teacher demonstrates personal organizational ability, is able to keep track of multiple details and responsibilities, is punctual, and meets deadlines, follows guidelines and regulations, completes paperwork accurately and when due. <i>IPTS 3I, 6E, 9I, 9J</i> | C) The preservice teacher often seems overwhelmed and confused, is unable to balance personal and professional responsibilities, and has difficulty keeping track of materials, misses deadlines, does not follow guidelines or regulations, does not complete paperwork accurately and when due, or is chronically late to classes or to appointments. |
| D) The preservice teacher uses appropriate writing conventions to convey professional content when creating or responding to phone or written messages, including e-mail; the preservice teacher uses a professional-sounding e-mail address and responds promptly and professionally to e-mail, phone messages, and letters. <i>IPTS 6E, 9T, 9I</i> | D) The preservice teacher uses inappropriate writing conventions or unprofessional content when creating or responding to phone or written messages, including e-mail; the preservice teacher uses an unprofessional-sounding e-mail address or does not respond promptly and professionally to e-mail, phone messages, and letters. |
| E) The preservice teacher shows flexibility, is able to deal with the unexpected and to change plans in response to situations; the preservice teacher demonstrates the ability to respond appropriately to the unexpected and manages stress effectively. <i>IPTS 9I</i> | E) The preservice teacher is unwilling to change plans once they are made, does not see opportunities for changing or modifying lessons as they are presented, panics when the unexpected happens, or does not manage stress effectively. |
| F) The preservice teacher demonstrates an appropriate and non-threatening sense of humor with students and demonstrates a sense of humor about self and situations. <i>IPTS 9I</i> | F) The preservice teacher shows little sense of humor about self or situations, is sarcastic, or uses humor intentionally to belittle others. |