EIU EPP Student Teaching Evaluation

IPTS Standard 1 (Holistic Rating) The candidate demonstrates understanding of diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences by using these experiences to create instructional opportunities that maximize student learning. IPTS Standard 1; inTASC Standard 1

**72 (60.50%)**

**30 (25.21%)**

**16 (13.45%)**

**1 (0.84%)**

Q1a. The candidate collects, analyzes, and applies knowledge of student development, prior experiences, families, cultures, and differing abilities to facilitate a respectful learning community. IPTS 1A, 1C, 1E, 1G, 1H, 1K; DF 1b; inTASC 1a

**73 (61.34%)**

**31 (26.05%)**

**15 (12.61%)**

Q1b. The candidate 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 with diverse learning needs. IPTS 1A, 1B, 1D, 1J, 1L; DF: 1d, 1e, 3a, 3c; inTASC 1b

**67 (56.30%)**

**35 (29.41%)**

**15 (12.61%)**

**2 (1.68%)**

IPTS Standard 2 (Holistic Rating) The candidate demonstrates an in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy by creating meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. IPTS 2; inTASC 4, 8

**71 (59.66%)**

**35 (29.41%)**

**13 (10.92%)**

Q2a The candidate examines resources for appropriateness and applies and adapts pedagogy, including connections across disciplines and life applications, to make all subject matter content accessible to each student. IPTS 2I, 2N, 2P, 3L, 3N; DF: 1a, 1d, 1e; inTASC 4a, 4b, 4d, 8b

**68 (57.14%)**

**34 (28.57%)**

**14 (11.76%)**

**3 (2.52%)**

Q2b The candidate uses a variety of strategies and supporting content area literature to foster students conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills. IPTS 2J, 2K, 2M, 2Q; inTASC 4c, 8f

**74 (62.18%)**

**32 (26.89%)**

**12 (10.08%)**

**1 (0.84%)**

Q2c The candidate designs and implements instructional and assistive technology when creating content area instruction and learning experiences for all students. IPTS 2L, 2O, 3N; DF: 1b, 1d, 3c, 3e; inTASC 4g

**71 (59.66%)**

**33 (27.73%)**

**15 (12.61%)**

IPTS Standard 3 (Holistic) The candidate plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. IPTS 3; inTASC 2, 7, 8, 9

**78 (65.55%)**

**31 (26.05%)**

**10 (8.40%)**

Q3a The candidate creates short term and long term plans that address state standards and federal goals and objectives to establish high expectations for student learning and behavior. IPTS 3A, 3B, 3H, 3I , 3O; DF: 1c, 1e; inTASC 2e, 7f

**67 (56.30%)**

**38 (31.93%)**

**13 (10.92%)**

**1 (0.84%)**

Q3b The candidate uses data to plan and develop or select relevant instructional content, materials, resources, and strategies to differentiate instruction. IPTS 3D, 3E, 3G, 3J, 3Q; DF: 1d, 1e; inTASC 2a, 2d, 2e, 2f, 7d

**60 (50.42%)**

**33 (27.73%)**

**24 (20.17%)**

**2 (1.68%)**

Q3c The candidate develops plans that provide different pathways for learning based on student responses and current experiences and taking into consideration personal biases and perspectives. IPTS 1F, 1I, 3B, 3C, 3E, 3K, 3M; DF: 1b, 1f; inTASC 2a, 2d, 8b, 9e

**74 (62.18%)**

**32 (26.89%)**

**13 (10.92%)**

IPTS Standard 4 (Holistic) The candidate structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self- efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. IPTS 4; inTASC 2, 3

**85 (71.43%)**

**25 (21.01%)**

**9 (7.56%)**

Q4a The candidate creates a safe, healthy and positive learning environment through the use of clear expectations and procedures that maximize learning for all students. IPTS 4A, 4F, 4G, 4I, 4J; DF: 2a, 2b, 2c, 2d, 2e; inTASC 3c, 3d

**90 (75.63%)**

**16 (13.45%)**

**13 (10.92%)**

Q4b The candidate uses a variety of instructional and managerial strategies and techniques to organize, allocate, manage and modify time, materials, technology and physical spaces to engage all students in meaningful learning activities. IPTS 4A, 4C, 4G, 4K, 4M, 4N, 4O, 4P; DF: 2d, 2c, 3a,

**75 (63.03%)**

**24 (20.17%)**

**19 (15.97%)**

**1 (0.84%)**

3b, 3c, 3e; inTASC 2a, 3d, 3e

Q4c The candidate assesses and analyzes the learning environment and supporting student behavior data to

**76 (63.87%)**

**30 (25.21%)**

**11 (9.24%)**

**2 (1.68%)**

evelop and enhance awareness, respect, relationships, motivation, engagement and behavior of all students. IPTS 4B, 4C, 4D, 4E, 4H, 4L, 4Q; DF: 1f, 3d, 4b; inTASC 3f, 3h,

IPTS Standard 5 (Holistic) The candidate differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This candidate demonstrates an understanding that the classroom is a dynamic environment by practicing ongoing modification of instruction to enhance learning for each student. IPTS 5; inTASC 2, 3, 4, 5, 6, 7, 8, 9

**71 (59.66%)**

**29 (24.37%)**

**16 (13.45%)**

**3 (2.52%)**

Q5a The candidate monitors and adjusts multiple evidence- based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences, to engage students in active learning opportunities. IPTS 5B, 5C, 5F, 5H, 5I, 5J, 5M, 5N, 5S; DF: 1e, 1d, 3b , 3c; inTASC 5f, 4f

**70 (58.82%)**

**33 (27.73%)**

**16 (13.45%)**

Q5b The candidate implements disciplinary and interdisciplinary instructional approaches to develop accurate presentations and representations of concepts to assist students understandings and to develop critical/creative thinking and problem solving. IPTS 5A, 5D, 5I, 5L DF: 1c, 1e, 3b , 3c; inTASC 4h, 5b, 5c, 7a, 7b, 8c, 8e, 8i

**63 (52.94%)**

**33 (27.73%)**

**23 (19.33%)**

Q5c The candidate models and facilitates effective use of digital tools to locate, analyze, evaluate, and utilize information resources to support research and learning. IPTS 5E, 5G, 5H, 5O; DF: 1d, 3a; inTASC 3g, 6i, 8g,

**79 (66.39%)**

**29 (24.37%)**

**11 (9.24%)**

Q5d The candidate uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student. IPTS 5G, 5P; DF: 1c , 3d, 3e; inTASC 2b, 2c, 9c

**60 (50.42%)**

**36 (30.25%)**

**23 (19.33%)**

Q5e The candidate varies his or her role in the instructional process as instructor, facilitator, coach, co-planner, or audience in relation to the content, purposes, and the needs of the students to maximize instructional time. IPTS 5E, 5F, 5K, 5Q, 5R; DF: 1e, 3e; inTASC 2b, 8d

**83 (70.34%)**

**21 (17.80%)**

**14 (11.86%)**

IPTS Standard 6 (Holistic) The candidate demonstrates foundational knowledge of reading, writing, and oral communication within the content area by recognizing and addressing student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. IPTS 6, inTASC 3, 4, 5, 6, 7, 8, 9

**80 (67.23%)**

**28 (23.53%)**

**10 (8.40%)**

**1 (0.84%)**

Q6a The candidate collects and uses appropriate assessment data to co-plan and select a wide range of materials and strategies to effectively teach content area reading, writing, and communication skills that meet the needs of diverse learners. IPTS 6G, 6H, 6I, 6J, 6K, 6R; DF: 1a, 1c, 1d, 1e, 1f, 3a, 3c, 3d, 3e, 4d; inTASC 5e, 9d

**66 (55.93%)**

**36 (30.51%)**

**16 (13.56%)**

Q6b The candidate integrates reading, writing, and oral communication to engage students in content learning. IPTS 6E, 6F, 6I, 6Q, 6S; DF: 1c, 1e, 3a, 3c; inTASC 5h

**85 (71.43%)**

**23 (19.33%)**

**11 (9.24%)**

Q6c The candidate facilitates the use of word-identification and vocabulary skills, including academic language, and fluency strategies to foster comprehension of content for all learners. IPTS 6A, 6I, 6L, 6M; DF: 1a, 1c, 1e, 3a, 3b, 3c; inTASC 5h

**73 (62.39%)**

**32 (27.35%)**

**12 (10.26%)**

Q6d The candidate guides students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts so students can monitor and apply these comprehension strategies independently for learning content. IPTS 6B, 6N, 6O; DF: 1e, 3a, 3c; inTASC 3b, 4e, 5a, 5d, 6h

**62 (52.99%)**

**32 (27.35%)**

**23 (19.66%)**

Q6e The candidate supports students to develop oral and written communication that utilizes organization, focus, elaboration, word choice, and standard conventions appropriate to the content areas. IPTS 6D, 6P; DF: 1b, 1e, 3a, 3c; inTASC 4i, 7c, 8a, 8f, 8h

**75 (64.10%)**

**27 (23.08%)**

**15 (12.82%)**

IPTS Standard 7 (Holistic) The candidate utilizes both formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The candidate makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. IPTS 7; inTASC 6, 10

**65 (55.08%)**

**30 (25.42%)**

**21 (17.80%)**

**2 (1.69%)**

Q7a The candidate effectively uses and modifies a variety of assessment strategies and technologies to conduct, monitor, and assess individual, group, and whole class progress and performance, including the application of accommodations for students with diverse learning needs. IPTS 7K, 7O, 7Q, 7R; DF: 1b, 1f, 3d, 3e; inTASC 6a, 6b, 6c, 6e,

**69 (57.98%)**

**29 (24.37%)**

**19 (15.97%)**

**2 (1.68%)**

6g

Q7b The candidate maintains useful and accurate records of student work and performance. IPTS 7M; DF: 4b; inTASC 6b

**86 (72.88%)**

**18 (15.25%)**

**13 (11.02%)**

**1 (0.85%)**

Q7c The candidate accurately interprets and uses assessment results, including student self-assessment, to determine performance levels, identify learning goals, select research-based instructional strategies and implement instruction to enhance learning outcomes for all students. IPTS 7J, 7L, 7N; DF: 4a; inTASC 6c, 6d, 6f

**65 (55.56%)**

**31 (26.50%)**

**20 (17.09%)**

**1 (0.85%)**

Q7d The candidate clearly communicates student performance data and collaborates with families and other professionals in a manner that complies with district, state, and federal requirements. IPTS 7N, 7P; DF: 4c; inTASC 10b, 10d

**66 (55.93%)**

**31 (26.27%)**

**21 (17.80%)**

IPTS Standard 8 (Holistic) The candidate builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. IPTS 8; inTASC 1, 3, 5, 7, 9, 10

**87 (73.11%)**

**19 (15.97%)**

**11 (9.24%)**

**2 (1.68%)**

Q8a The candidate works with school personnel and parents or guardians through cooperative partnerships to promote fair and equal learning opportunities for overall student

**81 (68.07%)**

**21 (17.65%)**

**17 (14.29%)**

well-being. IPTS 3F, 3P, 5Q, 8J, 8P, 8Q; DF: 4c, 4d, 4e, 4f; inTASC 1c, 3a, 10b, 10d,

Q8b The candidate utilizes collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all students, including those with diverse learning needs (i.e., ELN, Gifted, ELL). IPTS 8K, 8L, 8N, 8O, 8R, 8S; DF: 4c, 4d, 4e,

**83 (69.75%)**

**24 (20.17%)**

**11 (9.24%)**

**1 (0.84%)**

4f; inTASC 7e, 10a, 10c, 10e

Q8c The candidate identifies and implements a variety of resources (i.e., digital tools & community resources) to promote collaborative efforts and opportunities to enhance student learning and understanding of local and global issues. IPTS 8M, 8T; DF: 1d, 1e, 1f, 2c , 4d; inTASC 5g, 9d, 10g, 10h,

**70 (58.82%)**

**25 (21.01%)**

**23 (19.33%)**

**1 (0.84%)**

IPTS Standard 9 (Holistic) The candidate demonstrates both ethical and reflective practices as well as exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. IPTS 9; inTASC 9, 10

**92 (77.97%)**

**16 (13.56%)**

**10 (8.47%)**

Q9a The candidate demonstrates an understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], 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) through participation and leadership in schoolwide drills, training activities and certifications. IPTS 9C; DF: 4d , 4f ; inTASC 9b, 9f, 10k

**87 (73.73%)**

**18 (15.25%)**

**13 (11.02%)**

Q9b The candidate models professional behavior and appropriate dispositions that reflect honesty, integrity, personal responsibility, confidentiality, altruism and respect, including in matters with respect to digital culture. IPTS 9G, 9H, 9I, 9S, 9T; DF: 4c, 4d, 4f; inTASC 10i

**103 (86.55%)**

**9 (7.56%)**

**5 (4.20%)**

**2 (1.68%)**

Q9c The candidate communicates relevant information and ideas effectively to students, parents or guardians, and peers, as well as collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance student learning and promote school improvement. IPTS 9L, 9M, 9N; DF: 4a, 4c, 4d, 4f; inTASC 9d, 10b, 10d

**77 (64.71%)**

**29 (24.37%)**

**13 (10.92%)**

Q9d The candidate knows and complies with laws and rules and protects the confidentiality of information pertaining to each student and family. IPTS 9B, 9J, 9R; DF: 4f; inTASC 10d

**109 (91.60%)**

**8 (6.72%)**

**2 (1.68%)**

Q9e The candidate participates in professional activities and employs leadership skills to contribute to personal growth and school improvement. IPTS 9D, 9E, 9O, 9P; DF: 4d, 4e; inTASC 9a, 10f

**76 (64.41%)**

**28 (23.73%)**

**14 (11.86%)**

Q9f The candidate evaluates best practices and research- based materials against benchmarks within the disciplines and reflects on professional practice and resulting outcomes. IPTS 9A, 9K; DF: 4a; inTASC 10f

**75 (63.03%)**

**28 (23.53%)**

**16 (13.45%)**

Q9g The candidate proactively advocates on behalf of students and families to ensure the learning and well-being of each student in the classroom. IPTS 9F, 9Q; DF: 4f; inTASC 10j

**75 (63.03%)**

**29 (24.37%)**

**15 (12.61%)**

Does Not Meet Standard

Occasionally Meets

Meets Standard

Occasionally Exceeds

Exceeds Standard