THE UNIVERSITY OF CHICAGO

URBAN TEACHER EDUCATION PROGRAM

2020- 2021

HANDBOOK FOR INTERNS AND RESIDENTS

ELEMENTARY LICENSURE PATHWAY

MIDDLE GRADES LICENSURE PATHWAY

INTRODUCTION

Welcome to the University of Chicago Urban Teacher Education Program (UChicago UTEP). You are now a teacher candidate, embarking on a special course of study and clinical practice that will equip you to become a successful teacher leader in Chicago Public Schools and an active force in improving teaching and learning throughout the district. You and your UChicago UTEP peers are enrolled in one of two licensure pathways:

- UChicago UTEP Elementary leads to the Professional Educator License (Illinois PEL), qualifying you to receive an endorsement to teach grades 1–6. Candidates may also earn a Middle Grades endorsement.
- UChicago UTEP Middle Grades leads to the Professional Educator License (Illinois PEL), qualifying you to receive an endorsement to teach grades 5–8. This pathway also fulfills requirements for the Elementary (grades 1–6) endorsement.

The first year of UTEP is called the Foundations Year, and spans 3 quarters (Fall, Winter, and Spring). The Foundations Year is organized into three integrated elements:

- Content and Methods courses in Literacy, Math, and Science
- The Foundations Seminar, integrating Chicago field experiences with readings focused on Education Policy, Human Development and Curriculum and Pedagogy
- Clinical Practice, supported by UTEP instructors, with small groups and whole classes of K-8 students at the University of Chicago Charter Schools

The summer quarter between the Foundations Year and the Residency Year is the "Transition to Residency." will serve as a transition to your second year in UChicago UTEP. During this Transition quarter, you will increase your Clinical Teaching responsibilities, leading summer school classes. You will also take Content and Methods courses in Science, Social Studies and Differentiation.

Students who successfully complete this transition are promoted into the Residency Year, where your teacher education teaching preparation continues through an intensive year-long placement in two public schools, additional methods coursework, and a seminar in professional teaching. As a second-year UChicago UTEP teacher candidate, you will be called a Resident.

As a resident, you work alongside UTEP-selected mentor teachers, master teachers, called Clinical Instructors in classrooms across the city, 4 full days a week. On the fifth day (usually Wednesdays) you will take coursework that builds on the Foundations coursework and helps you apply those ideas and practices to the teaching work you're doing in your Residency placements focused on subject matter

and pedagogy. As a culminating task at the end of Residency Year, you will compile and present a multimedia portfolio of your teaching artifacts. Upon completion of the Urban Teacher Education Program, you receive a Master of Arts in Teaching (MAT) degree from the University of Chicago and are qualified for Illinois initial teaching licensure. UChicago UTEP staff will assist with your job search in Chicago Public Schools.

If you choose to work in Chicago Public Schools (neighborhood or charter schools), your teacher education at UTEP continues in the form of support from a UTEP Induction Coach both in and outside of your new classroom. The teacher education you receive through UTEP's Induction program includes in-classroom coaching, professional learning communities, and inquiry groups.

The Urban Teacher Education Program—which is administered by the University of Chicago Urban Education Institute (UEI)—is part of the University's Education Unit that is housed in the School of Social Service Administration (SSA). The Education Unit guides the development of both the Urban Teacher Education Program and the School Social Work Program at the School of Social Service Administration (SSA)—the two degree programs at the University of Chicago that culminate in licensure awarded by the State of Illinois. The purpose and responsibility of the Education Unit is to draw from the best of research and practice to prepare high-achieving professionals to contribute to the healthy development and learning of underserved children, youth, and families, and the schools and communities in which they live.

UChicago UTEP is designed around a cohort structure, which means that all courses must be taken in a particular sequence. Interns and residents are registered for classes quarterly through the Registrar Office. Charts summarizing your two-year course of study are on pages 10.

ABOUT THIS HANDBOOK

This handbook details the goals and structure of the Urban Teacher Education Program and provides an overview of the University of Chicago Education Unit. Most important, we describe the process of education and assessment through which you will develop knowledge, skills, and dispositions that you will need to be a successful career teacher in Chicago Public Schools. During your involvement in UChicago UTEP, you will often refer to this handbook and the documents we include here.

Appendix A provides Education Unit documents that outline the performance outcomes for students enrolled in the two University of Chicago programs that culminate in State licensure.

Appendix B gives a synopsis of the Illinois Professional Teaching Standards. Please familiarize yourself with these standards, which have guided the programmatic design of UChicago UTEP. This appendix also points to information on the Illinois State Board of Education (ISBE) website that provides a variety of other resources.

Appendix C provides links to the evaluation forms used in UChicago UTEP's ongoing assessment system, which will document your progress toward meeting the Education Unit outcomes, and other record-keeping forms.

This handbook is intended to supplement UChicago's Student Manual: University Policies and Regulations. Knowing the policies outlined in the Student Manual is every candidate's responsibility.

THE UNIVERSITY OF CHICAGO EDUCATION UNIT

Education Unit Vision for School Professionals

The vision of the Education Unit, the arm of the University of Chicago that oversees UChicago

UTEP, is to create and apply knowledge that informs professional practice. The vision applies to school teachers, social workers, school leaders, and also to the students whose lives they affect. The Education Unit envisions school professionals who are:

- Equipped with the knowledge and skills to guide and inspire all students to reach their full potential for self and community, with appropriate regard to social and economic circumstances

- Emerging as leaders of professional and social change within the schools in which they work

Philosophy and Core Beliefs of the Education Unit

The programs and practices within the Educational Unit were developed with attention to the following core beliefs about children and youth, and the standards to which professionals working with them must adhere:

- **All children and youth have the capacity to learn**. School professionals must nurture and support students' potential by observing them through multiple lenses and gathering data about their learning and development on various trajectories—cognitive, emotional, social, academic, and physical—to inform their support and adjust strategies accordingly.

- **Children and youth must be challenged with rigorous academic work.** School professionals must view their own work as intellectual and rigorous, requiring them to apply technical expertise and complex problem-solving skills.

- **Learning is a social and emotional activity, as well as a cognitive one**. School professionals must create learning communities that support opportunities for meaningful social and academic interaction. Similarly, school professionals should enhance their own learning through collaborative professional communities.

- **A student's environment—including the classroom, school, family, culture, and community—greatly influences learning and development.** Because students and their environments are inextricably linked, school professionals must provide instruction and support that demonstrate an understanding of how these factors affect learning and development.

UCHICAGO UTEP CORE VALUES, PRINCIPLES, AND PRACTICES

The core values of the Urban Teacher Education Program are grounded in a defensible, sustainable vision for urban public education that is informed by the following principles:

  • **Relationships are foundational to teaching and learning**. Teaching and learning occur in dialogue with others including youths, families, communities, and colleagues.

• **Critical awareness and analysis promote social justice activism.** Educators must cultivate these attributes in order to take purposeful action against structural inequities. Education is both the object of and catalyst for sociopolitical change.

• **Understanding is co-constructed.** Learners acquire knowledge and skills by tapping multiple strengths and by engaging in a collaborative process of discovery with their teachers.

• **Reflection and inquiry drive growth.** Teachers and learners rigorously question themselves, their practice, and the world around them to facilitate development.

• **Growth and development occur over time.** Learning, learning how to learn, and learning how to teach well are lifelong endeavors.

These principles guide transformative educative experiences, shape teacher practice, empower the academic and cultural identities of both teachers and students, and build toward a more just society.

THE FOUNDATIONS YEAR

The first year of UChicago UTEP builds fundamental knowledge for effective teaching in an urban school setting. Below are the major course strands of Foundations Year.

THE FOUNDATIONS OF EDUCATION SEMINAR This seminar comprises three strands: academic coursework, fieldwork, and an innovative "soul strand."

Academic coursework enables candidates to explore urban teaching and schools through a systemic understanding of people and place. In autumn quarter, you will study the history, political economy, and public policy that influence the sociology of Chicago Public Schools. In the Winter quarter, you will consider how growing up in a high-needs community impacts children's cognitive and psychosocial development and the role that schools and teachers can play in expanding students' opportunities and wellbeing. During Spring quarter, you will analyze the "purpose" of teaching from a variety of perspectives and articulate their own motivations and intentions.

Soul Strand emphasizes social-emotional learning and the role of self-reflection in effective, culturally responsive practice. As a candidate making your way through the Foundations Year, you will be asked to exercise introspection and willingness to evaluate your beliefs, values, and behaviors. As you examine yourself and your situations in life, we will ask you to grow as teachers and learners by applying their understanding of the self. Soul strand is a highly intellectual endeavor, designed to cultivate the essential skills and dispositions of an effective urban educator— one who proactively listens, empathizes, analyzes, responds, reflects, and adapts to each child, family, classroom, and community. In Winter quarter, you will undertake a self-study that pushes you to explore how your identity is formed through such factors as race, class, gender, sexual orientation, religion, and ability.

Guided Fieldwork creates and facilitates opportunities for interns to engage in different ways with Chicago communities and schools. In the autumn, interns are assigned to work with a community-based organization (CBO) to learn first-hand about community-led development, knowledge, and self-determination. This experience will prepare you to: (1) engage with their schools' communities respectfully, ethically, and consciously; (2) build relationships with students and families; and (3) make pedagogical decisions that respond to students' academic, social, and cultural needs. In the spring quarter, candidates visit CPS, charter, and private schools as a cohort. You will learn to engage all members of the school community in meaningful, reciprocal, critical dialogue in order to create conditions that maximize cooperation and collaboration in the name of learning.

CONTENT AND METHODS COURSEWORK

This coursework strand guides interns through a deep dive into understanding the foundations of elementary and middle grades literacy and English/Language Arts (ELA); mathematics; and science. All coursework aligns with your practicum. (See below.)

Mathematics. Interns examine basic arithmetical functions, algebra, foundational geometry, pedagogy around calculus, and other advanced topics—all addressed through a problem-based approach to mathematics instruction, as endorsed by the National Council of Teachers of Mathematics. They also use statistical concepts to begin to understand and analyze the student learning data for which teachers

are responsible. A major emphasis is learning math conceptually and the teaching practices that support high quality elementary math teaching. Particular focus is given to elementary Math concepts, planning engaging math lessons, as well as responding to common misconceptions of students.

Literacy/ELA. Interns explore the history, theory, practice, and assessment of literacy/reading teaching and learning, especially the balanced literacy approach to instruction. A major emphasis of this course is helping interns learn to use classroom data to support instructional decisions. Particular focus is given to adolescent literacy development and successful research-based literacy practices for them. In the spring quarter, interns learn how to integrate writing instruction and assessment through a focus on the workshop model developed by the Teachers College Reading and Writing Project, which is used in many Chicago Public Schools. Sessions include experiential learning and videos of practice that are shared and analyzed.

Science. Topics in science instruction are presented through the lens of teaching and learning. The science fields covered include genetics, reproduction, molecular and cellular biology, ecology, and ecosystems, and earth and space sciences. The course emphasizes the contributions of ethnically diverse scientists.

PRACTICUM Interns work 20 hours per quarter during the autumn and winter quarters at a campus of the University of Chicago Charter School teaching small groups for children in literacy and mathematics. This enables interns to see firsthand how different children approach learning and to create appropriate individualized activities in response. The tutoring experience is designed to be a supportive learning environment for both children and interns. UChicago UTEP literacy and math instructors carefully monitor the progress of children and interns.

During spring quarter, candidates participate in a Homebase clinical experience where they are placed in elementary classrooms on Tuesdays and Thursdays in order to observe instruction. They will become a part of the classroom as well as teach a few lessons in Math and Literacy as part of this experience.

SUMMER QUARTER: TRANSITION TO RESIDENCY

The summer after the Foundations Year is a transition to the residency. While technically the beginning of the second year of UChicago UTEP, this summer quarter serves as a gateway; only those candidates who successfully complete the academic and clinical requirements of the Foundations Year, as determined by UChicago UTEP staff, are invited to move into the residency.

UTEP interns also lead a teaching experience during the Summer quarter. Interns co-teach summer school classes for University of Chicago Charter School students in order to provide an enriching

experience for students and fine tune the teaching practices they have learned throughout the Foundations year in Literacy, Math, and Science.

Summer coursework concentrates on content and methods in Elementary and Middle Grades Social Studies, Science, and Differentiation.

THE RESIDENCY YEAR

Interns who successfully complete the Foundations Year and summer transition requirements and pass the formal review of their academic and clinical progress enter the residency phase of the MAT program. This second year of the program is based on an intensive three-quarter (one academic year) clinical experience— the residency—that is complemented by methods coursework and a seminar in professional teaching. Residents are assisted in securing jobs in Chicago Public Schools during the final quarter of the program.

Autumn, Winter, and Spring Quarters (August to June): Residents are preservice teachers in two half-year placements at a CPS neighborhood, magnet, or charter school partnering with UChicago UTEP. Placements are selected on the basis of whether best instructional practices are being used. Residents work four days a week alongside their clinical instructors—carefully selected master teachers—where they observe, teach, and assess student learning using the instructional best practices learned in content-area and methods coursework. The yearlong seminar in professional teaching provides space for residents to learn about pedagogy, analyze methods that promote classroom community and management, and engage in collaborative problem solving, inquiry, and reflection.

As the year progresses, residents assume increasingly more complex teaching tasks and day-to-day duties of a teacher. Residents concentrate on a particular content area in cycles of three to four weeks, in which they plan instruction, collect and assess data on student learning, and use the data to inform further instruction.

Residents' work in classrooms is complemented by methods classes in mathematics, unit design and assessment, and one that focuses on language and linguistic diversity.

ADVISORIES

In both Foundations and Residency Years, candidates participate in an advisory with members of their cohort, led by a UTEP faculty member. The advisory structure enables candidates to establish close professional relationships with particular UChicago UTEP staff members who will provide a

point of contact for candidate concerns.

The first-year advisory for interns is designed to be a venue for dialogue about various aspects of the program. It is also a place to build relationships among cohort members. Intern advisors schedule periodic meetings and provide a focus for each session. They also check in with each intern regularly to provide academic, social, and emotional support.

Second-year advisories meet regularly as part of the Teaching & Learning Seminar, which is devoted to discussing clinical experiences, joint problem solving, and supporting cohort members as they transition from the role of student to the role of teacher. Advisors support the work of the clinical instructor by observing residents in the classroom once or twice a month in addition to conducting formal observations. Advisors help residents plan and create curriculum, collaborate with them in developing action plans to advance their practice, evaluate all academic projects, and generally support residents in all aspects of their professional development.

UTEP COURSE OVERVIEW: ELEMENTARY & MIDDLE GRADES TWO-YEAR REQUIREMENTS

YEAR 1: FOUNDATIONS YEAR (Quarters 1-3)			
	QUARTER 1 (AUTUMN)	**QUARTER 2 (WINTER)**	**QUARTER 3 (SPRING)**
Foundations Seminar	**UTEP 60900 Foundation of Education: The Social Aspects and History of Chicago and Chicago Schools**	**UTEP 60910 Foundations of Education: Human Development & Learning**	**UTEP 60920 Foundations of Education: Philosophy of Education**
	UTEP 60930 Foundations Seminar Practicum I	**UTEP 60940 Foundations Seminar Practicum II**	**UTEP 60250 Foundations Seminar Practicum III**
Literacy Content/ Methods	**UTEP 51000 Reading Content for Teaching I**	**UTEP 52000 Reading Content for Teaching II**	**UTEP 55000 Reading and Writing Methods**
Math Content	**UTEP 35510 Mathematics Content for Teaching I**	**UTEP 35511 Mathematics Content for Teaching II**	**UTEP 35512 Mathematics Content for Teaching III**
Math Methods	**UTEP 43200 Math Methods I**		
Other		**UTEP 35513 Science Content for Teaching I**	**UTEP 36625 Science Methods**

YEAR 2: RESIDENCY YEAR (Quarters 5-7)			
QUARTER 4 (SUMMER) _Transition to Residency_	**QUARTER 5 (AUTUMN)**	**QUARTER 6 (WINTER)**	**QUARTER 7 (SPRING)**
UTEP 33001 Differentiation	**UTEP 47000 Practicum I: Instruction & EdTPA**	**UTEP 47100 Practicum II: Using Formative Data to Improve Teaching**	**UTEP 47200 Practicum III: Unit Assessment**
UTEP 42000 Reading Practicum I	**UTEP 48000 Teaching & Learning I: Building and Managing a Classroom Community**	**UTEP 48100 Teaching & Learning II: Reading and Writing Across content Areas**	**UTEP 48200 Teaching & Learning III: Integrated Classroom**
UTEP 35590 Science Content for Teaching II	**UTEP 37100 Foundations of Bilingual and ESL Education**	**UTEP 37400 Assessment of Bilingual Students**	**UTEP 37200 Methods and Materials for Teaching ESL**
	UTEP 35543 Social Studies Content for Teaching	**UTEP 35523 Social Studies Methods**	

UTEP ALUMNI: CONTINUING TEACHER EDUCATION

Nearly all UTEPers stay and teach in Chicago Public Schools and extend their UTEP teacher education experience through a variety of ways, such as, Induction Coaching, and Teaching Collaboratives. We see continuing teacher education as crucial for becoming an effective urban teacher. Each graduate is intentionally and thoughtfully paired with a UTEP Induction Coach, who help the new teacher apply their knowledge and experiences of the Foundations and Residency Years to their new work as an official teacher of record in a Chicago Public School classroom. This one-on-one work with a UTEP faculty member takes place both in and out of the classroom, and is supplemented with additional learning experiences with fellow alumni through Coach Collaboratives and Alumni Workshops.

Coach Collaboratives. Graduates also have the opportunity to come together outside of the classroom with members of other cohorts who are in the Induction Years of UTEP. Facilitated by Induction coaches, these Coach Collaboratives intentionally match up teachers working on similar issues and create new learning relationships and partnerships.

ALUMNI SUPPORTS

Inquiry groups. Inquiry groups are open to all alumni and their school colleagues—even those who did not graduate from UChicago UTEP. Inquiry groups discuss implications of their work, and offer strategies for moving teaching and learning forward. Inquiry group topics led by UChicago UTEP staff have included the importance of play, writing workshop, math problem solving, teacher- leadership development, and preparing for national board certification.

Alumni Workshops. Alumni workshops are open to all alumni and their school colleagues—even those who did not graduate from UChicago UTEP. These workshops bring together leading educational thinkers and teachers to facilitate discussions and offer strategies for moving teaching and learning forward.

ASSESSMENT OF UCHICAGO UTEP CANDIDATES

The cohort structure of UChicago UTEP allows for close tracking of candidates' professional growth. Our assessment system comprises an integrated set of evaluations, which were created by

the University of Chicago Education Unit. Key decisions about candidate progress and successful completion of program requirements are based upon multiple performance-based measures that are grounded in professional teaching standards and the four domains of professional practice.

University of Chicago faculty, field instructors, and UChicago UTEP staff collaborate in assessing candidate progress and performance. They use the Candidate Assessment Documents (CAD) and Candidate Assessment Form (CAF) described in Appendix B to record their assessment of candidate progress at key transition points throughout the program. The ratings entered on these forms measure performance over time and in different contexts. Performance and progress is always measured against standards of excellence for preservice teachers.

Grade Requirements for Program Completion and Licensure

Course grades are determined through major assignments and projects, attendance, and class participation. The Illinois State Board of Education requires that candidates applying for licensure, endorsement, or approval must receive a grade of C- or higher in all professional education and content-area courses required for program completion and licensure. If you have any concerns about your ability to meet this state regulation, speak with your advisor.

GPA Requirements for Federal Funding

The GPA requirement for initial receipt and continuation of federal funds is 3.0. If your GPA drops below this requirement, you will be required to put an action plan in place with the University's student loan office.

Formal Observations

Throughout Foundations Year and Residency Year, UChicago UTEP staff, homebase teachers, and clinical instructors formally observe and evaluate lessons designed and enacted by candidates. The formal observation process begins when candidates turn in their lesson plans and participate in a conference with the observing practitioner. Candidates may be evaluated on a range of lessons, including literacy, mathematics, social studies, and science. Following the formal observation is a debriefing conference aligned to the Four Domains of Teaching Responsibility. The Observation Feedback is the tool used during resident observations over the course of the two placements

Informal Evaluations

In addition to formal observations, UChicago UTEP offers interns and residents many informal opportunities for extensive feedback, individualized support, and guidance. Candidates may also initiate a conference with UChicago UTEP staff. Among the informal assessments UChicago UTEP relies upon are:

- Participation in class discussions

- Observations of professional habits

- Behavior and interactions in schools

- Journal writing, responses to prompts, and sharing

- Observations of ability to learn from and collaborate with instructors and peers

- In-school observation of lesson enactment

- Evolution of a candidate's philosophy of education statement over the course of the program

Progress Points and Conferences

The UChicago UTEP assessment system focuses on data collection and analysis at critical transition points in the program. Each of these progress points is also an occasion for a substantive conference that enables candidates to reflect on past efforts, identify areas of strengths and challenges, and anticipate areas for further concentration and development. Over the course of the two-year program, candidates participate in five formal progress-point conferences.

UChicago UTEP progress-point expectations are derived from the University of Chicago Education Unit Performance Outcomes (provided in Appendix A) along with the Danielson Framework for Teaching. UChicago UTEP uses an online set of Candidate Assessment Documents (CAD in Foundations Year, CAF in Residency Year) to summarize each candidate's growth at critical transitions in the program (i.e., at each progress point) and to document development over time.

Progress Points Calendar Entry into UChicago UTEP is marked by a baseline assessment that includes candidates' admissions materials.

Progress Point 1 - Winter, Foundations Year. During the Winter Quarter, interns meet with the program directors to assess progress toward meeting the goals articulated in the Foundations Year Candidate Assessment Documents (CAD) Note that for this progress point, assessments will be given in narrative form only, with no numerical ratings assigned.

Progress Point 2 - Summer, Foundations Year. Upon completion of the Summer quarter, interns meet with their advisors or directors (determined on case-by-case basis) to assess the progress of

the candidate, based on a body of evidence accumulated across the entire Foundations Year. Goals are set for Residency Year at this time.

Progress Point 3 - Entry to Residency Year. Before the second academic year begins, UTEP Directors and Residency Instructors/Advisors meet with each candidate to reflect on growth in Foundations Year and set goals for the coming Residency year. Candidates who successfully meet program requirements confirm their matriculation into the second academic year of UChicago UTEP.

Progress Point 4 – Midpoint of Residency Year. Residents are reviewed during the winter quarter to ensure that appropriate progress is being made in their development of content knowledge, instructional practices, and dispositions associated with the rigors of the teaching profession.

Progress Point 5 - End of Residency. At the completion of the residency, overall performance in the program is evaluated. This critical, high-stakes decision rests upon a series of fair, accurate, and bias-free assessments that support the decision of program directors, faculty, and staff to award the MAT degree and recommend licensure, or decline to do so. Please note that residents receive one grade for the Teaching and Learning Seminar and a second grade for their performance during the residency.

Process for Checkpoint Conferences In preparation for all progress-point conferences, candidates and UChicago UTEP instructors fill in the appropriate sections of their CAD (Foundations Year) and CAF (Residency Year). Their comments and ratings are then used to structure the content of the meeting. Candidates may be asked to bring artifacts of their own and/or student learning to provide evidence of teaching and learning and to model how using such evidence informs reflective practice. At regular intervals during the Induction Years 3, 4, and 5, UTEP teachers are informally assessed in their progress toward successful teaching. Induction coaches use a variety of assessment tools, including classroom observations, surveys, focus groups, and interviews.

Improvement Action Plan (IAP) In the case of a very specific set of individual needs, or if serious concerns are raised by school personnel or UChicago UTEP staff, additional formal conferences can be scheduled. Conferences may also be initiated by course and clinical instructors or by candidates themselves. Such conferences are designed to give all parties an opportunity to clarify concerns or needs, develop common understandings, and create concrete action plans aimed at providing needed supports. During the conference, the candidate and UChicago UTEP staff (and instructors, when appropriate) review previously set goals and discuss the ways in which growth is evident. When required, additional goals are set and a follow-up conference is scheduled.

Candidates who are not fulfilling their professional responsibilities in courses, clinical experiences, and/or the residency will be placed on an Improvement Action Plan (IAP) to document significant concerns, offer concrete supports, and record a plan of action to address those concerns.

The purpose of the IAP is to provide identified candidates with

- Targeted goals aimed at improving their performance

- Due process for possible disciplinary action

- Evidence to determine the status of their program continuation and completion

A UChicago UTEP instructor, advisor, or staff member may initiate an IAP as a result of any of the following:

- If a candidate's performance or behavior is perceived to be inadequate, unprofessional, or raises concerns, e.g. a pattern of candidate tardiness or "no shows," i.e., more than three absences and/or tardies from the residency placement.

- A concern associated with a potential "red flag," presented by the clinical instructor, school administration, advisor, or UTEP administration. Examples of red flags are listed on the Candidate Assessment Document (CAD) and Candidate Assessment Form (CAF).

- Any red flag issued on a CAF or scores below a 1 in any domain on the final CAF.

The IAP is developed during a structured meeting in which staff and the candidate agree on targeted goals and strategies to resolve the identified problems, with the understanding that the primary responsibility for resolution lies with the candidate. The candidate and staff also agree to a timeline for improvement, including dates for a follow-up review conference.

If at the end of the residency year, a candidate has not met the clinical requirements to pass, they may be given a programmatic extension in the form of one additional residency term in the subsequent academic year. During the additional residency placement, the candidate will re-enroll in UChicago UTEP as a tuition paying student. The candidate will have the additional placement to demonstrate ability to meet the standards and requirements of the residency year. During this placement, the candidate will remain on an IAP.

An IAP follow-up conference will determine whether a candidate has exemplified sufficient growth and progress towards targeted goals. Insufficient progress in the specified time period can result in termination from the program. Such a decision, while difficult, may be necessary given that the program's ultimate responsibility is to serve the students in Chicago Public Schools. Similarly, if a candidate is having serious doubts about his or her capacity to continue the work

with the intensity and integrity required of UChicago UTEP, he or she may choose to withdraw. UChicago UTEP is committed to the growth and development of all candidates, and we actively provide every possible source of support. Included in Appendix B is the IAP form used to record results of all IAP conferences.

OTHER PROGRAM POLICIES

Policy for Incomplete Coursework UChicago UTEP is designed so that all coursework and fieldwork complement and build on each other. For this reason, we encourage candidates to make every effort to finish and not defer the completion of any course requirement. That said, we understand that very occasionally, a candidate must ask for an incomplete and postpone receiving a grade.

After consulting with your course instructor and advisor, you may be given an "incomplete" grade, with the understanding that coursework will be completed within an agreed-to timeframe. You may be given up to one year to complete the course, but more often than not, you will be required to complete all assignments in less than a year, due to the timing of your next stage of the program and its course prerequisites.

Policy for Classroom Placement Termination Very rarely, a resident and the clinical instructor might experience problems they are unable to resolve. In such cases, the residency advisor and pathway directors will intervene and confer about whether to terminate the resident's classroom placement. A classroom placement will be ended in any of the following situations:

- All efforts to resolve problems have been exhausted.

- The clinical instructor is concerned that the resident's behavior places at risk the quality of teaching and student learning or the reputation of UChicago UTEP.

- Other serious circumstances occur, as determined by UChicago UTEP director, residency year advisor, or school principal, and/or when the criteria for continuation in an IAP are not met.

If staff determines that a placement change is indicated, the resident will complete all assigned classroom tasks in a professional manner, in consultation with the clinical instructor and pathway director and residency year manager. The pathway director will then write a letter summarizing the resident's experience in the classroom placement and the reason for placement ending. This letter will be included in student's record.

If a resident believes that the classroom placement involves an imminent safety concern, he or she

must immediately contact the advisor and/or pathway assistant director, who will assess the risks. If a resident's safety is in jeopardy, the pathway director will instruct the resident not to go to the classroom until a safety plan is put into place. The pathway assistant director will file a report if an incident occurs involving a personal threat or assault or the risk of personal threat or assault.

LEAVES OF ABSENCE

From time to time, circumstances compel candidates to interrupt enrollment. These breaks in enrollment are formally recognized as leaves of absence (LOA).

Candidates who suspend work toward a degree, but who expect to resume the UChicago UTEP program may petition for a leave of absence. Suspension from enrollment may be granted to help candidates facing difficult personal circumstances or medical conditions, including childbirth. Leaves of absence should not be considered for reasons of convenience or leisure. Students are required to petition in advance for a LOA.

Categories of Leave of Absence

The University of Chicago recognizes four basic categories for student leave of absence:
1. Leave of absence while in good standing (Voluntary)
2. Leave of absence while on academic warning or probation (Voluntary)
3. Leave of absence for medical reasons (Voluntary)
4. Administrative leave of absence (Involuntary)

Please see Appendix A for University policies related to voluntary and involuntary LOA.

Leave of absence while in good standing (voluntary) Most UChicago UTEP candidates wishing to take a leave of absence may do so only after completing their first quarter of enrollment. Candidates taking a leave of absence generally do so for one year—four consecutive quarters—given the sequential nature of the UChicago UTEP structure. Candidates are required to meet with their pathway director and then submit in writing an explanation for the requested leave, including the reason for the leave, the anticipated length, and plans for completing UChicago UTEP requirements upon return. A leave of an additional year may be granted under special circumstances (up to eight quarters under extraordinary circumstances) with the approval of a UChicago UTEP director.

Candidates may return to the program by notifying the pathway director in writing at least six weeks in advance of the agreed-upon timeline for return. Candidates are responsible for contacting the University's office of Student Housing and the Student Loan Administration if applicable. Please

see the Financial Aid pages for more information on the latter.

Communication will be sent to candidates on leave near the conclusion of the year inquiring about their plans for return. If they do not respond or do not request an extension of the leave, they will be administratively withdrawn from UChicago UTEP and will have to reapply if they wish to be readmitted

Leave of absence while on academic warning or probation (voluntary) Candidates placed on academic warning or probation are eligible to apply for a leave of absence under the same conditions as those seeking a leave of absence while in good standing. Students returning on academic probation who fail to meet the minimum expectations will be withdrawn from UChicago UTEP and will not be eligible to reapply for admission

Leave of absence for medical reasons (voluntary) Candidates may be granted leave for medical reasons at any time. However, resumption of studies is contingent upon the medical condition being resolved or managed successfully. In such cases, the UChicago UTEP director may require information from a physician or therapist attesting to the readiness of the student to successfully resume the program.

If a leave of absence for medical reasons lasts more than four quarters, the candidate's status will be changed to withdrawn (see below). However, before a student is withdrawn, the director will seek input from the candidate to determine whether an additional quarter or two (at most) of leave will enable the candidate to resolve her or his medical issues sufficiently to successfully resume the program.

Administrative leave of absence (involuntary) As a community, our first concern is always the health and wellbeing of each candidate. To help candidates achieve their fullest potential and participate successfully in University life, the University provides graduate students with a host of services, including the Student Counseling Service. Sometimes, a student's health or behavior raises concerns about the safety and wellbeing of the candidate or others or causes significant disruption to the functioning of the program. Such circumstances may require a decision to place the student on an involuntarily leave of absence. See the relevant pages in the Student Manual: University Policies and Regulations for information concerning an Involuntary Leave of Absence.

Returning after a Leave of Absence A student returning from a leave of absence must resume the program at the same point that he or she began the leave. In the case of a leave granted for medical reasons, the program director and/or the Graham School Dean of Students may require information from a physician or therapist attesting to the readiness of the student to successfully resume studies. Students who intend to resume the program may wish to contact the Student Loan Administration at

least six weeks before matriculation to determine financial aid eligibility. Candidates on leave of absence may graduate in any quarter provided they have met all graduation requirements, informed the program director and the School of Social Service Administration Dean of Students, and applied for their degree by the appropriate deadline.

University of Chicago Student Disciplinary Policies The University student disciplinary policies and procedures are published in the Student Manual: University Policies and Regulations. These cover allegations of misconduct (including sexual harassment, assault or offense); sanctions for misconduct; disciplinary probation; loss of privileges; discretionary sanctions, suspension, and expulsion; and revocation of the degree. When a question of possible misconduct at UChicago UTEP arises which, in the view of the director and the Dean of Students of the School of Social Service Administration is substantial enough to warrant convening a disciplinary committee, the disciplinary procedures described in the Student Manual will be followed.

WITHDRAWAL

Voluntary Withdrawal Candidates deciding not to return to UChicago UTEP must formally withdraw. To do so, they should contact their pathway director, who will contact the School of Social Services Administration's Office of the Dean of Students before the end of the first week of the quarter the withdrawal is to begin. All withdrawals are assumed to be permanent. To resume study after a withdrawal requires reapplication to UChicago UTEP.

Administrative Withdrawal (Involuntary) Candidates on leave are requested to contact the program by a particular date to confirm their return. Candidates who have exceeded the time limit of their approved leave, or who failed to meet with the UChicago UTEP director to formally request the leave will be withdrawn from the program and must apply for readmission.

Candidates who fail to clear all restrictions and officially register by the end of that same quarter will be administratively withdrawn from the University. Restrictions may result from a candidate's failure to fulfill financial obligations to the University or to comply with University rules and regulations.

Whenever possible, candidates are warned of an impending restriction and are notified when one has been imposed. In order to resume studies in subsequent quarters, candidates need to clear the restriction with the administrative or academic office that imposed it. If a candidate anticipates being unable to clear the restriction in a timely manner, she or he should meet with the pathway and program directors as soon as possible to request an approved leave of absence. Candidates who have been administratively withdrawn from UChicago UTEP may not reapply for admission.

STATE-MANDATED TESTS

UChicago UTEP candidates must achieve passing scores on tests required by the State of Illinois for PEL licensure. To learn more about these tests, to view sample questions, and to register, visit the Illinois Licensure Testing System website.

Content Area Tests

All candidates in both the Elementary and Middle Grades pathways must take test 197–200, Elementary Education (Grades 1–6). Candidates in the Middle Grades pathway must also take the General Middle Grades test (298), and the appropriate Middle Grades Content Test(s) for the subject(s) that you plan to receive middle grades endorsements. All Content Area Tests must be taken and passed prior to the beginning of the residency year.

edTP
A

All Illinois teacher candidates must complete the edTPA as a condition of licensure. The edTPA involves submitting one or more video clips of your instruction (totaling no more than thirty minutes), examples of student work, and planning and assessment documentation (i.e., lesson and assessment plan and feedback to students). All materials are submitted to a secure electronic platform maintained by Pearson Publishing. Please note that Pearson may maintain edTPA materials for up to two years to preserve a record for scores that are challenged and as part of its review of the effectiveness and validity of edTPA.

REGISTERING FOR FIELD EXPERIENCE IN CHICAGO PUBLIC SCHOOLS

Chicago Public Schools requires that all preservice teacher candidates complete a clearance process for field experience. Field experience involves classroom observations, practicum experiences, and other preclinical teaching hours. Note that field experience is distinct from student teaching (see the next section below) and requires a separate registration.

Begin your field experience registration by downloading the Field Experience Registration Guide from the CPS Student Teaching Program site and reviewing the steps for gaining clearance. Then go to the CPS Field Experience Registration webpage to begin the clearance process.

REGISTERING TO BE A STUDENT TEACHER IN CHICAGO PUBLIC SCHOOLS

You are also responsible for registering to be a student teacher in Chicago Public Schools prior to your residency. You may only register during the open period designated for the semester of the academic year in which you will teach—generally during the preceding spring CPS semester. Registration profiles are only accepted and reviewed during these open periods. The registration dates are posted on the Chicago Public Schools Student Teaching Program homepage. The registration profile asks for:

• Basic demographic and contact information

• University and GPA information

• Anticipated licensure

• Acknowledgement of the CPS Confidentiality and Student Teacher Policies

• Two short open-ended questions You will also be required to take and report the results of a TB test and to submit to a fingerprint- based criminal background check.

UChicago UTEP staff assists candidates in completing this process during the spring of the Foundations Year.

POLICY REGARDING THE ILLINOIS MANDATED REPORTING LAW

The UChicago UTEP policy is that residents and interns are mandated reporters, which means that whenever pre service candidates have "reasonable cause" to believe that a child is being abused or neglected, they should make a report to the Illinois Department of Children and Family Services (DCFS). The report can be based on specific evidence or on reasonable suspicion.

DCFS cites the following situations as mandating reporting:

• If you see someone hitting a child with an object

• If you see marks on a child's body that do not appear to have been caused by accident

• If a child tells you that he or she has been harmed by someone

• If a child appears to be undernourished or is dressed inappropriately for the weather

Required Online Training

UChicago UTEP interns are required to complete DCFS's online training module in the autumn quarter of their entering year. The training involves:

- A pre-training assessment (13 multiple-choice questions)
- 60–90 minutes of self-paced, interactive training
- A post-training assessment (13 multiple-choice questions)
- Certificate of Completion

Begin the DCFS training module at www.dcfstraining.org. You are responsible for emailing your certificate of completion to Diane Wright by the end of the autumn quarter.

What If I'm Not Sure That What I See Is Abuse or Neglect?

Before making your report, you might want to consult with your clinical instructor, clinical residency manager, or pathway director. You may also phone DCFS to ask for a consultation.

To file a report, you do not need to be 100 percent certain that what you observe is abuse or neglect; you simply need "reasonable cause." The following questions will help you to determine whether you have reasonable cause to report. We urge you to document your concerns by noting answers to these questions.

- What did you observe?
- What was actually said? What did you hear?
- What have you heard from others who know the child?

Remember: it is not your job to conduct an investigation or gather evidence that abuse or neglect has occurred. It is your job, however, to report reasonable suspicions of abuse or neglect.

Making a Report

If the facts suggest reasonable cause, then you must immediately call 1-800-25-ABUSE. Before calling the DCFS hotline, gather as much information as possible, including the child's name, address, phone number, birthdate, and names of other people in the home.

Post-Reporting Protocol

After making a report, be sure to communicate with your clinical instructor and UChicago UTEP program staff. Keep written documentation of the date and time you made the report, the name of the person taking the report, and any information given to you by DCFS.

How Am I Protected?

According to DCFS, people who report alleged child abuse or neglect in good faith cannot be held liable for damages under criminal or civil law. In addition, their names are not given to the person they name as the abuser or to anyone else unless ordered by a hearing officer or judge. Members of the general public may make reports without giving their names.

ROLES AND RESPONSIBILITIES OF UCHICAGO UTEP CANDIDATES

Roles and Responsibilities to the Program

We expect all candidates to adhere to the University of Chicago's procedures for student conduct, which are detailed in the Student Manual: University Policies and Regulations.

UChicago UTEP differs from your undergraduate years, where class attendance may be optional; we expect you to attend every class, barring illness and special arrangements such as religious observance. Regular and prompt attendance at all courses and class meetings is required, and we expect all candidates to maintain a professional demeanor (e.g., a respectful use of electronics; no eating or personal grooming, etc.). We view candidates' ability to conform to these standards as important measures of professional responsibility and work ethic.

You must submit all papers and projects by the specified deadline unless you make other arrangements. Similarly, you should fulfill all classroom commitments (e.g., teaching a lesson on the days agreed to by you and your clinical instructor). You are expected to meet both the academic and clinical requirements of the program. At no time should you request time off from your clinical site in order to complete program projects and assignments.

Both interns and residents are required to videotape themselves working with students several times a year. These videos generate discussion and reflection about practice that will benefit you as well as your peers in your cohort. Interns and residents are expected to accept constructive critique, reflect on the feedback, and use it as a means to improve their practice. It is your responsibility to follow

through on the action plans developed at all conferences, as described above.

Attendance and punctuality are essential when working with students at a school. Interns' responsibility to their tutees and home classroom teacher and students, and residents' responsibilities to their clinical instructor and classroom students are significant and must be treated with appropriate regard. For this reason, consistent, on-time attendance is expected and required. In Residency, only three absences per placement are allowed, and only in the case of illness, observance of a religious holiday, or family emergency. More than three absences or two tardy appearances per placement warrant a special conference or communication between UChicago UTEP staff and the school-site supervisor or clinical instructor. During summer quarter, only one absence is permitted. You must report an absence to your advisor, the school site, course instructors, and your clinical instructor as far in advance as possible.

You should exercise good judgment in your grooming and personal appearance, and dress in a professional manner that conforms to the dress code of the school in which you work as a tutor, a classroom intern, or a resident. Interns should consult with their home base classroom teacher and clinical instructor during their initial meeting so that policies about appropriate dress are understood before the beginning of the school year.

Roles and Responsibilities to Students and Families

Interns and residents are expected to treat all students with care and respect. Particular care must be taken with the rights and privacy of students and parents. If you become aware of any situation that raises questions about the safety and wellbeing of students, inform the UChicago UTEP staff who will coordinate communication with appropriate administrative personnel. Residents should review all school policies and ask clarifying questions at the beginning of the academic year. You must keep the needs of the students central to any endeavor.

The residency year is an exciting time that offers numerous opportunities for warm relationships, personal fulfillment, and professional growth. However, residencies can also pose significant challenges as you learn to negotiate and balance life as a student and life as a public school teacher. UChicago UTEP staff is always available to discuss any questions you have, or address issues or concerns that might arise.

Roles and Responsibilities to the School Site

You have been selected for UChicago UTEP because of your academic achievement and commitment to equity in public education. We therefore expect you to observe professional behaviors and attitudes at the schools where you visit and teach. During your residency at a school,

we expect you to assume as many of the responsibilities of a teacher as you are able. These responsibilities include regular attendance, preparation of lessons, record keeping, as well as attendance at faculty meetings, parent meetings, and other school events as they occur during the year. We expect all candidates to maintain a high standard of professionalism and ethical conduct in all of their clinical work.

Residents' Roles and Responsibilities to the Clinical Instructor

Residents assume responsibility for the classroom—particularly during scheduled takeovers— under the supervision of their clinical instructor. We expect residents to establish and maintain a professional relationship with clinical instructors throughout the residency. At the onset of each placement, residents should discuss with their clinical instructors preferred methods of communication and agree to clear expectations for the term. You must always respect the routines, procedures, and norms of the classroom within which you are placed. You must also respect the physical classroom and the materials.

The clinical instructor has full responsibility for his or her students and makes all final decisions regarding student welfare. You are encouraged to debrief with your clinical instructor frequently and to ask questions in order to better understand their instructional decision making. You should accept constructive feedback from your clinical instructor, reflect on it, and use it as a means to improve your own teaching. If you have concerns about your clinical instructor's practice, asking questions is a good first step. You should consult your advisor if you want help in framing your questions in a purposeful and respectful manner. You should also seek out your advisor if you need counsel and support in navigating philosophical differences or difficulties in the relationship.

Residents are required to generate short- and long-term lesson and unit plans that include assessing students' learning, and are expected to maintain these materials in an organized fashion. Because the expectations for procedure and format of plans will vary from placement to placement, you should seek clarification from your clinical instructors about how these plans should be formatted, and when they should be completed. You must remember that, since you are still in the early stages of learning effective instruction, you will very likely have to plan at a greater level of detail than your clinical instructors need. In any event, detailed written lesson plans are required for each UChicago UTEP related assignment.

ROLES AND RESPONSIBILITIES OF CLINICAL INSTRUCTORS

Clinical instructors are essential to effective teacher preparation and therefore play a significant role in residents' professional development. For this reason, UChicago UTEP chooses clinical instructors not only for their ability to model best teaching practices, but also for their competence and willingness to work with preservice teachers. You can expect your clinical instructors to perform the

following functions:

Provide you with the opportunity to become familiar with the classroom, school facilities, staff, school policies, and the overall school culture. This is an ongoing process, but you will have time set aside to familiarize yourself with the school early in your placement. You can expect to be introduced to students and staff immediately upon arrival.

Encourage and assist you in gradually assuming full responsibility in the classroom. While you will initially learn through observing and assisting, you can expect your clinical instructors to involve you almost immediately in classroom activities such as the following:

- Working with students one-on-one

- Supervising students during independent work time

- Facilitating small-group work

- Leading the class in well-defined daily routines and activities

- Assisting and then co-planning and co-teaching lessons
- Performing administrative tasks

- Helping to organize and prepare instructional materials

- Evaluating student work

As you progress through the residency, you can expect to take on increasing levels of responsibility in the following areas:

- Planning and teaching individual lessons

- Creating assessments to assess student learning toward instructional outcomes

- Developing sequential series of lessons

- Literacy, math, science, or interdisciplinary unit takeovers

Hold one or more conferences a week with you to discuss strengths and areas of challenge. Although your clinical instructors will spend a great deal of time communicating with you daily, UChicago UTEP requires that your clinical instructor spend at least two hours each week in a formal conference settings.

Conduct a minimum of four formal observations. Most clinical instructors confer with their residents on a frequent basis, but you can expect that three to four observations each semester will

follow the preparation and conferring procedures outlined earlier and they will be recorded using the forms corresponding to those courses.

ROLES AND RESPONSIBILITIES OF THE SCHOOL SITE

While the heart of your residency work occurs in the classroom with a clinical instructor, the school you work at plays an important role in your residency experience. The school site is responsible for working with UChicago UTEP to approve all clinical instructors and for supporting release time so they can attend required professional development. The school is also responsible for providing feedback to the clinical instructor, resident, and to UChicago UTEP staff about any questions, concerns, or needs that arise during your placement. In this way, school leaders play a role in resident's placement, assessment, and overall experience, including, in rare cases, exit from the program.

DISABILITY ACCOMMODATION PROCESS

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work-related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University. The University is committed to complying with Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA).

We encourage students with disabilities to review the University's Student Disability Services webpages. After reviewing the information, UChicago UTEP candidates seeking disability accommodations should contact the Graham School Dean of Students to initiate the accommodations process. The dean will acquaint you with the required documentation, which should be submitted promptly. If a disability determination is made, the dean will facilitate the implementation of approved auxiliary aids and services. The associate dean is also your contact in case you need to request adjustments to previously made accommodations.

NOTICE OF NONDISCRIMINATION POLICY

The University of Chicago Education Unit admits students of any race, color, gender, national and ethnic origin, sexual orientation, or disability. It accords all students the same rights, privileges, programs, and activities generally accorded or made available to students of the

Education Unit.

The University of Chicago Education Unit does not discriminate on the basis of race, color, gender, national or ethnic origin, sexual orientation, or disability in administration of its educational policies, admission policies, scholarship and loan programs, and other school- administered programs.

The University of Chicago Education Unit does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal law and regulations. For a range of support services, go to the Graham School Student Resources webpages.

GRIEVANCE PROCEDURE

For matters dealing with class procedures, grades, or other academic affairs, the student first should approach that course instructor involved and attempt to resolve the issue with him or her. If the student's concerns are not satisfactorily resolved after discussion with the course instructor or the UChicago UTEP director, the student should present the matter to the School of Social Service Administration's dean of students in writing. The dean of students will work with the course instructor and associate dean. If the matter remains unresolved after the intervention of the associate dean and the dean of students, the student may contact the University's student ombudsman, who works as an outside observer and mediator.

For matters dealing with general policies of the Graham School, petitions should be made directly to the dean of students.

USEFUL CONTACT INFORMATION

The University of Chicago Urban Education Institute Chapin Hall, 1313 East 60th Street, Room 254A, Chicago, IL 60637 773.834.1416 (main office phone) 773.702.8370 (fax)

"Rug Room" (Room 119, first floor) Harold Richman Conference Room ("Large Conference Room," Room 112, first floor) "Second Floor Conference Room" (Room 245, second floor) "Tech Room" (Room 250, second floor) "Garden Level Meeting Room" (Room 027)

University of Chicago Charter School
Tanika Island Childress, Chief
Executive Officer

North Kenwood/Oakland Campus (NKO)
1119 East 46th Street,
Chicago, IL 60653
773.536.2399 (main office phone)
Conference Room (third floor, room C-204)
Aneesa Sergeant, Campus Director

Donoghue Campus 707 E. 37th Street,
Chicago, IL 60653
773- 285-5301 (main office phone)
Erin Gilmore Slack, Director

Woodlawn High School Campus (UCW)
6300 South University Avenue,
Chicago, IL 60637
773.752.8101 (main office phone)
Daena Adams, Ed.D., High School Director
Donald Gordon, Middle School Director

APPENDIX A: EDUCATION UNIT DOCUMENTS

PERFORMANCE OUTCOMES FOR EDUCATION UNIT STUDENTS

The Education Unit has identified a set of thirteen core outcomes that represent the expectations for all students enrolled in University of Chicago professional education programs. The Council on Education Programs (COEP), which represents the University's programs offering state licensure, ensures that these outcomes are aligned with state requirements. When necessary, COEP suggests revisions to these outcomes whenever changes in state standards occur.

By focusing on these outcomes, the University prepares its preservice educators and school professionals to enter their careers as proficient and reflective practitioners. We use the term reflective to describe how they will draw upon the best research, theory, and practice wisdom to achieve in the following areas of professional capacity.

1. **Content knowledge**. Reflective school professionals will demonstrate mastery of the subjects they teach. They will consistently apply their understanding of a subject, their pedagogical knowledge, and current research practices in order to improve their own practice and that of the profession. Through continued study, reflective professionals will also demonstrate a commitment to creating knowledge and to lifelong learning.

2. **Human development and learning.** Reflective school professionals will employ knowledge about human development, culturally sensitive practices, gender differences, and special needs in order to support the healthy development of children and youth.

3. **Diversity**. Reflective school professionals will demonstrate respect for and sensitivity to the impact of cultural, community, and individual differences on their students' learning and development. In so doing, they will create positive learning environments and instructional opportunities and services that are adaptive for diverse learners.

4. **Planning for instruction.** Reflective school professionals will plan and use a variety of approaches to instruct and provide services based on their knowledge of the discipline, students, the community, and developmental curricular goals.

5. **Instructional delivery.** Reflective school professionals will use a variety of strategies to instruct, and use intervention and support strategies to enhance students' critical

thinking, problem-solving, and performance skills.

6. **Learning environment.** Reflective school professionals will maintain or create environments where all students can reach their intellectual, physical, social, and emotional potential.

7. **Communication**. Reflective school professional will demonstrate effective written, verbal, nonverbal, and media-communications techniques to foster appropriate personal and professional interactions within the classroom and broader education community.

8. **Assessment**. Reflective school professionals will plan and use a variety of formal and informal assessment strategies to support the continuous development of all students.

9. **Collaborative relationships.** Reflective school professionals will work with other school personnel, families, and community organizations to establish collaborative partnerships that seek common goals.

10. **Reflection and professional growth.** Reflective school professionals will use evidence- based approaches to decision making and problem solving in improving their practice. They will be committed to reflection as an analytical, public, and collegial practice, and will seek self-knowledge, peer critique, current research, and other resources in order to improve their performance and efficacy.

11. **Instructional media and technology.** Reflective school professionals will take responsibility to integrate media and technology into their assessment, planning, and service delivery.

12. **Advocacy.** Reflective school professionals will take responsibility for promoting social justice and educational equity, by working to reduce the negative effects of class, race, and gender on students' success in school.

13. **Professional conduct.** Reflective school professionals will exhibit professional attitudes, ethical standards, commitment to shared professional values, and leadership to improve students' learning, schools, and the professional community.

DISPOSITIONS FOR EDUCATION UNIT CANDIDATES

The University of Chicago Education Unit expects the behavior of its candidates to be driven by the following seven dispositions:

1. Persistence. Successful professionals find ways to persevere in the face of challenges. Candidates are committed to initiating and carrying out all necessary learning objectives, activities, and projects to promote high standards of learning for their students, even when learning conditions are not optimal.

2. Capacity for flexible and innovative problem solving. Candidates value using multiple perspectives to analyze challenges, and are able to employ a number of strategies when addressing and solving problems.

3. Belief in potential for growth. Candidates believe that students, families, colleagues, and they themselves all have the potential to develop emotionally, socially, and intellectually. Candidates hold high expectations for their own and their students' performance, and foster growth by emphasizing strengths, rather than deficits.

4. Self-awareness. Candidates value introspection and reflection, and examine their relationships and interactions with students, families, and colleagues with the goal of continually improving their practice. Their self-examination includes an understanding of how their perceptions, beliefs, and behaviors impact the classroom, school, and community.

5. Respect for difference. Candidates appreciate the broad range of backgrounds, abilities, and experiences that shape students' approaches to learning, and use that understanding to create opportunities that adapt to diverse populations of learners. Candidates bring to their work a willingness to explore and negotiate differences of perspective. They can effectively and respectfully respond to people of all cultures, languages, classes, races, ethnicities, religions, sexual orientations, and genders in a manner that affirms and protects the dignity of every individual.

6. Humility. Candidates approach their work with an understanding that they have as much to learn as they have to teach. They bring a spirit of openness and collaboration to their work, recognizing that the best solutions to problems involve the participation of multiple stakeholders. Because candidates fundamentally respect that parents, students, and colleagues are the authors of their own lives, they strive to understand each person's unique story by

listening and observing with the thoughtful engagement of a learner.

7. Accountability. Candidates take responsibility for their own success and ownership of their mistakes. Rather than assign blame for problems and setbacks, they assume responsibility for their situation, focus on finding solutions, and take positive action. Candidates are able to receive and respond to constructive feedback professionally with an eye toward continually improving their own performance.

APPENDIX B: ILLINOIS TEACHING AND LEARNING STANDARDS

ILLINOIS PROFESSIONAL TEACHING STANDARDS

Standard 1: Teaching Diverse Learners The competent teacher understands the 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. This teacher uses that information to create instructional opportunities that maximize student learning.

Standard 2: Content Area and Pedagogical Knowledge The competent teacher has in-depth understanding of content area knowledge, which includes central concepts, methods of inquiry, structures of the discipline(s), and content area literacy. This teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3: Planning for Differentiated Instruction The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. This teacher plans for ongoing student growth and achievement.

Standard 4: Learning Environment The competent teacher 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.

Standard 5: Instructional Delivery The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6: Reading, Writing, and Oral Communication The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7: Assessment The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. This teacher makes data-driven decisions about curricular and instructional effectiveness and adjust practices to meet the needs of each student.

Standard 8: Collaborative Relationships The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social/emotional development. This teacher works as a team member with professional colleagues, students, parents/guardians, and community members.

Standard 9: Professionalism, Leadership, and Advocacy The competent teacher is an ethical and reflective practitioner who exhibits professionalism, provides leadership in the learning community, and advocates for students, parents/guardians and the profession, and provides leadership in the learning community.

EDUCATION CONTENT-AREA STANDARDS FOR ILLINOIS TEACHERS

The ISBE website is a repository for teaching and learning standards and useful resources. UChicago UTEP is designed around these standards. You will want to familiarize yourself with the following.

Illinois Professional Teaching Standards Language Arts
Standards for All Illinois Teachers Technology Standards
for All Illinois Teachers Standards for Certification in
Elementary Education Association for Middle Level
Educators (AMLE) standards

All other subject-area content standards are on the ISBE website

APPENDIX C: UCHICAGO UTEP ASSESSMENTS

IMPROVEMENT ACTION PLAN (IAP) DOCUMENTATION FORM

This Improvement Action Plan (IAP) is being developed to help the candidate fulfill their professional responsibilities. It may also be used to record due process for possible disciplinary action and determine the status of program continuation and completion.

The IAP provides and enables UChicago UTEP to target support through communication,

collaboration, and additional guidance and learning opportunities in the area(s) of significant concern. This form documents the strategies and timeline agreed to by the candidate and UChicago UTEP program staff so that deficiencies can be overcome and performance improved. However all parties agree that the primary responsibility for improvement remains with the candidate.

The following points have been discussed and agreed upon among the candidate and program staff.   See the example on the following pages:

UCHICAGOUTEP

THE UNIVERSITY
OF CHICAGO
URBAN TEACHER
EDUCATION PROGRAM

The University of Chicago
Urban Education Institute

1313 East 60th Street
Chicago, Illinois 60637

utep.uchicago.edu

IMPROVEMENT ACTION PLAN (IAP)

Candidate Name: **Date:**

This Improvement Action Plan was initiated by:
Bill Kennedy and Jeanette Bartley, Co-Directors UChicagoUTEP

This Improvement Action Plan (IAP) is being put into place to help _____ demonstrate improvement in his ability to meet the professional responsibilities that come with being a teacher candidate and future full time classroom teacher in Chicago Public Schools. The IAP will also be used to record due process for possible disciplinary action and determine the status of program continuation and completion.

The IAP enables UChicagoUTEP to target support for candidates through communication, collaboration, and additional guidance and learning opportunities in the area(s) of significant concern. This form documents the strategies and timeline agreed to by the candidate and UChicago UTEP program staff so that deficiencies can be overcome and performance improved. However all parties agree that the primary responsibility for improvement remains with the candidate.

The following has been discussed and agreed upon by the candidate and program directors:
There are several issues that we are concerned about at this stage in _____ candidacy.

Specifically:
-

Action Steps and Timeline

_____Quarter:
  •

General Comments

Candidate Signature: _____   Date: _____

Director Signature: _____   Date: _____

<u>IAP Completion</u>

As of this date, the candidate has met the requirements of the above IAP and is no longer on probation.

Candidate Signature: _____   Date: _____

Director Signature: _____   Date: _____

FOUNDATIONS YEAR: CANDIDATE ASSESSMENT DOCUMENT (CAD):

Be sure to zoom in when viewing to read the document.

Foundations Year: Candidate Assessment Document

Intern name:			
CONTEXT	**PLANNING and PREPARATION**	**CLASSROOM ENVIRONMENT and**	**PROFESSIONAL RESPONSIBILITIES**
TUTORING	· Becomes familiar with literacy and math content · Becomes familiar with content-related pedagogy to support student instruction · Understands goals of instructional program · Adheres to lesson plans and/or formats provided · Plans and prepares age-appropriate techniques that have been introduced during class sessions or recommended via feedback	· Plans and arranges work space for student in an organized way · Interacts with students respectfully · Assumes role of authority during lessons · Plans for and manages handling of materials/supplies · Provides clear and consistent expectations · Monitors student engagement · Appropriately responds to student misbehavior · Uses a variety of questions, including high frequency and higher- order thinking questions · Presents content in developmentally-appropriate manner · Uses enthusiasm and energy to engage students · Demonstrates flexibility and maturity when the need arises	· Willingly shares and critiques practice · Reflects on practice in an honest and balanced manner · Regularly notes strengths and struggles both in writing and with instructors, and asks probing questions about his/her practice · Documents student progress in learning · Enters weekly tutoring notes on time · Informs families about student progress using objective language · Cooperates with students' teachers and other school personnel · Demonstrates mature decision-making abilities · Is respectful of their own position as a learner · Attends all required sessions with children punctually
LITERACY OBSERVATIONS			
INTERN REFLECTIONS **INSTRUCTOR FEEDBACK** **LITERACY VIDEO**			
MATH OBSERVATIONS			
INTERN REFLECTIONS			
INSTRUCTOR FEEDBACK			
MATH VIDEO			

| RED FLAGS | · Is consistently tardy with course assignments
· Does not complete class readings
· Avoids teaching concepts that are required
· Provides limited opportunities for student participation
· Does not prepare adequately for lessons
· Conveys false or incomplete information to students
· Makes content unnecessarily confusing
· Makes no effort to incorporate prior feedback into plans | · Fails to convey expectations for student tasks
· Fails to listen to what student is saying and/or answer student questions
· Fails to convey to student a sense of urgency to learn, participate, and achieve
· Fails to acknowledge level of effort or to reward approximations of excellent work
· Fails to pace lesson effectively (e.g. talks too much during lesson, wastes time due to inefficient procedures)
· Fails to address unproductive student behaviors
· Teaches without an enthusiastic, energetic presence
· Transforms issues into power struggles (me vs. you)
· Acts with aloofness; makes no personal contact with student
· Continues lesson with students off task
· Repeatedly makes the same major mistakes that have been previously identified
· Does not consider lack of planning or instructional delivery as a potential source of student difficulty | · Fails to complete university projects/requirements
· Is late multiple times to UTEP courses
· Is absent multiple time from UTEP courses or Tutoring sessions
· Is disengaged during courses, including electronic distractions
· Mismanages stress or emotions
· Makes excuses instead of taking responsibility
· Wears inappropriate jewelry and clothing in school setting
· Fails to remain organized (e.g. not staying on top of assignments, entering tutoring notes on time, etc.)
· Conveys disrespect for the views, opinions, or responsibilities of individuals or groups
· Establishes inappropriate relationship with individual or group of students
· Is indiscreet in sharing information about children and teachers or peers
· Uses inappropriate language or examples
· Displays poor hygiene habits |
| **RED FLAGS COMMENTS** | | | |

| PROGRESS POINT #1 COMMENTS

Exceeds program expectations Meets program expectations Needs improvement in this area | | | |

UCHICAGO UTEP 2020-2021 HANDBOOK

NAME:				
CONTEXT	**PLANNING and PREPARATION**	**CLASSROOM ENVIRONMENT**	**INSTRUCTIONAL DELIVERY**	**PROFESSIONAL RESPONSIBILITIES**
HOMEBASE EXPERIENCE	• Begins to build awareness of students' skills, knowledge, interests, and varied approaches to learning, • Begins to build awareness of the implications of students' racial, class, and gender issues on lesson plans • Begins to build awareness of the implications of students' developmental considerations on lesson plans • Uses and documents data from all assessments (e.g. observational records, STEP Literacy Assessment, running records, reading conferences, math assessments, etc.) for planning	• Interacts with students respectfully • Assumes role of authority during lessons • Emphasizes importance of process and content • Encourages student pride in work • Holds appropriately high expectations for learning and achievement • Recognizes how physical and social aspects of a classroom and school environment can contribute positively and negatively to a learning community • Plans for and manages handling of materials/supplies • Provides clear and consistent expectations • Monitors student behavior • Appropriately responds to student misbehavior • Plans and arranges work space for student in an organized way • Can observe and analyze how a classroom is organized and begin to consider its implications for learning	• Provides clear directions and procedures in instructional settings • Adjusts communication style for different learners and settings • Involves students in discussion • Uses a variety of questions, including higher-order thinking questions • Presents content in developmentally appropriate manner • Creates interactive activities and assignments • Uses instructional materials in a purposeful way • Structures and paces lessons to maintain focus on goals • Uses enthusiasm and energy to engage students • Observes and interacts with student in ways that promote understanding of the lesson content • Provides feedback that is accurate, substantive, constructive, and specific • Makes appropriate adjustments in lessons based on students' response to instruction • Is aware of students' level of engagement • Provides empathic responses to students • Persists through unanticipated turns in lesson • Demonstrates flexibility maturely when the need arises	• Incorporates feedback into future planning • Submits lesson plans on time, in order for homebase teacher to give feedback/input • Demonstrates mature decision making abilities • Cooperates with students' teachers and other school personnel • Is respectful of their own position as a learner in the classroom • Attends all required homebase sessions punctually
LITERACY OBSERVATIONS				
INTERN REFLECTIONS				
INSTRUCTOR FEEDBACK				
HOMEBASE LEAD TEACHER FEEDBACK				

MATH OBSERVATIONS				
INTERN REFLECTIONS				
INSTRUCTOR FEEDBACK				
HOMEBASE LEAD TEACHER FEEDBACK				
RED FLAGS	• Is consistently tardy with course assignments • Does not complete class readings • Avoids teaching concepts that are required • Provides limited opportunities for student participation • Does not prepare adequately for lessons • Conveys false or incomplete information to students • Makes content unnecessarily confusing • Makes no effort to incorporate prior feedback into plans	• Fails to convey behavior expectations for student tasks • Fails to acknowledge level of effort or to reward approximations of excellent work • Fails to address unproductive student behaviors • Teaches without an enthusiastic, energetic presence • Transforms issues into power struggles (me vs. you) • Acts with aloofness; makes no personal contact with student • Continues lesson with students off task • Repeatedly makes the same major mistakes that have been previously identified	Fails to convey academic, instructional expectations for student tasks • Fails to listen to what student is saying and/or answer student questions • Fails to convey to student a sense of urgency to learn, participate, and achieve • Fails to pace lesson effectively (e.g.talks too much during lesson, wastes time due to inefficient procedures) • Repeatedly makes the same major mistakes that have been previously identified • Does not consider lack of planning or instructional delivery as a potential source of student difficulty	• Is absent multiple time from UTEP courses or homebase sessions • Is disengaged during courses, including electronic distractions • Mismanages stress or emotions • Makes excuses instead of taking responsibility • Wears inappropriate jewelry and clothing in school setting • Fails to remain organized (e.g. not staying on top of assignments, entering tutoring notes on time, etc.) • Conveys disrespect for the views, opinions, or responsibilities of individuals or groups • Establishes inappropriate relationship with individual or group of students • Is indiscreet in sharing information about children and teachers or peers • Uses inappropriate language or examples • Displays poor hygiene habits
RED FLAGS COMMENTS				
PROGRESS POINT #2 COMMENTS **Exceeds program expectations** **Meets program expectations** **Needs improvement in this area**				

Intern name:				
CODE OF CONDUCT	**Progress Point #1**		**Progress Point #2**	
Responsibility	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**
Demonstrated timeliness in course attendance and responsibilities. Read e-mails, attended class, was on time, and stayed for the duration of class. Followed syllabus guidelines. Completed readings and assignments on time. Communicated clearly if/when an extension was needed. Communicated questions, concerns, and needs to the instructor. Communicated in a timely and appropriate manner. Used instructor office hours or made an appointment to ask individual questions or discuss progress. Active and positive participation. Engaged in large and small group discussions and activities. Did not allow electronic devices or other distractions to hinder presence in class. Actively listened. Sought to improve mutual understanding through active listening, was not distracted, half listening, half				

Expectations	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**
Learning happens through crisis. Challenged my own beliefs, values, and ideas. Was open to looking beyond myself. Remained open to entering uncomfortable places, delving into the wreckage, and was receptive to the lessons that came from it.				

Ethics	INTERN REFLECTIONS	INSTRUCTOR FEEDBACK	INTERN REFLECTIONS	INSTRUCTOR FEEDBACK
Executed academic integrity and honesty. Clearly cited ideas from other sources and acknowledged the assistance of others.				
Dispositions	INTERN REFLECTIONS	INSTRUCTOR FEEDBACK	INTERN REFLECTIONS	INSTRUCTOR FEEDBACK
Self-Awareness. Candidates value introspection and reflection, and examine their relationships and interactions with students, families, and colleagues with the goal of continually improving their practice. Their self-examination includes an understanding of how their perceptions, beliefs, and behaviors impact the classroom, school, and community. Respect for Difference. We appreciate the broad range of backgrounds, abilities, and experiences that shape our approaches to learning, and can use that understanding to create opportunities that adapt to diverse populations of learners. We bring to our work a willingness to				

Collegiality:	INTERN	INSTRUCTOR	INTERN	INSTRUCTOR
Made equitable contributions to group efforts. I gave my maximum effort in promoting cooperative learning and teaching. I maintained commitments to my cohort and other professionals when working toward a shared				
Honor	INTERN	INSTRUCTOR	INTERN	INSTRUCTOR
Responsible for how I show up. I was mindful and accountable for the energy that I brought into class, my professional relationships, and into the field. Assignments are opportunities for learning and personal growth. I demonstrated professionalism in formal class presentations. My written work was word-processed and edited prior to submission. I used				

Intern name:				
Reflection and Action	**Progress Point #1**		**Progress Point #2**	
Prompt #1	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**
Holistically, describe your growth (clinical and in courses) over this half of Foundations Year. Draw from your sense of the various experiences and also the data/feedback provided by your instructors.				
Prompt #2	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**
How does your self-assessment match with the feedback from all instructors? - Where is there overlap? - Where are there differences? Why?				
Prompt #3	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**
Drawing from the data/feedback on your clinical practice (Literacy and Math), how will you implement actionable steps toward areas of growth or improvement in your clinical work with children in schools?				

Prompt #4	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**	**INTERN REFLECTIONS**	**INSTRUCTOR FEEDBACK**
Drawing from the data/feedback in your other courses (Foundations Seminar, Science Content), how will you implement actionable steps toward areas of growth or improvement in your learning as a graduate student in UTEP?				

Intern name:		
Continuation in the Program	Progress Point #1	Progress Point #2
STAFF RECOMMENDATION FOR CONTINUATION	We recommend continuation with the program _____ Continuation recommended, based on suggested action plan ____ We do not recommend continuation with the program ____	We recommend continuation with the program _____ Continuation recommended, based on suggested action plan ____ We do not recommend continuation with the program ____
Comments:		
Candidate Signature		
Program Staff Signature(s):		
Date:		

Progress Point #1 Mid-winter	Intern	Instructors	Progress Point #2 Summer 1	Intern	Instructors
On-going	Date/initials	Date/initials	On-going	Date/initials	Date/initials
1. Interns should enter lesson reflections after being observed in tutoring		--	1. Interns should enter lesson reflections after being observed in homebase		--
2. Instructors will enter feedback after observing tutoring lessons.	--		2. Instructors will enter feedback after observing homebase	--	
Preparation for PP#1			Preparation for PP#2		
3. Interns make sure all lesson reflections are complete		--	3. Interns make sure all lesson reflections are complete		--
4. Clinical instructors make sure all lesson feedback is complete	--		4. Clinical instructors make sure all lesson feedback is complete	--	
5. Clinical instructors make sure all additional comments and ratings are complete.	--		5. Clinical instructors make sure all additional comments, homebase lead teacher feedback, and ratings are complete.	--	
6. Interns complete Code of Conduct reflections.		--	6. Interns complete Code of Conduct reflections.		--
7. Interns complete Praxis reflections.		--	7. Interns complete Praxis reflections.		--
8. All course instructors enter any additional feedback on Code of Conduct and Praxis documents.	--		8. All course instructors enter any additional feedback on Code of Conduct and Praxis documents.	--	
9. Program Directors complete Continuation in Program document.	--		9. Program Directors complete Continuation in Program document.	--	
10. Program Directors meet with each intern.			10. Program Directors meet with interns who may require additional support.		

RESIDENCY YEAR: CANDIDATE ASSESSMENT FORM (CAF):

Evaluation of: _____ by: _____ for Placement _____

         (UTEP resident)   (Clinical Instructor name)   (1 or 2)

Candidate Assessment Form (CAF)

Chicago UTEP was created to prepare candidates to become successful teachers, and eventually successful teacher leaders, in challenging urban schools. The program represents a long-term vision of teacher development that expands into the early years of teaching. Towards that end, candidates in UTEP are evaluated on particular skills, knowledge, and dispositions at several progress points during the program *and* during their first two years of teaching.

UTEP aims to develop reflective teachers who:

1. engage in teaching as a highly intellectual profession, requiring the application of strong observation and analytic skills and technology as tools to support evidence-based student learning
2. possess strong content-area knowledge and pedagogy, particularly in the areas of literacy and mathematics, to support the delivery of differentiated, child-centered practice
3. nurture respectful classroom communities by attending to the affective, moral development of children
4. promote the values of professional community and collaborative problem solving in their schools by making their practice "public" and subject to critical feedback and reflection
5. become agents of professional change and social justice by openly addressing issues of race, class, culture, and educational equity
6. participate in professional development beyond their pre-service years, beginning with induction programming.

The following CANDIDATE ASSESSMENT FORM is aligned with the program goals as well as the following standards and dispositions as outlined by the University's Education Unit:

Standards: Dispositions:

Content Knowledge*   Persistence

Human Development and Learning*   Flexible and Innovative Problem Solving

Diversity*   Belief in Potential Growth of students,
families, self Planning for Instruction*   Self reflection
Instructional Delivery*   Respect for individual and cultural
differences Learning Environment*   Zeal for mission and vision of program
Communication*
Assessment*

Collaborative
Relationships* Reflection
and Professional Growth*
Instructional Media and
Technology Advocacy
Professional Conduct*

* aligned with Illinois Professional Teaching Standards

The Four Domains of Teaching Responsibility

Planning Preparation, and Assessment: This domain encompasses how a teacher organizes the content that students are to learn and   how the teacher designs instruction. The teacher must have a deep understanding of content and pedagogy, and an understanding of   what students bring to the experience. Additionally, the teacher must be able to transform the content through instructional design into   sequences of activities and exercises that make it accessible to students. The learning activities, the materials, and the strategies   employed must all be appropriate and relevant to both the content and the students. In order for teachers to be effective in this domain,   they need to design instruction that reflects an understanding of content and important concepts and principles within that content.

Their design must be coherent in its approach to topics, include sound assessment methods, and be appropriate to the range of students   in the class. In their content and process, assessment techniques must also reflect the instructional goals and should serve to document   student progress during and after any given piece of instruction. Especially in urban contexts, assessment opportunities need to be   varied to go beyond standardized testing, Teachers excelling in this area collect data frequently and use it to inform their instruction.

Classroom Environment and Learning Community: A major aspect of this domain consists of the interactions that take place in a   classroom. The interactions themselves are non-instructional even though they are necessary for effective instruction. Such activities   and tasks establish a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe   space for risk-taking. Routines and procedures are handled efficiently, student behavior is cooperative and non-disruptive, and the   physical environment supports the stated instructional goals. If these needs are met, students feel safe and think of their classrooms as   places that are fair and compassionate. Teachers who are effective in this domain treat their students as young people with genuine   interests, concerns, and intellectual potential. In return, the students regard them as concerned and caring adults and entrust the teachers   with their futures. These teachers know that their natural authority with students is grounded in their knowledge and expertise   rather than in their role alone. These teachers are indisputably in charge, but their methods provide students with a sense of ownership   of the learning and the space in which it occurs.

Instructional Delivery: This domain encompasses the components that are at the fundamental heart of teaching – the actual   engagement of students in instruction. Teachers who excel in this domain are able to create an atmosphere of excitement about the   importance of learning and the significance of the content. They care deeply about the subject matter and invite students to share the   journey of learning about it. Students are involved in meaningful work, which carries significance beyond the next test and which can   provide skills and knowledge necessary for answering important questions or contributing to important projects. The teacher is able to   motivate students by the ways in which he/she organizes instruction, presents the content, the roles that he/she encourage students to   assume, and the guidance and encouragement they provide for students during the learning process. Exemplary teachers in this area are particularly mindful of selecting culturally relevant content and considering the needs and learning styles of their students when   designing instruction.

Professional Responsibilities: The components in this domain are associated with being a true professional educator. These are the   roles that are assumed by teachers outside of and in addition to those in the classroom with students. Students often don't observe   these activities, parents and the larger community observe them intermittently; but they are critical to preserving and enhancing the   profession. It is often the case that teachers practice these skills with greater confidence after their first years of teaching once they   have become more comfortable with the details of classroom management and instruction. Teachers who excel in this area are highly   regarded by colleagues and parents and noted as informal or formal leaders in their grade levels and schools. They can be depended on   to serve students' interests and the larger community, and they become active in professional organizations, in the school, and in the   district. They are considered educators who go beyond the technical requirements of their jobs and contribute to the general well being   of the institutions of which they are a part. Their actions set them aside as role models of practice and of the profession

Candidate Assessment Form (CAF)

The CAF is a tool that is based on the work of Charlotte Danielson (*Enhancing Professional Practice*, 1996, 2001), Raths and Lyman (*Journal of Teacher Education*, 2003), and the New Teacher Center Continuum of Teacher Development (*Induction for the 21st Century Educator*, 2005).

Instructions

Please read through the indicators associated with each component of the domain and apply a rating (1-Emerging; 2- Applying; 3-Integrating; 4-Innovating) for each component. Indicate (with a brief comment and a date) where strengths and needs lie in relation to the domain. You need not fill every box with a comment. The overall rating should represent an average of the different component ratings—an indication of the overall level of teacher practice for that domain.
Half points are acceptable (i.e., 1.5).

Rating Levels of Teacher Practice

We believe that the following four distinct levels of teacher practice characterize development among professionals in the field. It is important to note that **we expect our preservice teachers to be primarily at the *emerging* or *applying* level, upon their completion of the program**. It is **not** expected that residents will reach the *innovating* level during their preservice years. Chicago UTEP uses this continuum for three years following candidates' graduation to assess their progress. Ideally, it will also serve as a roadmap for what teaching looks like after many years in the classroom.

Emerging Practice: Teachers with emerging practice are in the early phases of learning to teach. These teachers rely regularly on more-experienced colleagues and mentors for assistance, support, and guidance. Teachers at the emerging level are learning about various elements of effective practice, and are actively exploring ways to apply them daily. For teachers at the emerging level, understanding effective practice is based primarily on episodic coaching and classroom experience. Teachers at this level are beginning to combine knowledge of pedagogy with clinical experiences. **(1)**

Applying Practice: Teachers at this level are beginning to teach independently, internalize—and often apply—what they learned in their preservice academic and clinical experiences, and integrate some elements of instruction, curriculum, and knowledge about students into their work. They are beginning to recognize the complex ways in which decision making affects student performance and to use that information to draw conclusions about good instruction. Teachers at the applying level are becoming more self-directed and independent practitioners. **(2)**

Integrating Practice: Teachers at this level are skilled, confident, and able to integrate complex elements of instruction, curriculum, and knowledge about students into their work. Teachers at the integrating level of development have a holistic understanding of the academic, social-emotional, and cultural aspects of teaching and learning. With a heightened sense of students' learning patterns—derived from strong observation and documentation skills—teachers at this level are flexible and responsive, and tailor classroom experiences according to students' needs. They facilitate the classroom as a community of learners, in which students are engaged in authentic, challenging work. **(3)**

Innovating Practice: Teachers at this level of practice are consistently innovating and leading in all areas of teaching and professional development. Innovating teachers facilitate the complex integration of teaching and learning, and continually reflect upon their teaching contexts. They take an active role in continued professional growth. Innovating teachers are often leaders among their peers and—in addition to their classroom duties—contribute to the broader education community through such activities as providing staff development, conducting classroom-based research, and/or collaborating on articles for professional journals. **(4)**

Person who completed this form:_____Date _____

Candidate Name _____

Candidate Assessment Form (CAF) Residency Year Assessment Domain I: Planning, Preparation, and Assessment	Rating (with notes)
1.A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY **(I.A.1)** Knows and demonstrates understanding of content **(I.A.2)** Knows and demonstrates understanding of content-related pedagogy	
I.B: DEMONSTRATING KNOWLEDGE OF STUDENTS **(I.B.1)** Knows characteristics of age group and incorporates into planning **(I.B.2)** Knows and incorporates students' varied approaches to learning **(I.B.3)** Knows students' skills and knowledge and incorporates into planning **(I.B.4)** Knows students' interests and cultural heritage and plans to incorporate them	
I.C: SELECTING INSTRUCTIONAL GOALS **(I.C.1)** Selects challenging goals based on knowledge of content, pedagogy, and students **(I.C.2)** Articulates goals with clarity and sense of purpose **(I.C.3)** Selects suitable goals for diverse students **(I.C.4)** Balances goals to reflect different types of learning	
1.D: DESIGNING COHERENT INSTRUCTION **(1.D.1)** Aligns learning activities with goals **(1.D.2)** Selects and prepares appropriate instructional materials **(1.D.3)** Plans for effective use of time **(1.D.4)** Anticipates lesson pitfalls and student misconceptions **(1.D.5)** Uses flexible grouping **(1.D.6)** Creates coherent lessons and unit structure **(1.D.7)** Balances short-term and long-term planning	

I.E: KNOWLEDGE OF RESOURCES **(I.E.1)** Uses multiple resources (including technology) for instructional planning **(I.E.2)** Provides additional resources for select students	
I.F: ASSESSING STUDENT LEARNING **(I.F.1)** Creates assessment plan **(I.F.2)** Assessments cohere with instructional goals **(I.F.3)** Assessments cohere with state standards **(I.F.4)** Uses assessment data for planning	

OVERALL RATING: Circle the appropriate number; half points are acceptable.	
Please explain this rating on the back of this form.	
1- Emerging 2- Applying 3- Integrating 4- Innovating	
RED FLAGS: Circle those that apply and elaborate in your comments on the back of this form.	
Conveys false or incomplete info to students	
Makes content unnecessarily confusing	
Conforms exclusively to textbook in decision making	
Assigns tasks with little cognitive challenge Avoids teaching difficult concepts that are required Does not provide opportunity for student interaction Provides limited opportunities for student participation Makes no effort to incorporate prior feedback into plans Makes no link between students' lives and instruction Misinterprets results of assessments Fails to prepare adequately for lessons Does not anticipate/plan for management and transitions	
Does not turn in lesson plans on time	
Lessons don't reflect the learning processes typical of the classroom	

Candidate Assessment Form (CAF) Residency Year **Assessment Domain II: Classroom Environment &** **Learning Community**	Rating (with notes)
II.A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT **(II.A.1)** Interacts with students respectfully **(II.A.2)** Works to build personal relationships with students **(II.A.3)** Promotes respectful interactions among students **(II.A.4)** Communicates a sense of equity **(II.A.5)** Assumes authority in the classroom and balances that by being responsive to social-emotional and academic need	
II.B: ESTABLISHING A CULTURE OF LEARNING **(II.B.1)** Emphasizes importance of process and content **(II.B.2)** Encourages student pride in work **(II.B.3)** Helps students monitor their behavior **(II.B.4)** Holds appropriately high expectations for learning and achievement **(II.B.5)** Takes responsibility for motivating all students	
II.C: MANAGING CLASSROOM PROCEDURES **(II.C.1)** Manages all instructional groupings **(II.C.2)** Plans for and manages transitions **(II.C.3)** Plans for and manages handling of materials/supplies	
II.D: MANAGING STUDENT BEHAVIOR **(II.D.1)** Provides clear and consistent expectations **(II.D.2)** Monitors student behavior **(II.D.3)** Appropriately responds to student misbehavior	
II.E: ORGANIZING PHYSICAL SPACE **(II.E.1)** Arranges classroom materials and furniture safely **(II.E.2)** Organizes space and materials to facilitate instructional goals **(II.E.3)** Organizes space for optimal accessibility of resources **(II.E.4)** Environment is attractive and reflects students' interests and culture	
OVERALL RATING: Circle the appropriate number; half points are acceptable. **Please explain this rating on the back of this form.** 1- Emerging 2- Applying 3- Integrating 4- Innovating	

RED FLAGS: Circle those that apply and elaborate in your comments on the back of this form.

Fails to convey expectations for student tasks

Behaves more reactively than proactively

Does not use student names

Makes no effort to learn about students' lives outside of school

Wastes time through inefficient procedures

Fails to address unproductive student behaviors

Doesn't use different strategies to address disruptions

Transforms issues into power struggles ("me vs. them")

Fails to listen to what students are saying

Acts with aloofness; makes no personal contact with students

Communicates indifference to student interests

Continues lesson with students off task

Accepts responses from only a few students

Focuses feedback on mistakes and not accomplishments

Provides no opportunity for students to share ideas

Fails to organize environment where students are at minimal risk of harm

Fails to convey to students a sense of urgency to learn, participate, and achieve

Fails to connect teacher expectations to what students may view as important or valuable

Provides no opportunity for students to make choices about responding to classroom tasks

Fails to acknowledge level of effort or to reward approximations of excellent work

Candidate Assessment Form (CAF) Residency Year Assessment Domain III: Instructional Delivery	Rating
III.A: COMMUNICATING CLEARLY AND ACCURATELY **(III.A.1)** Provides clear directions and procedures **(III.A.2)** Uses clear oral and written language **(III.A.3)** Adjusts communication style for difficult situations **(III.A.4)** Demonstrates awareness of different cultural communication styles	
III.B: USING QUESTIONING AND DISCUSSION TECHNIQUES **(III.B.1)** Uses high-quality and a variety of higher-order questions **(III.B.2)** Uses effective discussion techniques **(III.B.3)** Involves many students in discussion	
III.C: INITIATING INSTRUCTION **(III.C.1)** Generates excitement for the purpose of the lesson through the lesson launch **(III.C.2)** Activates prior knowledge and experiences	
III.D: ENGAGING STUDENTS IN LEARNING **(III.C.1)** Represents content in developmentally appropriate manner **(III.C.2)** Applies knowledge of students' cultural heritage and uses it in the lesson **(III.C.3)** Creates interactive activities and assignments **(III.C.4)** Uses instructional materials in productive ways **(III.C.5)** Structures and paces lessons to maintain focus on goals **(III.C.6)** Balances teacher-centered with student-centered discussions **(III.C.7)** Uses enthusiasm and energy to engage students	
III.D: PROVIDING FEEDBACK TO STUDENTS **(III.D.1)** Observes and interacts with students in ways that promote understanding of the lesson content and the student **(III.D.2)** Provides timely feedback that is accurate, substantive, constructive, and specific	

III.E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS **(III.E.1)** Makes appropriate adjustments in lessons based on students' responses **(III.E.2)** Demonstrates an awareness of student engagement and monitors accordingly **(III.E.3)** Provides empathic responses to students **(III.E.4)** Persists through unanticipated turns in lesson	

OVERALL RATING: Circle the appropriate number; half points are acceptable. Please explain this rating on the back of this form. 1- Emerging 2- Applying 3- Integrating 4- Innovating	
RED FLAGS: Circle those that apply and elaborate in your comments on the back of this form. Teaching lacks energy, enthusiasm, or conviction Talks too much during lesson Finds it difficult to answer student questions Wastes time through inefficient procedures Misses chances to extend student thinking Lacks fluency in giving examples to illustrate concepts Misses opportunity to help students not meeting objectives Lacks concern when it's evident that lesson/unit goals are not attained Blames student for difficulty instead of reflecting on lesson plan and delivery Does not consider lack of planning or instructional delivery as a potential source of student difficulty Repeatedly makes the same major mistakes that have been previously identified	

Candidate Assessment Form (CAF) Residency Year Assessment Area IV: Professional Responsibilities	Rating
IV.A: REFLECTING ON TEACHING (IV.A.1) Willingly shares and critiques practice (IV.A.2) Accurately uses evidence to make evaluations about practice (IV.A.3) Uses learning to further develop practice (IV.A.4) Sets goals for him/herself	
IV.B: MAINTAINING ACCURATE RECORDS (IV.B.1) Develops system to ensure student completion of assignments (IV.B.2) Documents student progress in learning (IV.B.3) Maintains non-instructional records/duties	
IV.C: COMMUNICATING WITH FAMILIES (IV.C.1) Informs families about instructional program (IV.C.2) Informs families about student progress (IV.C.3) Appropriately responds to families' interests and concerns (IV.C.4) Demonstrates understanding and respect for family and community culture	
IV.D: CONTRIBUTING TO THE SCHOOL (IV.D.1) Demonstrates leadership within cohort (IV.D.2) Demonstrates collegiality and collaboration with others (IV.D.3) Participates in school projects and events	
IV.E: GROWING AND DEVELOPING PROFESSIONALLY (IV.E.1) Enhances content knowledge and pedagogical skill (IV.E.2) Accepts feedback and incorporates it in future decisions (IV.E.3) Affiliates and engages with professional organizations	

IV.F: SHOWING PROFESSIONALISM	
(IV.F.1) Demonstrates service to students **(IV.F.2)** Advocates for students and social justice principles **(IV.F.3)** Demonstrates thoughtful decision-making abilities **(IV.F.4)** Shows respect for own role and status in the school as a novice **(IV.F.5)** Dresses appropriately **(IV.F.6)** Is punctual	

OVERALL RATING: Circle the appropriate number; half points are acceptable. **Please explain this rating on the back of this form.** 1- Emerging 2 - Applying 3 - Integrating 4 - Innovating	
RED FLAGS: Circle those that apply and elaborate in your comments on the back of this form. Loses control of emotions Doesn't follow through on promises/obligations Makes excuses instead of taking responsibility Fails to complete university projects/requirements Is indiscreet in sharing information with others Displays poor hygiene habits Behaves passively; is more reactive than proactive Uses inappropriate language or examples Wears inappropriate jewelry and clothing (i.e., jeans) Makes comments that convey disrespect for a group or individuals Accepts as satisfactory practices that are weak approximations of what is expected Disorganized—such as being late, not correcting work or filing reports on time, etc. Conveys disrespect for others' views, opinions, or responsibilities Establishes inappropriate relationship with individual student or group Is inattentive during meetings and classes or spends time doing something else (checking email, etc.)	

UTEP Resident Dispositions *[Completed by the Clinical Instructor]*

2 = Demonstrated frequently; 1 = Demonstrated Intermittently; 0 = Not Demonstrated

DISPOSITION	RATING	COMMENTS
1. PERSISTENCE. Successful professionals find ways to persevere despite challenges that may arise. University of Chicago candidates and interns are committed to initiating and carrying out all necessary learning objectives, activities, and projects to promote high standards of learning for their students.		
2. FLEXIBLE AND INNOVATIVE PROBLEM SOLVING Candidates and interns value examining challenges through multiple lenses and finding unique paths to solving problems.		
3. BELIEF IN POTENTIAL FOR GROWTH. Candidates and interns believe in the potential for growth and development of students, families, colleagues, and themselves by holding high expectations for their own and their students' performance, and by emphasizing strengths, rather than deficits.		
4. SELF-AWARENESS. Candidates and interns value self-aware practice, continually engaging in self-examination in regard to their relationships and interactions with students, families, and colleagues. Their self-examination also extends to the school and community environments, teaching and learning expectations, their own performance, and an awareness of how others respond to them. Candidates and interns are able to receive and respond to constructive feedback professionally with an eye toward continually improving their own performance.		
5. RESPECT FOR INDIVIDUAL AND CULTURAL DIFFERENCES. Candidates and interns appreciate the broad range of backgrounds, abilities, and experiences that shape students' approaches to learning, and use that understanding to create opportunities that adapt to diverse populations of learners.		

6. ZEAL FOR AND COMMITMENT TO THE MISSION OF THE PROGRAM. Candidates and interns possess an ardent interest in pursuing the vision and mission of the program, and in dedicating themselves to the profession and the well-being of children.		
7. HUMILITY. Candidates and interns approach their work with an understanding that they have as much to learn as they have to teach. They bring a spirit of openness and collaboration to their work, recognizing that the best solutions to challenges involve the engagement and participation of multiple stakeholders. They fundamentally respect that parents, students and colleagues are the experts on their own lives and strive to further their understanding of each individual's unique story and history through listening, observing, and thoughtful engagement as a learner.		

REFLECTING ON STRENGTHS AND GOALS *[Completed by the Resident]*

Review the ratings on your Candidate Assessment Form. In what components of each domain do you have strengths? In what areas   do you need to work? Choose 1-2 components to comment on within each category.

Standards	Strengths	Goals	Action Steps Should be "actionable"
Planning, Preparation, and Assessment		*Resident needs to improve planning for pacing in lesson plans.*	*Provide lesson planning template to resident that incorporates pacing*
Instructional Delivery			
Classroom Environment and Learning Community			
Professional Responsibilities			

APPENDIX D:

CERTIFICATION OF RECEIPT AND UNDERSTANDING

I have received and reviewed the guidelines contained in the 2020-2021 UChicago UTEP Handbook for Interns and Residents, and Understand my responsibilities to and the expectations of the program.

_____

Name (please print)

_____

Signature   Date

After reading this Handbook, please print this page, fill your name, sign, and date, and return to UChicago UTEP staff during Orientation Week.