Saint Xavier
UNIVERSITY

ALTERNATIVE LICENSURE
SUPPLEMENTAL HANDBOOK

2025-2026 EDITION

Table of Contents

Appendices:

Education Division Mission

The mission of the Education Division is to prepare professionals to enter the field of education with knowledge, competence, dedication to lifelong learning, and commitment to excellence. Saint Xavier University teacher education graduates are grounded in liberal arts, including an ethical and spiritual dimension that respects individuality and diversity. All Education Division graduates stand ready to provide caring service in varying communities.

As the Education Division prepares professionals to enter the field of education, it simultaneously fulfills another aspect of its mission, which is to serve Saint Xavier University, the schools in Illinois, and the people of the immediate and broader communities with continuous support through partnerships and professional development.

This service incorporates a commitment to act in solidarity with the economically poor of the world, especially women and children. The Education Division is also committed to developing new knowledge in the field of education through the individual and collaborative research of faculty and candidates. It is integral to the work of the community of scholars.

The Education Division prepares scholars, lifelong learners, leaders, and reflective professionals who are dedicated to the pursuit of excellence. The middle of the logo of the Education Division incorporates the cross from the shield of Saint Xavier University as its center to acknowledge the mission and the core values from the founding Sisters of Mercy.

- As scholars, candidates are familiar with and prepared to contribute to the body of knowledge in education and are able to analyze, reflect on, and research issues relevant to the profession.
- As lifelong learners, candidates exhibit intellectual curiosity and a quest for truth that leads them to take advantage of opportunities for personal and professional growth and development.
- As leaders, candidates demonstrate social responsibility, integrity, and a commitment to be agents of change to improve the lives of others.
- As reflective professionals, candidates incorporate sound theory into best practices and utilize the knowledge, skills, dispositions, habits of inquiry, commitment to diversity, and technology that their preparation has developed. They reflect on their professional practice with dedication to the pursuit of excellence, integrating teaching and learning, research, and service.

Disposition Support Model

To better serve teacher candidates, PK-12 school children, and the community, the SXU Education Division has implemented a Disposition Support Model. The professional dispositions of candidates are a critical component of development for emerging educators. Candidates are required to maintain appropriate professional dispositions on campus as well as during field or practical experiences. The dispositions that are assessed include fairness, the belief that all people can learn, collaboration, professionalism, and a commitment to learning.

The Education Division Disposition Support Model is designed to keep track of candidates who exhibit behaviors that concern faculty/staff and to provide support so that candidates can improve their dispositions. Candidate dispositions are assessed at Weeks Five and 13 in a 16-week course, during Week Five of an eight-week course, or during Week Three of a four-week course.

Faculty and staff utilize rubrics for dispositions to assess candidate characteristics and to develop support intervention. Definitions of the dispositions and indicators of exemplary demonstrations can be found within the rubrics in the Dispositions Handbook. The Education Division Disposition Support Model includes five status levels:

- **Level 1** – Candidate displays acceptable dispositions; no action needed.

- **Level 2** – Disposition Alert/Instructor or Staff Level: One or more disposition alerts have been posted; concerns are handled at the instructor/staff and candidate level.

- **Level 3** – Disposition Concerns/Program Level: Data collection system indicates that a particular candidate continues to receive either multiple alerts from one individual OR alerts from multiple individuals even after the Level 2 discussion(s). (Handled at the University coordinator and candidate level.)

- **Level 4** – Disposition Remediation/Unit Level: Data collection system indicates that a candidate receives subsequent alerts even after the actions completed in Levels 2 and 3. (Handled at the program chair and candidate level.)

- **Level 5** – Unacceptable Dispositions/Unit Level: Data collection system indicates that a candidate receives subsequent alerts even after the actions completed in Levels 2, 3 and 4 or fails to meet Level 4 remediation stipulations. (Handled at the dean and candidate level.)

Faculty and staff work closely with candidates in Levels 2 and 3 to correct potential or observed disposition concerns. If candidates reach the fourth status level, they are considered to have demonstrated unsatisfactory dispositions and may be placed on notice of potential dismissal. Candidates whose demonstrations of inappropriate dispositions reach the fifth status level may be recommended for dismissal from the program. The dean of the College of Liberal Arts and Education (CLAE) determines whether the candidate is dismissed from the program when the fifth status level is reached.

Core Assessments

Early Childhood

Core Assessment 1: Licensure Exams

- Early Childhood (birth to grade 2) Content Exam – 206
- Early Childhood edTPA

EDGCC 520 Core Assessment 2a: Assessment of Content Knowledge (Curriculum Competencies Evaluation- Mathematics)

EDGCC 520 Core Assessment 2b: Assessment of Content Knowledge (Curriculum Competencies Evaluation – Reading, Writing, and Oral Language)

EDGCC 520 Core Assessment 2c: Assessment of Content Knowledge (Curriculum Competencies Evaluation – Science, Health Education and PE)

EDGCC 520 Core Assessment 2d: Assessment of Content Knowledge (Curriculum Competencies Evaluation - Social Studies and the Arts)

(All courses) **Core Assessment 3a:** Assessment of Professional Dispositions

EDUGL 470 & EDGCC 523 Core Assessment 3b: Self-Assessment of Professional Dispositions

EDGCC 516 Core Assessment 4: Assessment of Candidate's Ability to Plan Instruction

EDGEC 553 Core Assessment 5a: Candidate's Effect on Student Learning (Mathematics)

EDGEC 554 Core Assessment 5b: Assessment of Candidate's Effect on Student Learning (Reading)

EDGCC 520 Core Assessment 6 Instructional Planning and Delivery – Formative Danielson/IPTS

EDGCC 524 Core Assessment 7: Assessment of Student Teaching Danielson/IPTS

Elementary Education

Core Assessment 1: Licensure Exams

- Elementary (Grades 1-6) Content Exam – 305
- Elementary Literacy edTPA

EDGCC 520 Core Assessment 2a: Assessment of Content Knowledge (Curriculum Competencies Evaluation- Mathematics)

EDGCC 520 Core Assessment 2b: Assessment of Content Knowledge (Curriculum Competencies Evaluation – Reading, Writing, and Oral Language)

EDGCC 520 Core Assessment 2c: Assessment of Content Knowledge (Curriculum Competencies Evaluation – Science, Health Education and PE)

EDGCC 520 Core Assessment 2d: Assessment of Content Knowledge (Curriculum Competencies Evaluation - Social Studies and the Arts)

(All courses) **Core Assessment 3a:** Assessment of Professional Dispositions

EDGUL 470 and EDGCC 523 Core Assessment 3b: Self-Assessment of Professional Dispositions

EDGCC 516 Core Assessment 4: Assessment of Candidate's Ability to Plan Instruction

EDGEL 521 Core Assessment 5a: Candidate's Effect on Student Learning (Mathematics)

EDGEL 519 Core Assessment 5b: Assessment of Candidate's Effect on Student Learning (Reading)

EDGCC 520 Core Assessment 6: Instructional Planning and Delivery - Formative Danielson/IPTS

EDGCC 524 Core Assessment 7: Assessment of Student Teaching - Danielson/IPTS

Middle School

Core Assessment 1: Licensure Exams

- Appropriate Illinois Content Exam (201-204) Middle School Education (5th-8th)
- edTPA

EDGCC 520 Core Assessment 2a: Assessment of Content Knowledge (Curriculum Competencies Evaluation)

EDGCC 522 Core Assessment 2b: Assessment of Content Knowledge (Curriculum Competencies Evaluation)

EDGCC 523 Core Assessment 2c: Assessment of Content Knowledge (Curriculum Competencies Evaluation)

(All courses) **Core Assessment 3a:** Assessment of Professional Dispositions

EDGUL 470 and EDGCC 520 Core Assessment 3b: Self-Assessment of Professional Dispositions

EDGCC 516 Core Assessment 4: Assessment of Candidate's Ability to Plan Instruction

EDGSE 571-578 Core Assessment 5a: Candidate's Impact on Student Learning

EDGML 506 Core Assessment 5b: Assessment of Candidate's Effect on Student Learning

EDGCC 520 Core Assessment 6: Instructional Planning and Delivery - Formative Danielson/IPTS

EDGCC 524 Core Assessment 7: Assessment of Student Teaching - Danielson/IPTS

Secondary Education

Core Assessment 1:

- Appropriate Illinois Content Exam:
  - Secondary Education (9-12)
    - Mathematics (208)
    - English Language Arts (207)
    - Science - Biology (239)
    - Science – Chemistry (240)
    - Science – Physics (243)
    - Social Science - History (246—through 4/5/2025; 315—beginning 4/7/2025)
    - Social Science - Political Science (247)
  - Secondary Education (5-12)
    - Computer Science (205)
  - Secondary Education (PK-12)
    - Spanish (260)
    - Visual Arts (214)
    - Music (212)
- edTPA

EDGCC 520 Core Assessment 2a: Assessment of Content Knowledge (Curriculum Competencies Evaluation)

EDGCC 522 Core Assessment 2b: Assessment of Content Knowledge (Curriculum Competencies Evaluation)

EDGCC 523 Core Assessment 2c: Assessment of Content Knowledge (Curriculum Competencies Evaluation)

(All courses) **Core Assessment 3a:** Assessment of Professional Dispositions

EDGUL 470 and EDGCC 520 Core Assessment 3b: Self-Assessment of Professional Dispositions

EDGCC 516 Core Assessment 4: Assessment of Candidate's Ability to Plan Instruction

EDGSE 571-578 Core Assessment 5a: Candidate's Impact on Student Learning

EDGML 506 Core Assessment 5b: Assessment of Candidate's Effect on Student Learning

EDGCC 520 Core Assessment 6: Instructional Planning and Delivery - Formative Danielson/IPTS

EDGCC 524 Core Assessment 7: Assessment of Student Teaching - Danielson/IPTS

Field Experience Requirements

The supervised field experience is an integral part of the candidate's pre-residency experience. The field experience block (EDUGL 516) is designed to provide candidates a guided and controlled experience with professionals in an early childhood, elementary, middle level, and secondary education setting. The block is meant to expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective teachers. Observation and firsthand experience in one of these settings provides the information and the tools that assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective teaching.

Spring I will include 30 field hours in the candidate's respective grade level (early childhood, elementary, middle level, or secondary education). Assignments will include electronic journaling focused on the Social Emotional Learning standards and the Danielson framework as well as authentic practice with the components of the cycle of effective teaching (lesson and management planning, instruction, assessment, and reflection). During the pre-service field experience, candidates participate in a wide range of classroom teaching experiences designed to prepare for Residency I. Candidates spend 30 hours in one school setting under the supervision of a mentor teacher.

Alternative Program candidates are required to spend 30 hours in a structured early childhood, elementary, middle level, or secondary education setting prior to beginning Residency I. The spring field experience includes but is not limited to:

- o Observing in a classroom setting.
- o Tutoring student(s).
- o Working with small groups of students.
- o Reading to student(s).
- o Interviewing student(s) and teacher(s).
- o Working with ESL students.

Candidates will be concurrently enrolled in an online course, EDGCC 516. Course activities and assignments are focused on the Social Emotional Learning Goals as well as elements described in the Domains of the Danielson Evaluation Framework.

- o **SEL Goal 1:** Develop self-awareness and self-management skills to achieve school and life success.
- o **SEL Goal 2:** Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- o **SEL Goal 3:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- o **Danielson Domain 1:** Planning and preparation
- o **Danielson Domain 2:** The classroom environment
- o **Danielson Domain 3:** Instruction

Residency I and II

Candidates enrolled in the Early Childhood, Elementary, Middle Level, and Secondary Education Alternative Licensure Program are responsible for finding a teaching position. The Director for School Partnerships will provide suggestions and notices regarding positions in local schools or districts, but the candidate bears the responsibility for securing a two-year residency placement.

Candidates meeting the Illinois State Board of Education (ISBE) requirements and successfully completing the Spring I and Summer I coursework will be entitled with an Educator License with Stipulations (ELS). With an ELS, candidates can serve as the teacher of record in any school in Illinois for two years as long as they remain in good standing in the program and the residency school site. Residency I and Residency II are comprised of two full years of teaching in a program-specific classroom setting. The designated school administrator and University coordinator jointly supervise the residency experience.

Expected Learning Outcomes include but are not limited to:

Planning and Preparation
- o   Demonstrate knowledge of content and pedagogy.
- o   Demonstrate knowledge of students.
- o   Set instructional outcomes.
- o   Demonstrate knowledge of resources.
- o   Design coherent instruction.
- o   Design student.

Assessments Classroom Environment
- o   Create an environment of respect and rapport.
- o   Establish a culture for learning.
- o   Manage classroom procedures.
- o   Manage student behavior.
- o   Organize physical.

Space Instruction
- o   Communicate with students.
- o   Use question and discussion techniques.
- o   Engage students in learning.
- o   Use assessment in instruction.
- o   Demonstrate flexibility.

Responsiveness Professional Responsibilities
- o   Reflect on teaching.
- o   Maintain accurate records.
- o   Communicate with families.
- o   Participate in professional communities.
- o   Grow and develop professionally.
- o   Show professionalism.

Residency Assessment

Principals or assistant principals will evaluate candidates based upon a performance evaluation system that includes professional practice, data, and indicators of student growth.

Principal/Assistant Principal Assessment Responsibilities:
- o Participate in the Danielson training on the evaluation of licensed personnel.
- o Conduct multiple formal and informal observations that will include pre-observations conferences and follow-up feedback conversations.
- o Provide written, evidence-based feedback on formal observations.
- o Complete Core Assessment 6 (formative Danielson evaluation rubric) at the end of Residency I.
- o Complete Core Assessment 7 (summative Danielson evaluation rubric) at the conclusion of Residency II.
- o Complete Curriculum Competencies Evaluation – aligned with SPA at the end of both Residency I and Residency II.

University Coordinator Assessment Responsibilities:
- o Participate in the in-service training on the evaluation of licensed personnel provided or approved by the Illinois State Board of Education.
- o Conduct weekly formal and informal observations that will include pre-observation conferences and follow-up feedback conversations.
- o Provide written, evidence-based feedback on formal observations.
- o Complete Core Assessment 6 (formative Danielson evaluation rubric) at the end of Residency I.
- o Complete Core Assessment 7 (summative Danielson evaluation rubric) at the conclusion of Residency II.
- o Complete Curriculum Competencies Evaluation – aligned with SPA at the end of both Residency I and Residency II.

Candidates' knowledge about subject matter and strategies for teaching students with differing needs as well as managing and monitoring student learning will be evaluated on a basis as the University coordinator observes and completes the evaluation form.

Grading

The residency requirement consists of four academic terms, and grading will trace candidate growth and development as a professional educator. Grades for Fall I, Spring I, and Fall II residencies will be Pass/Fail. The Spring II residency grade will be a traditional letter grade. Candidates may also be assigned a grade of Incomplete (I) if the principal and University coordinator agree that an extended period of observation is needed to determine a grade.

Candidates will be assessed using the criteria shown on prior page (Residency I and II).

Candidates will also demonstrate knowledge about subject matter and strategies for teaching students with differing needs as well as managing and monitoring student learning as they complete and submit their edTPA files for official scoring.

Mentor Teacher/On-Site Coach

During the first school year of the residency, each candidate shall be assigned an on-site "mentor" and during the second year of residency an on-site "coach." The Illinois State Board of Education (ISBE) requires that internal support (e.g., a site-based colleague) be provided for each alternative licensure candidate. This site-based colleague is considered a "mentor" in year one and a "coach" in year two. The mentor is expected to be very involved in supporting the candidate and the coach will gradually release more and more responsibility to the candidate through year two.

Mentoring is a relationship between two colleagues, in which the more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of the less experienced colleague.

While mentors may use the same skills and tools in their approach to mentoring, the relationship between a mentor and 'mentee' is different to that which will develop in a coaching relationship during Residency II. The Residency II coach will assist, challenge and encourage rather than direct, advise or teach. Mentors can be more 'directive' and provide specific advice where appropriate - a coach would not offer his/her own advice or opinion but would help the candidate to find his/her own solution.

On-site mentors/coaches must meet the following requirements:

- o Hold an Illinois Professional Educator License (PEL) and be employed by the school/district where the candidate is serving his/her residency.
- o Have three years of full-time teaching experience in the 10 years immediately preceding his/her assignment as a mentor/coach.
- o Have achieved a performance evaluation rating of proficient or higher in his/her two most recent evaluations.
- o The mentor teacher/coach's role is that of a helper, not a supervisor or evaluator. The mentor teacher/coach should possess effective communication skills that facilitate the growth of the provisional teacher and accommodate the provisional teacher's emotional, social, and cognitive growth.

The mentor teacher/coach will be expected to demonstrate:

- o A range of interpersonal skills to fit a variety of professional encounters and situations
- o A working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.
- o The ability to use coaching processes that foster increased self-direction and self-responsibility in the provisional teacher.
- o An understanding of the stages of teacher development within the context of how adults learn.

Mentor teacher/coaches will be expected to meet with the provisional teacher regularly. Mentoring/coaching in the Alternative Educator Licensure Program will be a complex and multi-dimensional process of guiding, teaching, influencing, and supporting a beginning teacher. It will

be an expectation that the mentor teacher/coach leads, guides, and advises the provisional teacher in a work environment characterized by mutual trust. One of the functions of a mentor teacher/coach will be to serve as a positive role model.

University Coordinator

The University coordinator applicant qualifications:

- o Minimum of four years of teaching experience in grades Pre-K-12 (Illinois
- o Professional Educator License (PEL) with an endorsement in Early Childhood,
- o Elementary, Middle Level, and Secondary Education preferred).
- o Familiar with the edTPA cycle of effective teaching and the aligned professional growth plan model.
- o Experience with observation tools, conferencing techniques, and effective feedback models.
- o Successful completion of the prequalification process and passing of the required assessment training/teacher evaluator training (e.g., growth through learning performance evaluation program -- formerly Teachscape).

Observation/Conferencing/Evaluation Responsibilities

The University coordinator will conduct weekly observations of the candidate engaged in teaching and provide formal written and verbal feedback. Conferences can be held face-to-face or electronically depending upon school schedules. The format will follow an agenda based on providing feedback regarding strengths as well as areas for further development. In addition, the University coordinator will use the observation form to provide a written summary to guide candidates in reflecting on practice and self-assessment against the Danielson observation model. The University coordinator will provide individualized professional development as needed.

The University coordinator will review the candidates' lesson plans, reflections, and instructional schedule. The University coordinator will collaborate with the school principal in the evaluation of candidates, including content-specific curriculum competencies (NAEYC), formative (at the end of Residency I), and summative evaluation (at the end of Residency II) of candidates. (See Appendix B.)

Appendix A

Mentor Teacher's Field Experience Feedback

As a mentor teacher, your feedback is essential to us so that we may refine the placement process, improve candidate performance, and provide data to our accreditation agencies. **Please complete and return this form to:** **Jackie Barthelemy, Coordinator of School Partnerships – Education Division, WAC G-211, Saint Xavier University, 3700 W. 103rdStreet, Chicago, IL 60655** **(You may scan/send the form to barthelemey@sxu.edu.)**	

(Teacher Candidate to Complete) **Name:**			**Date:**		

(Mentor Teacher to Complete) **Circle the best description for each criterion below.**

Criterion					
Candidate was prompt in meeting time schedules.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate was dependable with school responsibilities.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate used appropriate speech/grammar.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate's overall appearance was appropriate for a school setting.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate displayed ethical behavior.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate showed initiative in the classroom setting.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate was willing to assist when necessary.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate interacted effectively with adults and students.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate was able to accept constructive feedback.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*
Candidate showed signs of readiness for a residency.	*Always*	*Usually*	*Sometimes*	*Never*	*No basis for judgment*

Additional Comments:

Appendix B

Danielson Aligned Evaluation Rubric

Planning and Preparation

COMPONENT	TARGET	DEVELOPING	EMERGING
Demonstrating Knowledge of Content and Pedagogy The proficient tenured teacher's plans and practice reflect extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The proficient tenured teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The proficient tenured teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, including content and technological literacy and the ability to anticipate student misconceptions. **InTASC-1; IPTS--2a,b,c,d,f,g,h,j,l,m; 3a,c,e,g,l,n; 5a,b,c,d,e,f,l,s; 7b,f,l; 8i,s**	The student teacher's plans and practice reflect solid knowledge of the important concepts in the discipline and how these relate to one another. The student teacher demonstrates accurate understanding of prerequisite relationships among topics. The student teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject, including content and technological literacy.	The student teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The student teacher indicates some awareness of prerequisite learning. The student teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline, including content and technological literacy.	In planning and practice, the student teacher makes content errors or does not correct errors made by students. The student teacher displays little understanding of prerequisite knowledge important to student learning of the content. The student teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
Demonstrating Knowledge of Students The proficient tenured teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs or 504 plans) from a variety of sources and attains this knowledge for individual students. **InTASC- 2,3; IPTS--1a,b,c,d,e,l,l; 2 e,n,p,q; 3c,k,m,o; 4p; 5m; 8i,s**	The student teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs and 504 plans).	The student teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs and 504 plans).	The student teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (including but not limited to IEPs and 504 plans) and does not seek such understanding.

| Designing Coherent Instruction
Co-planning/co-teaching when appropriate. The proficient tenured teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different learning pathways.
InTASC- 7; IPTS--1g,h,j,i; 2g,j,l,m,n,o;3a,b,c,e,f,g,l,m,n,p,q; 5l,m,n,o,q,s; 7p; 8g,i,l,n,o,s | Co-planning/co-teaching when appropriate. The student teacher coordinates knowledge of content, students, and resources to design a series of learning experiences with a clear structure, aligned to instructional outcomes and suitable to groups of students. | The series of learning experiences, in a recognizable structure, demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The student teacher inconsistently participates in co-planning. | The series of learning experiences is poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. The student teacher does not participate in co-planning. |

The Classroom Environment

COMPONENT	TARGET	DEVELOPING	EMERGING
Creating an Environment of Respect and Rapport Classroom interactions among the proficient tenured teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students' culture and levels of development. Students contribute to high levels of civil interaction between all members of the class. **InTASC-5; IPTS--1k; 3h; 4c,d,I,k,l; 9h, l**	Classroom interactions between the student teacher and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to all student backgrounds and levels of development. Expectations for student learning are high.	Classroom interactions, both between the student teacher and among students are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to all student backgrounds and levels of development. Expectations for student learning are average.	Classroom interactions, both between the teacher and among students are negative, inappropriate, or insensitive to all student backgrounds and levels of development and characterized by sarcasm, put-downs, or conflict. Expectations for student learning are low.
Managing Classroom Procedures Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. **InTASC-5; IPTS--4j,k,m; 5r**	Instructional time is maximized by utilizing classroom routines and procedures, transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Some instructional time is lost due to only partially effective classroom routines and procedures for transitions, handling of supplies, and noninstructional duties.	Much instruction time is lost due to inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

Managing Student Behavior	Standards of conduct appear to be clear to students, and the student teacher monitors student behavior, with data as appropriate, against those standards. The student teacher response to student behavior is appropriate and respects the students' dignity.	It appears that the student teacher has made an effort to establish standards of conduct for students. The student teacher tries, with uneven results, to monitor, with data as appropriate, and respond to student behavior.	There is no evidence that standards of conduct have been established, and little or no student teacher monitoring of students' behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
Standards of conduct are clear, with evidence of student participation in setting them. The proficient tenured teacher's monitoring of student behavior includes data, as appropriate, and is subtle and preventive. The proficient tenured teacher's response to student behavior is sensitive to individual student needs. Students take an active role in monitoring the standards. **InTASC- 3,5; IPTS--4a,f,g,h,o,p,q; 9l**			

Instruction

COMPONENT	TARGET	DEVELOPING	EMERGING
Communicating with Students Expectations for learning, directions and procedures, and explanations of content are clear to students. The proficient tenured teacher's oral/written communication is clear, appropriate to all student backgrounds and levels of development, and anticipates possible student misconceptions. **IPTS--5j,k,l**	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to all student backgrounds and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The student teacher's use of language may not be completely appropriate to all student backgrounds and developmental levels.	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The student teacher's use of language contains errors or is inappropriate to all student backgrounds and levels of development.
Using Questioning and Discussion Techniques Questions reflect high expectations and are culturally and developmentally appropriate for all student backgrounds and levels of development. Students formulate many of the high-level questions and ensure that all participate. **InTASC-4; IPTS--2k,p; 5b,j,k,l; 6s**	Questions reflect high expectations and are culturally and developmentally appropriate for all student backgrounds and levels of development. Students formulate many of the high-level questions and ensure that all participate.	Some of the student teacher's questions elicit a thoughtful response but most are low-level, allowing insufficient time for students to answer. Attempts to engage all students are not successful.	The student teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

Engaging Students in Learning Students are highly intellectually engaged throughout the lesson in significant learning and make material contributions to the activities, student groupings, materials, and use of technology. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. **InTASC- 4; IPTS--1i,l; 2k,n,o,p;** **4b,d,e,k,l,m,n; 5f,I,j,k,l,m,n,o,s; 7l; 8s**	Activities and assignments, materials, groupings of students, and use of technology are fully appropriate to the instructional outcome or students' cultures of levels of understanding. All students are engaged in work of a high level of rigor. The structure of the lessons are coherent with appropriate pace.	Activities and assignments, materials, groupings of students, and use of technology are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, groupings of students, and use of technology are inappropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

Assessment

COMPONENT	TARGET	DEVELOPING	EMERGING
Using Assessment during Instruction Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, and monitoring of progress by both students and the proficient tenured teacher, with high-quality feedback to students from a variety of sources. The proficient tenured teacher is able to successfully redesign lessons on the spot as needed. **InTASC-8;** **IPTS--3d,j; 4h; 5g,h,j,p;** **7d,e,f,g,I,j,k,l,m,n,o,q,r**	Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by the student teacher and/or students, and through high-quality feedback to students. Students are aware of the assessment criteria. Accurate records are consistently maintained.	Assessment is occasionally used in instruction through some monitoring of progress of learning by the student teacher and/or students. Students are aware of only some of the assessment criteria. The student teacher demonstrates some flexibility in instruction based upon student responses.	Assessment is not used during instruction, either through students' awareness of the assessment criteria, monitoring of progress by the student teacher or students, or through feedback to students. The student teacher does not demonstrate flexibility in instruction based upon student responses.
Making Data-Informed Instructional Decisions The proficient tenured teacher consistently and effectively makes data-informed instructional decisions. This instruction is differentiated for groups of students and individuals as appropriate. Students participate in analyzing their data results and determining appropriate next instructional steps. Accurate records are consistently maintained and analyzed. **InTASC-8;** **IPTS--5h,p; 7b,d,e,f,g,l**	The student teacher consistently and effectively makes data-informed instructional decisions. This instruction is differentiated for groups of students and individuals as appropriate. Accurate records are always maintained.	The student teacher inconsistently uses data to make instructional decisions or data-informed decisions only inform whole class instruction. Accurate records are not always maintained.	The student teacher does not use data to make instructional decisions. There are no accurate records maintained.

Providing Feedback to Students to Improve Learning The proficient tenured teacher provides feedback that is specific and leads every student to take next steps in understanding, even when learning objectives were successfully met. **InTASC-8**	The student teacher provides feedback that is specific and guides students' understanding of errors or misconceptions.	The student teacher provides feedback that is mainly focused on right or wrong answers.	The student teacher does not provide feedback to students to improve learning.

Professional Responsibilities

COMPONENT	TARGET	DEVELOPING	EMERGING
Reflecting on Teaching The proficient tenured teacher's reflections on the lessons is thoughtful and accurate, citing specific evidence. The proficient tenured teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each week. Weekly goals demonstrate great depth of thought and understanding. **InTASC-9** **IPTS--1f; 9d,k,o**	The student teacher provides an accurate and objective description of the lessons, citing specific evidence. The student teacher makes some specific suggestions as to how the lessons might be improved. Weekly goals are thoughtfully completed.	The student teacher provides a partially accurate and objective description of the lessons' effectiveness but does not cite specific evidence. The student teacher makes only general suggestions as to how the lessons might be improved. Weekly goals are inconsistently completed throughout.	The student teacher does not accurately assess the effectiveness of lessons and has no ideas about how the lessons could be improved. Weekly goals are not thoughtfully completed.
Participation in a Professional Community The proficient tenured teacher makes a substantial contribution to the professional community and to school and district events and projects, assuming a leadership role among the faculty. **InTASC-10; IPTS--3f; 4b; 5q;** **8a,b,e,f,g,j,k,n,r; 9e,f,g,n,o,p**	The student teacher participates actively in the professional community and in school and district events and projects, including co-planning/teachings, and maintains positive and productive relationships with colleagues, as appropriate.	The student teacher becomes involved in the professional community and in school or district events when specifically asked; relationships with colleagues are cordial.	The student teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.

Showing Professionalism The proficient tenured teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students and their families, particularly those traditionally underserved, are honored in the school. The proficient tenured teacher asks for constructive feedback from a variety of experts. **InTASC-9; IPTS-3f; 8d,h,j,k,p,q;** **9b,c,d,f,g,I,j,l,q,r**	The student teacher complies fully and voluntarily with school and district regulations. The student teacher welcomes constructive feedback. The student teacher displays a high level of ethics and professionalism in dealings with students and their families and colleagues.	The student teacher is inconsistently receptive to constructive feedback. The student teacher complies minimally with school and district regulations, doing just enough to get by. The student teacher is well-intentioned but unaware of his/her capacity to impact students and families.	The student teacher is not open to constructive feedback. The student teacher fails to comply with school and district regulations and timelines. The student teacher does not consider the impact of practice on students and families.

Professional Habits

COMPONENT	TARGET	DEVELOPING	EMERGING
Timely/Thorough Meeting of All Expectations Lesson plans are adjusted regularly and revised to achieve excellence in advance of all instruction. Additional school expectations are consistently met on time and as directed (including organization of field experience binder and weekly goals).	Lesson plans are consistently and thoroughly completed/provided to the supervisor and/or the mentor teacher at the designated time. Additional school expectations are consistently met on time and as directed (including organization of field experience binder and weekly goals).	Lesson plans are inconsistently completed with thoroughness and/or provided to the supervisor and/or the mentor teacher at the designated time. Additional school expectations are not consistently met on time or as directed (including organization of field experience binder and weekly goals).	Lesson plans are rarely completed with thoroughness and/or provided to the supervisor and/or the mentor teacher at the designated time. Additional school expectations are not consistently met on time or as directed (including organization of field experience binder and weekly goals).
Professional Presentation The proficient tenured teacher consistently wears professional attire beyond the expectations provided by the supervisor. The proficient tenured teacher always uses appropriate and professional language while in the placement school/district and in the community. The proficient tenured teacher demonstrates confidentiality or discretion without exceptions.	The student teacher consistently wears professional attire beyond the expectations provided by the supervisor. The student teacher always uses appropriate language while in the placement school/district and in the community. The student teacher demonstrates confidentiality or discretion without exception.	The student teacher often, but not always, wears professional attire as directed by the supervisor. The student teacher occasionally uses inappropriate professional language while in the placement school/district. The student teacher does not consistently demonstrate confidentiality or discretion.	The student teacher occasionally wears professional attire as directed by the supervisor. The student teacher does not use appropriate professional language at all times while in the placement school/district. The student teacher does not demonstrate confidentiality or discretion.

Effective Communication The proficient tenured teacher initiates effective communication and takes additional steps to ensure that communication is timely and appropriate. **InTASC-10;** **IPTS-- 7n; 9m,s,t2**	The student teacher communicates effectively and responds to all communication in a timely manner.	The student teacher generally demonstrates effective and timely communication but can be inconsistent.	The student teacher does not communicate effectively and does not respond to all communication in a timely manner.

Appendix C

Alternative Licensure University Coordinator Observation Form

Name of Candidate:

Week of

Name of University Coordinator:

School:

This evaluation form is to be completed by the University coordinator each week and shared with the candidate and the mentor teacher/coach. The University coordinator and the Candidate should discuss this evaluation to clearly identify areas of strength and need for growth.
Please use the rating scale below to document your observations of the teacher candidate's skills.
- 3 = On Target and meets expectations for a teacher candidate
- 2 = Developing Skills (familiar with concept but more practice is needed)
- 1 = Emerging Skills (beginning understanding of concept; makes errors)
- N/A = Not Applicable (candidate is not required or did not have the opportunity to demonstrate)

Planning and Preparation

_____ 1. Demonstrates knowledge of content and pedagogy.
_____ 2. Demonstrates knowledge of students (background, culture, special needs).
_____ 3. Designs coherent instruction to meet the needs of all learners.

Comments:

Classroom Environment

_____ 1. Creates an environment of respect and rapport.
_____ 2. Manages classroom procedures.
_____ 3. Manages student behavior in an effective manner.

Comments:

Instruction

_____ 1. Communicates effectively with students both verbally and in writing.
_____ 2. Uses effective questioning and discussion techniques.
_____ 3. Engages students in learning using effective teaching practices.

Comments:

Assessment

_____ 1. Uses assessment to plan and drive instruction.
_____ 2. Assesses student learning throughout the lesson.
_____ 3. Makes data-informed instructional decisions.
_____ 4. Provides feedback to students to improve learning.

Comments:

Professional Responsibilities

_____ 1. Reflects orally and/or in writing on lessons and teaching strategies.
_____ 2. Participates in the professional community (staff meetings, grade level meetings, etc.).
_____ 3. Shows professionalism (assumes a leadership role, asks for feedback, etc.).

Comments:

Professional Habits

_____ 1. Meets expectations in a timely and thorough manner, especially with lesson plans.
_____ 2. Presents self in a professional manner (appropriate attire and demeanor).
_____ 3. Uses appropriate and professional language with all parties.
_____ 4. Demonstrates confidentiality with all matters.

Comments:

Goals:

University Coordinator Signature and Date:

Teacher Candidate Signature and Date:

Appendix D

Mentor Teacher Agreement
(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6))

The qualifications and experience of the mentor and any of the assisting teachers and staff:

Potential mentors/coaches must meet the following requirements:

1. Hold a professional educator license (PEL) and be employed by the school district where the candidate is serving his or her residency;
2. Have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor; and
3. Have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.

Site-based mentors who first meet the criteria mentioned above will be selected through an interview process. The University director for school partnerships, the University coordinator, and the school principal will participate in the interview process and come to a consensus on supportive candidate/mentor pairings.

The estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates:
Mentor teachers will be expected to meet with the provisional teacher a minimum of once each week – ideally as often as needed and as schedules will permit. It is suggested that the mentors devote a minimum of two hours per week to advising and assisting the provisional teacher.

The specific roles of the mentor and any assisting teachers and staff:
Mentoring in the Alternative Educator Licensure Program will be a complex and multi-dimensional process of guiding, teaching, influencing, and supporting a beginning teacher. It will be an expectation that the mentor teacher leads, guides, and advises the provisional teacher in a work environment characterized by mutual trust. One of the functions of a mentor teacher will be to serve as a positive role model.

The assistance provided by the mentor teacher will vary based on the individual needs of the provisional teacher and may include supporting the development of teaching skills, strategies, and techniques within a formal three-part structure:

1. Pre-observation conferencing
2. Lesson observations
3. Post-conference feedback

Provisions enabling candidates to compensate for teaching time lost due to emergencies:

As teacher of record, the candidate would be entitled to the sick/personal leave days as awarded by the collective bargaining agreement and/or the policy of the school/district.

The process and criteria to be used by the principal of the school where the candidate is placed and the University coordinator to recommend the candidate's placement in a second year of residency (Section 21B-50(b) (2) of the School Code): Principal and University coordinators will evaluate candidates at the end of Residency I based upon a performance evaluation system which includes both professional practice, data, and indicators of student growth.

The principal will:

- o Conduct multiple formal and informal observations that will include pre-observations conferences and follow-up feedback conversations.
- o Provide written, evidence-based feedback on formal observations.
- o Complete Core Assessment 6 (formative Danielson evaluation rubric) at the end of Residency I.
- o Complete Curriculum Competencies Evaluation, aligned with SPA, at the end of Residency I.

The University coordinator will:
- o Conduct formal and informal observations that will include pre-observations conferences and follow-up feedback conversations.
- o Provide written, evidence-based feedback on formal observations.
- o Complete Core Assessment 6 (formative Danielson evaluation rubric) at the end of Residency I.
- o Complete Curriculum Competencies Evaluation, aligned with SPA, at the end of Residency I.

Saint Xavier University Representative Signature and Date:

Field Site Representative Signature and Date:

School/District:

Telephone:

Fax:

Appendix E

Principal Evaluation and Assessment Agreement
(Per 23 Illinois Administrative Code, Part 25, Section 25.60 (c)(6))

The roles of the principal and University coordinator who will participate in the evaluation of the candidates:
Principals will evaluate candidates based upon a performance evaluation system which includes both professional practice, data, and indicators of student growth.

Principal – Assessment Responsibilities:
- o Participate in the in-service training on the evaluation of certified personnel provided or approved by the State Board of Education.
- o Conduct multiple formal and informal observations that will include pre-observations conferences and follow-up feedback conversations.
- o Provide written, evidence-based feedback on formal observations.
- o Complete Core Assessment 6 (formative Danielson evaluation rubric) at the end of Residency I; Complete Core Assessment 7 (summative Danielson evaluation rubric) at the conclusion of Residency II.
- o Complete Curriculum Competencies Evaluation, aligned with SPA/NAEYC, at the end of both Residency I and Residency II.

University Coordinator – Assessment Responsibilities:
- o Participate in the in-service training on the evaluation of certified personnel provided or approved by the Illinois State Board of Education.
- o Conduct formal and informal observations that will include pre-observations conferences and follow-up feedback conversations.
- o Provide written, evidence-based feedback on formal observations.
- o Complete Core Assessment 6 (formative Danielson evaluation rubric) at the end of Residency I; Complete Core Assessment 7 (summative Danielson evaluation rubric) at the conclusion of Residency II.
- o Complete Curriculum Competencies Evaluation, aligned with SPA/NAEYC, at the end of both Residency I and Residency II.

Assessment methods capable of demonstrating whether a candidate is:
1. Knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
2. Skilled in managing and monitoring students' learning.

Candidates' knowledge about subject matter and strategies for teaching students with differing needs as well as managing and monitoring student learning will be evaluated on a weekly basis as the University coordinator observes and completes the weekly evaluation form. Candidate will be assessed weekly on the following criteria:

Planning and Preparation
- o Demonstrates knowledge of content and pedagogy.

o   Demonstrates knowledge of students (background, culture, special needs).
o   Designs coherent instruction to meet the needs of all learners.

Classroom Environment
o   Creates an environment of respect and rapport.
o   Manages classroom procedures.
o   Manages student behavior in an effective manner.

Instruction
o   Communicates effectively with students, both verbally and in writing.
o   Uses effective questioning and discussion techniques.
o   Engages students in learning using effective teaching practices.

Assessment
o   Uses assessment to plan and drive instruction.
o   Assesses student learning throughout the lesson.
o   Makes data-informed instructional decisions.
o   Provides feedback to students to improve learning.

Candidates will also demonstrate knowledge about subject matter and strategies for teaching students with differing needs as well as managing and monitoring student learning as they complete and submit their edTPA portfolio for official scoring.

The professional development process, to be used either for candidates who receive a "needs improvement" rating at the conclusion of the assessment process or in instances when the principal and University coordinator cannot agree, shall assist the candidate in making improvements during the third year of residency relative to those weaknesses and deficiencies. The option for professional development and a third year of residency shall not be afforded to any candidate who receives "unsatisfactory" ratings from both the principal and University coordinator or for anyone who receives a "needs improvement" rating from either the principal or University coordinator.

The option for professional development and a third year of residency may be offered to a candidate who receives a "needs improvement" rating from both the school principal and University coordinator or for a candidate who receives a "needs improvement" rating from the school principal or University coordinator at the conclusion of Residency II assessment process.

The candidate will be invited to participate in a planning conference to design an individualized professional development plan that will address the candidate's weaknesses and deficiencies identified during the Residency II assessment process. The design of this plan will assist the candidate in making improvement during the third year of residency in the areas identified as weaknesses and deficiencies.

The option for professional development and a third year of residency will not be made available to candidates who receive an "unsatisfactory" rating.

Saint Xavier University Representative Signature and Date:

Field Site Representative Signature and Date:

School/District:

Telephone:

Fax:

Appendix F

Professional Collaboration Agreement/Memorandum of Understanding

In order to promote shared expertise and decision-making between the University and P-12 schools in providing (1) integral field experiences and clinical practice (student teaching) for teacher candidates; (2) mutually beneficial professional development opportunities; (3) application of teacher candidates' knowledge, skills, and dispositions; and (4) meaningful learning for all P-12 students, the following provisions are recognized by the University and the designated school/district (field site) as being essential:

The University agrees:
- o To provide the field site with advanced information regarding student teaching appointments and field experience placements;
- o To communicate with the field site about the type of field/clinical experiences needed by the candidates so that joint design and implementation may take place;
- o To provide necessary forms and support materials for joint supervision and evaluation of teacher candidates during field experiences and clinical practice in a timely manner.

The field site agrees:
- o To collaborate with the University in ongoing design, supervision, evaluation, and improvement of the field/clinical experiences component of the teacher education program;
- o To collaborate with the University to identify outstanding certified, qualified, and experienced cooperating teachers who are willing to mentor and supervise teacher candidates who will model skills for working with other professionals and community members;
- o To ensure that written and/or verbal feedback regarding candidates' performance is given to the University coordinator or instructor and teacher candidates in a timely manner.

The teacher candidate agrees:
- o To adhere to all the rules and regulations of the field site;
- o To fulfill his/her responsibilities as outlined in the field experience/clinical practice handbook and emphasized by the University instructor or supervisor.

Saint Xavier University Representative Signature and Date:

Field Site Representative Signature and Date:

School/District:

Telephone:

Fax:

Appendix G

Alternative Program – Candidate Agreement

I acknowledge that I have the primary responsibility for the successful completion of the Alternative Licensure program, the MAT degree, and earning an Illinois Professional Educator License (PEL). I have reviewed, understand, and will abide by the policies and procedures described Alternative Licensure Program Handbook.

Print Candidate's Full Name:

Candidate's Signature and Date:

Program Chair's Signature and Date:

Alternative Program – Registration Agreement

I, _____ (name), a member of the _____
 (semester, year) Alternative Licensure program, give the Education Division permission to register me throughout the program while I am a graduate student in good standing.

Signature and Date: