

Evaluation

In an effort to promote teaching excellence, the Illinois State Board of Education has developed the Illinois Professional Teaching Standards which all educators must demonstrate. The CPS supports these standards and expects that all student teachers to demonstrate them. For a complete definition of these standards, visit the Illinois State Board of Education website at www.isbe.net.

1. Content Knowledge
2. Human Development and Learning
3. Diversity
4. Planning for Instruction
5. Learning Environment
6. Instructional Delivery
7. Communication
8. Assessment
9. Collaborative Relationships
10. Reflection and Professional Growth
11. Professional Conduct

In most cases, the cooperating teacher and supervisor will use the evaluation forms supplied by the student teacher's university to grade him or her at mid-term and completion of the placement. Another option is the CPS classroom visitation form included in this section. To ensure timely completion, the student teacher should make the cooperating teacher fully aware of the evaluation deadlines.

Included in this handbook are the following documents:

CPS Classroom Visitation Form: This form can be used in addition the university evaluation form.

Suggestions for portfolio development from *So You Have to Have A Portfolio?*: Use these suggestions to select artifacts that demonstrate your best work as an educator.

Chicago Public Schools Classroom Visitation Form

Teacher's Name _____

Date _____

School _____

Subject _____

Time _____

I. Instruction	Strength	Weakness	N/A
a. provides written lesson plans and preparation in accordance with the objectives of the instructional program			
b. establishes positive learning expectation standards for all students			
c. periodically evaluates pupils' progress and keeps up-to-date records of pupils' achievements			
d. applies contemporary principles of learning theory and teaching methodology			
e. draws from the range of instruction materials available in the school			
f. exhibits willingness to participate in the development and implementation of new ideas and teaching techniques			
g. provides bulleting board and interest areas reflective of current student work			
h. exhibits and applies knowledge of the curriculum content related to subject area and instructional level			
i. shows evidence of student performance and progress			
II. School Environment	Strength	Weakness	N/A
a. establishes and maintains reasonable rules of conduct within the classroom consistent with the provisions of the Uniform Discipline Code.			
b. maintains attendance book, lesson plans, seating charts, and grade book accurately			
c. uses recommendations and suggestions from conferences and special education staffings			
d. encourages student growth in self-discipline and positive self-concept			
e. makes students aware of objectives and expectations			
f. practices fairness in teacher-pupil relationships			
g. exhibits an understanding and respect for students as individuals			
III. Professional and Personal Standards	Strength	Weakness	N/A
a. presents and appearance that does not adversely affect the students' ability to learn			
b. demonstrates proper diction and grammatical usage when addressing students			
c. uses sound and professional judgment			

IV. School-wide environment	Strength	Weakness	N/A
a. carries out daily routing and administrative requests			
b. complies with the policies, rules, and regulations of the school system and of the building			
c. promotes anti-vandalism programs in the school			

V. Community Relationships	Strength	Weakness	N/A
a. uses appropriate resources available in the community			
b. initiates appropriate conferences with parents, administrators, and/or ancillary personnel in accordance with school procedures			
c. performs professional responsibilities in an atmosphere of mutual respect with parents and other community members			
d. communicates the academic progress, attendance and conduct of students to their parents			
e. endeavors to understand the lifestyle and values of the school community			

VI. Professional Responsibilities	Strength	Weakness	N/A
a. is punctual and regular in attendance to school and duty assignments			
b. participates in in-service meetings and uses information and materials provided			
c. exhibits cooperative attitude toward students, parents, community, and school personnel			
d. adheres to the rules of the governing entity			
e. makes proper use of professional preparation periods			

Comments:

Evaluator: _____

Date: _____

SUGGESTED PORTFOLIO COMPONENTS

A teaching portfolio should summarize an educator's success. The following is a suggested list of items that can be included in a portfolio.

Artifacts from Oneself

1. Cover letter: a written statement describing the contents of the portfolio and how the contents demonstrate the achievement and goals.
2. Philosophies: statement of beliefs including, but not limited to, philosophy of teaching, philosophy of parent involvement, multicultural statement, philosophy of reading, philosophy of discipline, and the philosophy of technology use.
3. Transcripts: one from each college or university attended.
4. Résumé: objective, educational background (certification test results, if passed; state license, if granted), work/teaching experience (tutoring, student teaching, grade levels, hours of public-school activities/observations, professional workshops attended or hours, volunteer activities involving children), organizations, honors, references (designate relation of each listed such as supervising teacher, principal, university advisor).
5. Copies of teaching materials: include different types of teaching materials and evaluative instruments developed.
6. Lesson plans: highlight with captions a particular area included, such as provisions for cooperative learning, higher-order thinking activities, provisions for individual differences, linkage to state learner outcomes, and so forth.
7. Photographs: interactive bulletin boards; student projects; learning centers; informal classroom shots; action photos; artistic models or paintings; things that demonstrate interaction with students, faculty, or community.
8. Professional development: list of workshops and conferences attended, special areas of expertise or training, subscriptions to professional journals and organizations, and self-initiated visits/volunteerism.
9. Record of innovative methods: new strategies or programs implemented, such as team teaching, cross-curriculum activities, peer tutoring program, and so forth.
10. Record-keeping artifacts: rubrics, checklists, grade book excerpts, anything that documents ability to manage or assess students' progress.
11. Assessment examples: various types of tests (objective, multiple choice, true/false, matching, essay), rubrics, contracts, participation, and various forms of alternative assessment used to evaluate student progress.
12. Parent communication materials: sample parent newsletter, report cards/progress reports/notes sent home with individual students, parent-teacher conference schedules, parent volunteer activities initiated.
13. Professional writing: anything published.
14. Educational travel: appropriate if travel correlates with teaching assignment.
15. Technology activities: samples of electronic grade book, templates for lesson plans, copies of websites used for instruction, printouts or Web pages developed, a lesson that shows how computers/Internet will be used to enhance instruction.

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16. Evidence of commitment to diversity: description of multicultural experiences including information relative to experiences with languages other than English, travel, volunteer experience, or work experience with other cultures.
17. Statement of teaching responsibilities: list of courses taught including syllabi, as well as recent evidence of classroom activities and personal teaching style.
18. Description of current scholarship: documented artifacts such as list of presentations at scholarly meetings; awards and recognitions; funded grant proposals; other evidence of contributions to students, programs, and other professionals.

Artifacts from others

1. Formal evaluations: evidence from administrators, supervising teachers, peers, and students evaluating teaching and assessment, human relations, professionalism, and classroom management.
2. Informal critiques: samples of assignments with written comments from instructors or peers.
3. Solicited and unsolicited endorsements: letters of recommendation, letters/notes from students, peers, supervisors, and faculty that document demonstrated commitment to high educational or professional standards.
4. Media: newspaper or magazine articles that validate activities and professional and personal self-development.
5. Honors: scholarship or grant recipient, teaching awards, leadership roles in professional organizations, community service awards, or nominations for exceptional achievement.

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