Department of Mathematical Sciences
Assessment Report for 2010 – 2011
Bachelor of Science, Secondary Education
Submitted March 1, 2012 to the Office of Institutional Research and Assessment
By Shelly M. Jones, Ph.D., Math Department Assessment Committee

Preamble

Department Mission:
Consistent with the mission of the University, as a "community of learners dedicated to teaching and to scholarship," the Department of Mathematical Sciences serves the mathematical needs of many different student populations. The Department enables students who are under-prepared for college level courses to succeed through a sequence of developmental mathematics courses. It contributes to the general education program by offering college level mathematics and statistics courses for all majors throughout the University. It provides service courses for specialized degree programs in engineering, computer science, education, psychology, business, and other disciplines. It is responsible for the mathematics content and methods courses including student teaching for pre-service and in-service teachers at all grade levels.

Bachelor of Science in Mathematics (for secondary education certification):
The BS.Ed. in secondary mathematics program prepares students for teacher certification (grades 7 - 12) in the state of Connecticut. The state of Connecticut requires that students be admitted to teacher preparation programs only after they have met admission criteria. In the second or third year, most full-time students are ready to apply for admission to the Professional Program. Prior to this application, students are required to:

1. Complete 45 credits, of which at least 15 have been earned at CCSU.
2. Pass the Praxis I Pre-professional Skills Test (PPST): basic skills tests in reading, writing, and mathematics. Students may also provide a written waiver from the state based on their SAT scores.
3. Have a cumulative GPA of at least a 2.70 at CCSU.
4. Submit two recommendations related to their ability to work with children and adults.
5. Write an essay demonstrating their command of the English language.
6. Pass an interview, after the application to the Professional Program is submitted, with the Professional Program Acceptance Committee demonstrating an acceptable standard of knowledge, skills, and dispositions important to effective teaching performance.

In addition to the requirements stated above, for mathematics education:

1. A minimum overall GPA of 2.70 calculated on mathematics courses counting towards their major, with no more than two repeats in one mathematics course.
2. Completion of three mathematics courses at CCSU with a grade of C- or better in each.
3. Completion of Calculus II (MATH 221) and Discrete Math (MATH 218) with a grade of C- or better prior to applying to the Professional Program.
4. One of the two letters of recommendation must be from a faculty member in the CCSU Department of Mathematical Sciences.
5. Pass a second mathematics essay written on the program approved essay form.

Once admitted to a teacher education Professional Program, a teacher candidate is expected to maintain a cumulative 2.70 grade-point average for all coursework completed at CCSU and elsewhere. For the Department of Mathematical Sciences, students must maintain a cumulative GPA of 2.70 for all mathematics courses, and a C – or better in all mathematics courses in their program. Once the teacher

candidate completes a BS degree in secondary mathematics, the teacher candidate must pass the Praxis II Test (061), Mathematics: Content Knowledge, prior to applying for certification.

Section 1: Learning Outcomes:

	Learning Outcomes	**Addressed in these courses/assessments**			
1.	Understand basic analytic arguments using such common notions as epsilon/delta, infinite sums, and limits and basic algebraic and discrete notions, such as facts about vector spaces and counting arguments.	152	221	218	228 & Praxis II
2.	Be able to follow and recreate algebraic and geometric proofs.	218	323	366	377 & Praxis II
3.	Apply mathematical principles to the solution of problems, including real world applications	120	220	320	STAT 314
4.	Understand issues concerning the mathematics curriculum for grades 7-12	313	327	328	
5.	Develop skills necessary to become an effective teacher of mathematics	211	413	EDSC 435	426

Learning Outcomes and Curriculum Map:

LO	**Assessment Measures**	**Rubric, Appendix**
1.	Problem sets, in class exams and the final exam.	End of Course Learning Outcomes : Appendix A
2.	Problem sets, in class exams and the final exam.	End of Course Learning Outcomes : Appendix A
3.	Problem sets, in class exams and the final exam.	End of Course Learning Outcomes : Appendix A
4.	Problem sets, in class exams and a demonstration lesson.	End of Course Learning Outcomes : Appendix A Demonstration Lesson (Math 328) Rubric: Appendix C
5.	Dispositions Instrument, field experiences portfolio, demonstration lesson, student teaching portfolio and student teaching evaluation.	Dispositions Instrument: Table 1. Problem Solving Portfolio Rubric: Appendix D Demonstration Lesson (Math 413) Rubric: Appendix E Field Experiences Portfolio Rubric: Appendix F Student Teaching Exit Portfolio: Appendix G Student Teaching Evaluation: Appendix H

Section 2: Findings:

I. **Progress Roster and Professional Dispositions Instrument**. At the end of each semester, all faculty teaching professional program courses rate each teacher candidate's (TCs) overall progress in the program, their content knowledge and their demonstration of appropriate professional dispositions. Faculty teaching MATH 413, Teaching Mathematics in the Secondary School, assess TCs program progress and recommends Progress, Review, or Dismiss. If faculty indicate a concern by recommending Review or Dismiss, areas of concern must be indicated, which may include Content Knowledge, Pedagogy Skills, and Dispositions. Additionally, all TCs are evaluated on professional dispositions, defined as Habits of Learning, Teaching, Professional Conduct, Interpersonal Relationships, Communication, and Self-Reflection. Each professional disposition is evaluated using Target, Acceptable, and Unacceptable criteria. Target includes exceeding expectations, Acceptable includes meeting expectations, and Unacceptable does not meet expectations for a TC at the current point in the program. The following table provides data for TCs in Fall 2010 and Spring 2011. Please note that there are usually more students registered for spring methods courses so that they are ready for student teaching in the fall which is the beginning of the school year for K-12 schools. In the year reported, the majority of students (95.5%) were recommended to proceed in the professional program. Only Two students received a recommendation for a review. These students follow an extensive process with the Committee on Retention in Education (CORE).

Table 1. Progress Roster and Professional Dispositions Instrument.

	Fall 2010		Spring 2011	
Recommendation for students progressing in the Professional Program				
	Count	**%**	**Count**	**%**
Progress	21	**95.45%**	42	**95.45%**
Review	1	**4.55%**	2	**4.55%**
Dismiss	0	**0.00%**	0	**0.00%**
Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	
Concern about students' content knowledge.				
	Count	**%**	**Count**	**%**
Concerned	0	**0.00%**	1	**2.27%**
Not Concerned	22	**100.00%**	43	**97.73%**
Total	**22**		**44**	
Concern about students' pedagogical skills.				
	Count	**%**	**Count**	**%**
Concerned	1	**4.55%**	1	**2.27%**
Not Concerned	21	**95.45%**	43	**97.73%**
Total	**22**		**44**	
Concern about students' dispositions.				
	Count	**%**	**Count**	**%**
Concerned	0	**0.00%**	0	**0.00%**
Not Concerned	22	**100.00%**	44	**100.00%**

Total	22		44	
Disposition # 1 Thinking and Action toward LEARNING				
	Count	**%**	**Count**	**%**
Target	7	**31.82%**	14	**31.82%**
Acceptable	15	**68.18%**	29	**65.91%**
Unacceptable	0	**0.00%**	1	**2.27%**
Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	
Disposition # 2 Thinking and Action toward TEACHING				
	Count	**%**	**Count**	**%**
Target	6	**27.27%**	15	**34.09%**
Acceptable	16	**72.73%**	29	**65.91%**
Unacceptable	0	**0.00%**	0	**0.00%**
Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	
Disposition # 3 Thinking and Action toward PROFESSIONAL CONDUCT				
	Count	**%**	**Count**	**%**
Target	6	**27.27%**	15	**34.09%**
Acceptable	16	**72.73%**	29	**65.91%**
Unacceptable	0	**0.00%**	0	**0.00%**
Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	
Disposition # 4 Thinking and Action toward INTERPERSONAL RELATIONSHIPS				
	Count	**%**	**Count**	**%**
Target	7	**31.82%**	13	**29.55%**
Acceptable	15	**68.18%**	31	**70.45%**
Unacceptable	0	**0.00%**	0	**0.00%**
Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	
Disposition # 5 Thinking and Action toward COMMUNICATION				
	Count	**%**	**Count**	**%**
Target	3	**13.64%**	7	**15.91%**
Acceptable	19	**86.36%**	37	**84.09%**
Unacceptable	0	**0.00%**	0	**0.00%**
Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	
Disposition # 6 Thinking and Action toward SELF REFLECTION				
	Count	**%**	**Count**	**%**
Target	5	**22.73%**	11	**25.00%**
Acceptable	17	**77.27%**	32	**72.73%**
Unacceptable	0	**0.00%**	1	**2.27%**

Not Responded	0	**0.00%**	0	**0.00%**
Total	**22**		**44**	

II. **Demonstration Lesson.** In MATH 413, Teaching Mathematics in the Secondary School, candidates are required to develop and teach a mathematics lesson and receive a passing grade. The grade is based on a detailed rubric (Appendix E). Faculty will resume collecting data for the demonstration lesson measure in Fall 2011.

III. **Field Experience Reflection Prompts.** In the semester prior to student teaching in Math 413 each TC is required to complete 60 hours of field experience in a middle or high school. Field experiences are recognized as a significant part of the total preparation for teaching. This experience allows the TC to apply, in an actual school, knowledge from their coursework in classroom responsibilities assigned by the classroom teacher. In addition to working with students in a classroom, the teacher candidates are given weekly prompts to reflect and report on while spending time in their classroom. The prompts focus on observing the classroom environment, looking for lesson clarity, classroom management, lesson planning for lessons to be taught by the teacher candidate, technology use and differentiating instruction, and the creation of a unit plan that may be used in their student teaching. The weekly reflection prompt is being considered as a source of data for spring 2012.

IV. **Student Teaching Exit Portfolio**. While student teaching, teacher candidates attend a 1-credit student teaching seminar, Math 426. During the seminar, students create a Student Teaching Exit Portfolio. The portfolio is designed to demonstrate TCs ability to plan lessons and unit plans, implement them, and reflect on their success in terms of K-12 student learning. The portfolio is scored by the University Supervisor using a rubric (Appendix G). Rubric element scores provide useful feedback to students and to program faculty about areas of strength and weakness for individuals and for the program. This portfolio becomes an effective tool for our Teacher Candidates for job interviews. Faculty will resume collecting data for this assessment measure in Fall 2011.

V. **The Student Teaching Evaluation** (Appendix H) is designed to provide programs with information regarding the performance of the teacher candidates (TCs) in each of the specific certification areas. The final evaluation document is provided at the start of Student Teaching, EDSC 435, to all members of the student teaching team (TC/student, Cooperating Teacher, and University Supervisor). Additionally, the tool can be found in the Student Teaching Handbook that is used during the semester. This is done to ensure that all parties are familiar with the document and the expectations are clear to all involved. At each observation visit the University Supervisor documents the TCs performance on an observation form. All members of the team receive a copy of each completed observation form. The observation form is directly aligned with the final evaluation document. At the midpoint of student teaching, the entire team together completes a midterm evaluation to document the TCs progress. This process is repeated at the end of the semester when the team meets again to complete the final evaluation. Meeting and completing the form together ensures the consistency and accuracy, of the final scores and also allows team members to discuss each indicator at length. The TCs are also given a letter grade for the student teaching experience. The Student Teaching Evaluation is based on the

Connecticut Common Core of Teaching as well as the SEPS Conceptual Framework. The table below reports the mean and range of scores for each indicator. Data collection will resume in Fall 2011. Past data is shown below as a sample of future data to be collected.

Data from Student Teaching Evaluation
Descriptive Statistics

	2005-2006	**2006-2007**	**2007-2008**
Performance Area	**Average score and (range)*** **n=16**	**Average score and (range)*** **n=14**	**Average score e and (range)*** **n=17**
I. Classroom Management Score	2.5889 (1.67-3.0)	2.7778 (2.0-3.0)	2.8235 (2.0-3.0)
II. Planning Score	2.8438 (2.0-3.0)	2.7857 (1.75-3.0)	2.8382 (2.25-3.0)
III. Instruction Score	2.5905 (1.86-3.0)	2.6813 (1.57-3.0)	2.6975 (1.57-3.0)
IV .Assessing and Adjusting Score	2.6667 (1.33-3.0)	2.7857 (1.67-3.0)	2.8039 (2.33-3.0)
V .Communication Score	2.8750 (2.0-3.0)	2.7857 (2.0-3.0)	2.9375 (2.0-3.0)
VI. Professionalism Score	0 (not reported)	2.9423 (2.75-3.0)	2.9412 (2.50-3.0)
VII. Student Diversity Score	2.8875 (2.0-3.0)	2.8143 (1.8-3.0)	2.9000 (2.40-3.0)
VIII. Self Evaluation Score	2.8750 (2.0-3.0)	2.7857 (1.67-3.0)	2.9583 (2.67-3.0)

0 = unacceptable, 2.0 = acceptable, 3.0 = target

*Table taken from our latest NCATE report

VI. Content Knowledge. Students take a variety of content courses necessary for learning the appropriate content knowledge for teaching mathematics at the secondary (grades 7 – 12) level. Please see Appendix B for a description of each course. Learning Outcomes for each course were created and an overall rating for each student is calculated to align with the two content-based Learning Outcomes for the program (LO1 & LO2). The rankings are as follows: (2) Strong Performance of the Learning Outcome; 1 – Acceptable Performance of the Learning Outcome; (0) – Does Not Meet the Learning Outcome. Data Collection will begin in Fall 2011.

VII. The Praxis II: Mathematics Content Knowledge (0061) offered by the Educational Testing Service (ETS) is the test required for state licensure. Once the teacher candidate completes a BS degree in secondary mathematics from CCSU, the teacher candidate must pass the Praxis II Test (061) prior to applying for certification. The test is 50 multiple-choice questions designed to test the ability to understand and work with mathematical concepts, to reason mathematically, to integrate knowledge of different areas of mathematics and to develop mathematical models of real-life situations. The two-hour test requires a graphing calculator. Data for this test was compiled for our latest NCATE report. Over the three years reported below, 61 teacher candidates in the Mathematics Education program took the Praxis II test. All 61 students (100%) received a state passing score. Data collection for the Praxis Test will resume in Fall 2011. If past data is available, it will be included in the next assessment report for this program.

Data from Licensure Test from Educational Testing Service
HEA-Title II Reports
Academic Years 2004-2005, 2005-2006, 2006-2007

Academic Year	Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	CCSU Pass Rate	Statewide Number Taking Assessment	Statewide Number Passing Assessment	Statewide Pass Rate
2006-2007	Mathematics: Content Knowledge	061	22	22	100%	116	115	99%
2005-2006	Mathematics: Content Knowledge	061	23	23	100%	137	134	98%
2004-2005	Mathematics: Content Knowledge	061	16	16	100%	96	95	99%

* Table taken from our latest NCATE Report.

Section 3: Analysis:

I. The dispositions data tells us that in the year reported (2010-2011), students possess the skills and dispositions necessary to become effective teachers (LO5). The majority of students (95.5%) were recommended to proceed in the professional program.

II. The last Student Teacher Evaluation data was collected from 2005-2008. This data shows that 100% of 61 students successfully completed their student teaching experience. The mean ratings for every category reported over the three years range from 2.59 to 2.96. The mean ratings all fall between the acceptable score (2) and target level (3). The greatest growth can be seen in the area of TCs assessing student understanding and adjusting instruction. In addition, in the first two years of reported data, several performance areas had ranges that included individual TC scores in the unacceptable range (1). In the third year of data we see only one performance area, Instruction, where a TC scored in the unacceptable range. Instruction is the area that takes the most on-the-job experience to improve. This is why CCSU continues to find ways to provide on-site field experiences throughout the TC experience. It will be interesting to look at more current data to note areas of growth and any continued areas of weakness.

III. Based on past Praxis II data from 2004-2007 the candidates completing the Mathematics Education program have demonstrated that they have the necessary mathematics content knowledge to teach secondary mathematics.

Section 4: Use of Results:

I. The results of past data provided by our NCATE report gives us much encouragement that this data collection process is already well underway and we have only to pick up where we left off.

II. Past and current dispositions data can be used in the future to match students who faculty had concerns with to any students that do not successfully complete the program. Backtracking on these students might prove useful in determining better ways to catch students before their last semester.

III. In preparing for this report and future assessment reports, faculty volunteered for the Math Department Assessment Committee (see member list below). We revisited our last submitted report (2009) and decided that in addition to general learning outcomes for the program, it would be beneficial to also have learning outcomes for each course. The by-course learning outcomes will assist faculty when they rate students for the Program Learning Outcomes. Fall 2010 was used as a planning semester. In spring 2011 we created a database and began collecting data. Very little data was collected in the spring in part because of inexperience with the data collection process. We are confident that more data will be collected in upcoming semesters for fall 2011 and spring 2012.

Department of Mathematical Sciences Assessment Committee for Mathematics Education: Maria Mitchell (NCATE Spa Report), Adele Miller (NCATE Spa Report), Phil Halloran, Shelly Jones, (unofficial members: Robin Kalder and Louise Gould)

APPENDIX A
Mathematics (BSED) Learning Outcomes by Mathematics Content Course

152:

- Compute and understand limits
- Compute and understand derivatives
- Solve application problems using derivatives

221:

- Compute definite and indefinite integrals using varied techniques
- Determine convergence of sequences and series
- Apply integration to compute areas and volumes of revolution

218:

- Prove mathematical statements
- Understand sets and functions (including properties and applications)
- Prove suitable mathematical statements by induction
- Solve basic combinatorial problems

228:

- Solve systems of linear equations
- Perform computations involving matrices
- Apply and verify linearity of transformations
- Understand and apply vector space definition and properties

366:

- Understand and apply definitions of group, subgroup
- Understand and apply definitions and properties of cyclic group, permutation group, factor group
- Understand and apply definitions and properties of homomorphism, isomorphism

377:

- Understand the topology of the real line
- Rigorously determine/prove convergence of sequences
- Rigorously determine/prove continuity and uniform continuity of functions
- Understand distinct types of convergence of sequences of functions

Mathematics (BSED) Learning Outcomes by Mathematics Education Course

Course	Learning Outcomes
Mathematics 120	LO1, Demonstrates fundamental problem solving skills LO2, Able to explain mathematics orally LO3, Able to write clear mathematical explanations
Mathematics 211	LO1, Explanation of material is correct LO2, Explanation of material is complete LO3, Explanation of material is clear LO4, Able to explain material in multiple ways LO5, Reflects well & internalizes suggestions LO6, Demonstrates sensitivity to diverse students
Mathematics 220	LO1, Prove mathematical statements LO2, Understand sets and functions (including properties and applications) LO3, Prove suitable mathematical statements by induction LO4, Solve basic combinatorial problems
Mathematics 320	LO1, Demonstrates sophisticated problem solving skills LO2, Able to explain mathematics orally LO3, Able to write clear mathematical explanations
Mathematics 327	
Mathematics 328	LO1, Understand issues concerning 7-12 math curriculum L02, Understand the nature of deductive reasoning. L03, Able to use mathematical reasoning to solve numerical geometry problems LO4, Is able to plan and carry out a mathematics lesson
Mathematics 413	
Mathematics 426	LO1, Writes effective lesson plans LO2, Effectively reflects on executed lessons LO3, Implements effective assessments LO4, Effectively reflects on assessment results LO5, Writes complete unit plan LO6, Completes portfolio LO7, Overall: Possesses skills necessary to become effective teacher
EDSC 435	LO1, Plans effective lessons LO2, Executes effective lessons LO3, Employs effective assessments LO4, Demonstrates classroom management skills LO5, Carries out all responsibilities LO6, Overall: Possesses skills necessary to become effective teacher

APPENDIX B
Course Descriptions
Major in Mathematics, B.S.ED.
Certifiable for Secondary Teaching Grades 7-12
48 Credits in Mathematics as follows

NOTE: A copy of the course requirements and a "Program Sheet" for secondary mathematics major may be found at the end of this document. The list below is a more complete explanation of the course listing.

MATH 120, MATH 220, MATH 320 Problem Solving I, II, III (1 credit each for a total of 3)
These three courses focus on the problem solving process. The three courses are offered simultaneously with students from each level working together.

MATH 152 Calculus I (4 credits)
Topics include limits and continuity, derivatives, applications of derivatives, transcendental functions, antiderivatives and definite integrals with applications

MATH 211 Clinical Experiences in Mathematics Education (1 credit each)
MATH 311 and MATH 411 are electives that can be taken for an additional 1 credit each. These courses provide candidates with an opportunity to gain practical experience in a tutorial or small group setting and to become a certified tutor through the College Reading and Learning Association.

MATH 218 Discrete Mathematics (4 credits)
Topics include logic, induction, recursion, combinatorics, matrices, graph theory, set theory, and number theory.

MATH 221 Calculus II (4 credits)
Further applications of integration, techniques of integration, improper integrals, L'Hopital's Rule, and infinite series including Taylor series and representation of functions are offered.

MATH 228 Introduction to Linear Algebra (4 credits)
Vector spaces, systems of linear equations, determinants, linear transformations and matrices are considered.

MATH 313 Number Systems from an Advanced Viewpoint (2 credits)
The course provides an examination of the content of the elementary school mathematics curriculum from the point of view of secondary mathematics teachers.

MATH 323 College Geometry (3 credits)
Euclidean Geometry is studied from a modern viewpoint, with emphasis on the structure of deductive systems and methods of proof. The real number system is used as a model for Euclidean geometry, betweenness, separations and convexity, measure, congruence, parallelism, similarity, and construction.

MATH 327 Curriculum and Technology in Secondary Mathematics I (3 credits)
Examines the content of the mathematics curriculum in grades 7-12, with emphasis on the development of algebraic thinking across grade levels and incorporating the use of spreadsheets, function plotting software, and graphing calculators.

MATH 328 Curriculum and Technology in Secondary Mathematics II (3 credits)

Examines the content of the mathematics curriculum in grades 7-12, with emphasis on teaching geometry, discrete mathematics, and probability and statistics. This includes use of geometric drawing programs, laboratory instrumentation, and incorporating the use of other current technologies.

MATH 366 Introduction to Abstract Algebra (3 credits)
Certain fundamental structures such as groups, rings, integral domains and field are considered.

MATH 377 Introduction to Real Analysis (4 credits)
In depth introduction to the theory of functions, including integration, differentiation and series.

STAT 314 Introductory Statistics for Secondary Teachers(3 credits)
Techniques in probability and statistics required for secondary school teaching. Topics include sampling, probability, probability distributions, simulation, statistical inference, and the design and execution of a statistical study. Computers and graphing calculators are used.

MATH 413 Teaching Mathematics in the Secondary School (4 credits)
Topics include planning for instruction, classroom management, promoting effective discourse, methods to address the needs of a diverse student population, and methods of assessment. There are 60 hours of field experience required. This course is taken concurrently with EDSC 425.

MATH 426 Student Teaching Seminar (1 credit)
Teacher candidates discuss, examine and reflect on current issues that arise in secondary mathematics while they are student teaching. This course is taken concurrently with EDSC 435.

EDSC 435 Student Teaching (9 credits)
During the senior year, one semester is spent in classrooms of a public secondary school where the candidate demonstrates the ability to plan curriculum, to conduct secondary school learning activities and assessment, to work effectively with adolescent youth, and to carry out other responsibilities of a teacher in the 7-12 classroom. This full-time student teaching experience is coupled with a seminar, MATH 426.

MATH Elective Two Courses (5 credits)

APPENDIX E
Demonstration Lesson

Lesson Planning Model Rubric Math 413	Exceptional- A 5	Accomplished- B 4	Proficient-C 3	Unsatisfactory - F 1-2	Total Points	Your Points
LESSON PLANNING						
Lesson objective **Include technology**	Clearly stated objective/goal is communicated to students.	Objective/goal is stated but not clearly communicated to students.	Objective/goal is evident, but not stated and not clear	Objective is not stated and not communicated.	5	
2. NCTM / CT standards	Stated all standards	Stated most standards	Stated some standards	Stated no standards	5	
3. Purpose	Clearly connected/ made relevant to audience	Mostly connected/made relevant to audience	Somewhat connected/ made relevant to audience	Did not connect to audience	5	
4. Materials and Equipment Incorporate technology	Included all	Included most	Included some	Did not include any	5	
5. Anticipatory Set	Interesting and stimulating focused audience attention on the lesson and connected to prior knowledge	Focused audience attention on the lesson and connected to prior knowledge	Focused audience attention on the lesson	Did not include	5	
6. Prior Knowledge	Complete	Mostly complete	Somewhat complete	Not included	5	
7. Important Terms	Included all	Included most	Included some	Did not include any	5	
8. Teaching Model/Learning Environment	Cooperative Group work Persistence is demonstrated in selecting appropriate instructional strategies to maintain a high level of student interest and engagement and learning. Appropriate	Some cooperative group work. A variety of instructional strategies are used to motivate and maintain a high level of student engagement in the lesson. Modeling, practice,	Very little cooperative group work. Whole group, direct instruction appears to be the primary method of delivery. Some teacher/student interaction is evident but teacher	Direct Instruction only/whole class Instruction is dominated by teacher lecture or demonstrations. Activities or assignments are not engaging or appropriate level of	5	

	modeling and opportunities for practice are consistently provided. Active participation is used throughout the lesson to engage, reinforce, and promote retention.	reinforcement and closure are used to increase the probability that students will remain focused on the lesson and most stated objectives.	dominates. Plans are followed with no evidence of attempts to modify or adjust.	difficulty for students. Plans are followed regardless of feedback from students. Little or not attention is given to student behavior.		
Directions and Procedures	Directions and explanations are clear and address varied learning intelligences. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly.	Directions and explanations are clear to students with minimal clarification. Directions are modeled effectively to address the various intelligences of the students.	Explanations and directions often require clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task.	Explanations and instructions are confusing to students. Students are unable to proceed with independent work.	5	
Transitions	Transitions are systematic, efficient, and maximize learning time.	Transitions are systematic and efficient with minimal loss of instructional time.	Transitions are established but inconsistent resulting in some loss of instructional time.	Loss of instructional time is excessive due to inefficient transitions in the classroom.	5	
9. Differentiated Instruction/Lesson Design	Incorporates 5 (Gardner) Intelligences	Incorporates 4 Intelligences	Incorporates 3 Intelligences	Incorporates one intelligence	5	
10. Assessment	Incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies	Incorporates the stated objective and reflects lesson goal with multiple assessment strategies	The assessment has little relevance to the stated objectives	No assessment	5	
11. Closure	Ended lesson and tied to lesson objective	Ended lesson and somewhat tied to lesson objective	Ended lesson abruptly	Did not end lesson	5	
12. Organization	Student presents information in logical, interesting sequence which	Student presents information in logical sequence that audience	Audience has difficulty understanding lesson	Audience cannot understand presentation	5	

	audience can follow	can follow	presentation because student is not logical in the way information is presented	because there is no sequence of information		
13. Subject Knowledge/Math content	Student demonstrates full knowledge by answering all class questions with explanation and elaborations	Student is at ease with expected answers to all questions, but fails to elaborate	Student is uncomfortable with information and is only able to answer rudimentary questions	Student does not have grasp of information; student cannot answer questions about subject	5	
Discussion Techniques and Questioning Strategies	Questions are uniformly of high quality. "Wait time" strategy is used effectively to promote student thinking. Equitable response opportunities are evident. Students are given opportunities to formulate their own questions.	Questioning strategies include high and low levels of complexity. "Wait time" strategy is used effectively to promote student thinking. A variety of techniques are used to promote equitable response opportunities.	Questions are primarily at a lower level. Teacher tends to call on the first hands raised. Equitable opportunity for students to respond to teacher questions is limited.	Questions are vague and of poor quality. Talking out dominates student response to questions.	5	
14. Speaking skills	Poised, clear articulation, proper volume, good posture, eye contact, enthusiasm and confidence	Clear articulation but not as polished	Some mumbling, little eye contact, uneven rate, little or no expression	Inaudible or too loud, no eye contact, rate slow/fast, uninterested, used monotone	5	
15. Audience response	Involved the audience in the lesson, creative, held the audience's attention the entire time	Presented lesson with some interesting "twists", held the audience's attention most of the time	Presented some related facts but went off topic/objectives and lost the audience, mostly presented facts/formulas with little or no imagination	Incoherent, audience lost interest, not tied to lesson objective	10	
16. Length of presentation/Time	Within one minute allotted time (20	Within 2 minute of allotted time	Within 4 minutes of	Too long or too short	5	

estimate	minutes)		allotted time			
					100	

Points Earned	90 out of 100	A	
	80 out of 100	B	
	70 out of 100	C	
	Less than 70	**F**	**Unsatisfactory**

COMMENTS:

APPENDIX F
Scoring Rubric for Field Experience Journals

1.Clarity of writing (free from grammatical or spelling errors)	Total Points 10	Your Points
2. Reference to NCTM Standards and to our class discussions or readings	5	
3. Quality of observations made to specifically address all weekly prompts given	10	
4. Quality of reflections, highlighting good teaching practices and/or making suggestions where appropriate	15	
5. All journal entries are complete (60 hours documented), and all entries are present	50	
6. The work is typed, and the appropriate format is followed to include cover log, which includes the date, time and specific classes you visited each time.	10	
	100	

APPENDIX G
CCSU Student Teaching Exit Portfolio

Student/Program _____

Scorer _____

Guiding Question: How well does the candidate adapt instruction to meet student needs and demonstrate a positive impact on the learning of 7-12 students?

Overall Assessment: Pass Fail Score _____

Competencies	1 – Unacceptable	2 – Acceptable	3 – Target
1. Describe how the candidate gathers and analyzes relevant pre-assessment data and contextual information to plan the instructional sequence.	Pre-assessment used was inappropriate, not relevant to intended outcomes, or failed to address critical prerequisites; data were reported unclearly, inaccurately, or incompletely; implications for instruction are not evident, unclear, or inappropriate in analysis; limited evidence that data were used to make needed adjustments to intended outcomes; or limited evidence that performance of individual students was considered in planning. Contextual information on community, school, or students is very limited, irrelevant, or stereotypic; connections are not made to planning or are inappropriate.	Pre-assessment used was generally appropriate, related to intended outcomes, and addressed all critical prerequisites; data were generally reported accurately, completely, and clearly; obvious implications for instruction were appropriately addressed in analysis; some evidence that data were used to make any needed adjustments to intended outcomes and plan to address the needs of individual students; analysis was limited in scope or general. Contextual information provided is generally accurate and relevant to the instructional sequence; identifies appropriate implications for instruction related to community, classroom or student characteristics	Pre-assessment effectively gathered accurate and relevant information specifically related to intended outcomes and all critical prerequisites; data were reported accurately, completely, and clearly; implications for instruction were appropriately addressed in analysis; data were used to make any needed adjustments to intended outcomes; data were used to identify and plan for instruction that would meet individual needs. Analysis was specific and identified meaningful implications for outcomes and instruction. Contextual information provided is accurate and specifically relevant to the instructional sequence; directly addresses any implications for instruction related to community, classroom or student characteristics**.**
2. Describe how	Objectives do not	Objectives identify	Objectives identify

the candidate designs learning tasks that include specific and measurable student learning objectives; promote application of skills and conceptual understanding; build on students' prior learning, and are designed to support attainment of local, state or national standards**.**	identify specific and/or measurable knowledge and skill outcomes. Learning tasks consistently focus on rote, isolated activities, do not vary or are inappropriate. Tasks do not connect with student's prior learning, are not suitable to students' academic needs, and do not follow a coherent progression. Tasks are not designed to support attainment of local, state or national curricular standards and/or instructional sequence goals/outcomes. Plans are incomplete or unclear. Initiation and/or closure are absent or administrative in nature and do not help students understand purpose of lessons	general knowledge and skill outcomes and often focus on measuring task completion; learning tasks focus on procedures and some application of skills; tasks build on students' prior learning, most of which are suitable to students' academic need, with uneven progression; tasks are generally designed to support attainment of local, state or national curricular standards and instructional sequence goals/outcomes. Plans are clear; include all elements; and generally appropriate for learners. Initiation and closure are implemented but may be inconsistent in helping students understand the purpose of lessons.	specific and measurable knowledge and skill outcomes and promote challenging and meaningful learning ; learning tasks focus on application of skills and building some conceptual understanding; tasks build on students' prior learning and are suitable to students' academic needs, with even, coherent progression; tasks are consistently designed to support attainment of local, state or national curricular standards and instructional sequence goals/outcomes. Plans are clear, complete, and appropriate for learners. Initiation and closure are consistently implemented effectively and help students understand purpose of lessons
3. Describe how the candidate selects and uses instructional groupings, technology and other resources to support student learning. (NOTE: Advanced technology means current technology in content area, for example, internet, digital cameras, computers and peripherals, smart boards,	Instructional resources are unsuitable to the instructional objectives or do not support the content or the learning needs of the students Instructional groups as described in the lesson plans are inappropriate for the content or for supporting students' learning needs Technology is not used or is used inappropriately.	Instructional resources are suitable to the instructional objectives and generally support the content and some of the students' learning needs. Instructional groups are appropriate but rationale for how they will be used to support learning may be unclear Teacher uses technology appropriately for planning or instruction or uses advanced technology as an instructional resource	Describe how the candidate selects and uses instructional groupings, technology and other resources to support student learning. (NOTE: Advanced technology means current technology in content area, for example, internet, digital cameras, computers and peripherals, smart boards, etc.)

etc.)			
4. Describe how the candidate plans instruction that addresses the range of student learning differences among their students and supports a range of student learning differences by differentiating instruction	Identified student instructional needs are not based on or may include inaccurate interpretation of student learning data. Instructional plans for addressing student learning differences are not evident or are limited to setting lower expectations for learning, additional monitoring or assigning additional activities to keep students occupied (not enriching learning). Differentiation of learning tasks, activities and/or materials to promote student learning is not evident, is inappropriate, or has little potential to positively affect student learning.	Identified student instructional needs are general and based on accurate interpretation of student learning data. Instructional plans address some student learning differences by extending timeframes or altering grouping arrangements for some students. Some strategies for differentiated instruction are employed to help students access content information or to demonstrate what they have learned.	Identified student instructional needs are specific and based on accurate interpretation of student learning data. Instructional plans describe a variety of strategies to address student learning differences, including appropriate differentiation of lesson content, processes (timeframes, tasks, or grouping arrangements) for developing understanding, and/or products to exhibit student learning. A variety of strategies for differentiated instruction are employed to help students access content information and to demonstrate what they have learned.
5. Describe the candidate's monitoring during the lesson for student understanding and, when necessary, adjusting instruction and pacing..	Little or no monitoring of student understanding of content or skills took place. Adjustments to instruction were not made although needed to ensure student understanding	Monitoring of students' understanding of content or skills is inconsistent or inappropriate. When necessary, adjustments are limited to additional time for task completion and/or restating the content within the lesson.	Monitoring strategies are used consistently and focus on students' understanding of content or skills. When necessary, adjustments include using varied strategies or activities for re-teaching content within the lesson.
6. Providing performance feedback (oral or written) to students that focuses on content or skills and assists students in improving their performance.	Feedback includes inaccuracies; and/or little or no feedback is provided, feedback is general, or feedback does not help students improve performance.	Feedback is accurate and consistently provided. Feedback provides some information about students' learning strengths and/or weaknesses and helps students improve performance.	Feedback is accurate, clear, specific, and consistently provided. Feedback provides detailed, specific information about students' strengths and/or weaknesses and helps students improve performance.

7. Describe the candidate's analysis of multiple sources of student data (e.g., classroom observations, student work, teacher made assessments) over a series of lessons to evaluate student progress and communicate information to colleagues and/or families.	Uses limited data to make decisions and/or is unable to analyze data or incorrectly evaluates student progress. Assessment focuses on student completion of work and engagement in tasks. No evidence of systematic evaluation of student progress in learning or system in disarray.	Generally documents and analyzes data to evaluate learning. Assessment criteria focused on correctness of work and understanding of content. Appears to have a rudimentary system for maintaining information on student learning progress.	Consistently documents and analyzes relevant data to evaluate learning and to communicate student progress to students, parents, and colleagues. Assessment criteria are aligned with learning outcomes and focused on students' conceptual understanding, application, and explanation of knowledge. Evidence of a system for maintaining information on student learning progress.
8. Describe the candidate's design and analysis of a summative assessment to assess student learning in the instructional sequence.	The assessment is loosely or not aligned with the content and/or complexity of instructional sequence outcome(s); assessment provides little or no useful information about the quality of student learning. Significant technical problems are evident in assessment or scoring. Analysis is incomplete, inaccurate, or provides little useful information about student learning.	The summative assessment is generally aligned with the content and complexity of instructional sequence outcome(s); assessment provides useful information about the quality of student learning. Analysis is generally accurate and provides some general information about student learning, including some evidence that individual student performance was analyzed	Directly aligned with the content and complexity of instructional sequence outcome(s); assessment provides specific and useful information about the quality of student learning; no technical problems evident (directions, item construction, scoring, etc.) Analysis is specific and accurate and provides useful information about the class as a whole and about individual students' learning.
9. Describe the candidate's ability to implement equitable classroom practice and analyze the impact of his or her practice on diverse students (based on tape analysis and exit	Video Analysis is inaccurate or incomplete; changes in practice are not included or are inappropriate; or analysis does not reflect a disposition to adjust own practice to facilitate learning for diverse students. Exit portfolio evidence related to attention to the learning of all students and data-	Video Data analysis is accurate; defines some appropriate changes in practice; analysis reflects some disposition to adjust own practice to facilitate learning for diverse students Exit portfolio evidence related to attention to the learning of all students and data-driven adjustment of practice to facilitate	Analyzes video data accurately and honestly; Defines specific and appropriate changes in practice based on data; analysis clearly reflects a disposition to adjust own practice to facilitate learning for diverse students. Exit portfolio evidence related to attention to

portfolio).	driven adjustment of practice to facilitate learning of all students is missing, incomplete, inconsistent or ineffective.	learning of all students demonstrates consistent attention and some effective efforts made to address this.	the learning of all students and data-driven adjustment of practice to facilitate learning of all students demonstrates consistent attention to data on this and varied and effective efforts to insure this.
10. Describe the candidate's reflection on the process of teaching based on student learning or failure to learn, and adjusting future plans and instructional approaches accordingly. Describe the candidate's use of reflection on practice to establish goals for professional growth that are related to improvement of student learning.	Analysis of student learning focuses on student behavior with little attention to students' progress toward learning objectives or goals. Unable to or incorrectly connects the impact of instruction on student learning. Goals for professional growth are missing, vague, inaccurate, or unlikely to improve student learning	Analysis of student learning focuses mainly on task completion, with some reflection on adjustment of future plans and instructional approaches related to time and task completion. Identifies some general connections between the impact of instruction and student learning. Articulates professional growth objectives that are related to improving student learning; may be general or loosely connected to reflective analysis of data.	Analysis of student learning across a series of lessons focuses mainly on student strengths and weaknesses in learning procedures and application of skills, with some reflection on adjustment of future plans and instructional approaches to improve student learning. Makes some specific connections between the impact of instruction and student learning. Clearly articulates specific and important professional growth objectives that are likely to improve student learning and emerge from reflective analysis of data

Comments:

APPENDIX H
Student Teaching Evaluation and Rubric

CENTRAL CONNECTICUT STATE UNIVERSITY
1615 Stanley Street New Britain, CT 06050
Office of Field Experiences Barnard Hall, Room 334
School of Education and Professional Studies Phone: (860) 832-2067 or 832-2417

FINAL EVALUATION—STUDENT TEACHING

Certification Program:
Teacher Candidate
Teacher Candidate Status: ☐ Graduate ☐ Undergraduate
Major:
School/Town:
Grade Level:
Cooperating Teacher:
University Supervisor:
Evaluation completed by:

Purpose
The final evaluation provides an overall appraisal of the student teacher (ST)'s performance. The evaluation should reflect the ST's present level of development by providing a clear picture of the student teacher's progress in relation to the ultimate performance indicators for a beginning teacher.

Please rate progress based on end-of-semester performance expectations. Appropriate goals should be set based on the student teacher's evaluation to help ensure continued growth. If you feel that progress indicates the student is moving toward the next level, you may indicate so with a "+" mark. It is important that the teacher candidate be part of this process. We encourage the ST to self-assess his/her own progress.

At the end of the evaluation process, it is important that the ST, cooperating teacher, and university supervisor sign the document. Only the complete document, signed by all parties, should be sent to the Office of Field Experiences. The final evaluation should be completed collaboratively by the university supervisor and the cooperating teacher. As always, we recommend that final grades are shared with the student. The final grade earned is awarded by the university supervisor.

"Non-negotiable" Items
Items 4, 5, 13, 14, 15 and 24 are "non-negotiable" for earning the letter grade "A". Less than target performance in these areas will mean that the student teacher is unable to earn a letter grade A for the student teaching experience.

Standards
The numbers in parentheses on this instrument refer to the Connecticut Common Core of Teaching standards (for a full description, please visit

http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862 or the link on the OFE website http://www.education.ccsu.edu/ofe/ . The italicized numbers in parentheses refer to the School of Education and Professional Studies Conceptual Framework (see the Student Teacher Handbook).

Notes to Supervisors
In lieu of scantron data collection, the supervisor must enter final evaluation ratings on-line. A signed paper copy must still be submitted to the OFE at the end of the placement.

I. Classroom Management

How effectively does the ST manage learning groups, student behavior, materials and routines in order to create a positive learning environment?

1. Management of Classroom Learning Environments (II 3 C & F) *(II C)*				
ST	**Co-op**	**Supervisor**		
3. Target	ST consistently managed learning groups effectively, with most students productively engaged in learning.			
2. Acceptable	ST usually managed learning groups, with most students productively engaged in learning.			
1. Unacceptable	ST frequently unable to manage learning groups; and students not productive.			
2. Management of Transitions (II 3 B) *(II C)*				
3. Target	Transitions were highly efficient and maximize instructional time.			
2. Acceptable	Transitions were developing, resulting in minimal loss of instructional time.			
1. Unacceptable	Inability to effectively manage transitions results in compromised instructional time.			
3. Management of Materials and Resources (II 3 C) *(II D)*				
3. Target	Routines for appropriate handling of materials and resources were able to be managed consistently with a high degree of efficiency and maximized instructional time.			
2. Acceptable	Routines for appropriate handling of materials and resources were developing, leading to maximized instructional time.			
1. Unacceptable	Routines for handling materials and resources were poorly organized, resulting in significant loss of instructional time.			
4. Expectations of Standards of Behavior (II 3 D) *(II B)* NON NEGOTIABLE				
3. Target	Standards of behavior were consistently clear and appropriate. ST effectively addressed individual student needs and consistently reinforced standards of behavior.			
2. Acceptable	Standards of behavior were usually clear and appropriate. ST demonstrated a developing awareness of individual student needs and demonstrated reinforcement of standards.			
1. Unacceptable	Standards of behavior were often unclear, incomplete and/or inappropriate. ST demonstrated little awareness of individual student needs.			
5. Monitoring of and Response to Student Behavior (II 3 A) *(II A)* NON NEGOTIABLE				
3. Target	ST consistently took a proactive approach in monitoring and reinforcing responsible behavior (verbal and non-verbal) among students, while effectively addressing individual needs.			
2. Acceptable	ST was developing a proactive approach in monitoring and reinforcing responsible student behavior (verbal and non-verbal) and in addressing individual needs.			
1. Unacceptable	ST was unable to effectively monitor group and/or individual student behavior (verbal and non-verbal).			

6. Fostering a Learning Community (II 3) ***(II B & C)***				
3. Target	ST established a climate of fairness and respect by communicating and modeling these behaviors to students. ST frequently modeled sensitivity to individual differences through patterns of interactions which support a variety of learning and performance styles and encourage students to respect differences.			
2. Acceptable	ST established rapport by demonstrating fairness and acceptance of students. ST occasionally modeled sensitivity to individual differences through explicit statements and choice of materials and activities.			
1. Unacceptable	ST response to and interactions with students were minimal, negative, or inappropriate to the age of the students. ST did not model or reinforce sensitivity to individual differences.			

II. Planning

How well does the ST plan instruction in which students can build understanding and apply knowledge and skills?

7. Lesson Objective (II 1 A & II 2 A) ***(I C)***		**ST**	**Co-op Supervisor**	
3. Target	ST effectively wrote objectives that were student centered, with a clear and observable outcome. Student objectives were focused on students' application of skills and built conceptual understanding.			
2. Acceptable	ST was developing the ability to write objectives that are student centered, with a clear and observable outcome. Student objectives were focused on students' application of skills and built conceptual understanding.			
1. Unacceptable	ST had difficulty writing objectives that were student centered and may have no clear outcome. Student objectives were *activity* oriented with little focus on application of skills or building conceptual understanding.			
8. Sequence of the Lesson (II 1 C) ***(I C)***				
3. Target	ST independently planned instruction that builds on previous learning and appropriately sequenced the learning objectives.			
2. Acceptable	With guidance, ST was able to plan instruction that builds on previous learning and appropriately sequenced the learning objectives.			
1. Unacceptable	ST required considerable support to be able to plan instruction that builds on previous learning and appropriately sequence the learning objectives.			
9. Lesson Planning (II 4 A) ***(I A & C)***				
3. Target	ST independently and consistently developed lesson plans that effectively facilitated student learning outcomes, by linking objective to assessment to activity and making appropriate accommodations for diverse learners.			
2. Acceptable	With guidance, ST was able to develop lesson plans that effectively facilitate student learning outcomes and usually reflected appropriate accommodations for diverse learners			
1. Unacceptable	ST was unable to develop appropriate lesson plans that effectively facilitated student learning outcomes and made appropriate accommodations for diverse learners			
10. Selecting Appropriate Resources when Planning the Lesson (II 1 B) ***(I A & C)***				

3. Target	ST effectively used a wide variety of instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) that consistently supported the instructional objective and most students' learning needs into the lesson planning.			
2. Acceptable	ST used some instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) that usually supported the instructional objective and some students' learning needs into the lesson planning.			
1. Unacceptable	ST used limited instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) but they did not support the instructional objective or students' learning needs in the lesson planning.			

III. Instruction

How well does the teacher candidate use instructional strategies and resources to create a learning environment in which all students are encouraged to develop concepts, skills and understanding of the core curriculum?

11. Material Usage During Instruction (II 4 B) ***(II D)*** **Supervisor**		**ST**	**Co-op**	
3. Target	ST effectively utilized a wide variety of instructional materials that enabled all students to actively participate in the constructing of meaning and demonstrating skills (technology, manipulatives, curriculum related materials, etc.)			
2. Acceptable	ST used some instructional materials that enabled most of the students to participate in constructing meaning and demonstrating skills (technology, manipulatives, curriculum related materials, etc.)			
1. Unacceptable	ST did not effectively utilize variety of instructional materials to support students in the in the constructing of meaning and demonstrating skills (technology, manipulatives, curriculum related materials, etc.)			
12. Methods (II 6 A & B) ***II A & D)***				
3. Target	ST utilized a wide variety of instructional methods, materials and strategies that enabled all students to actively participate in constructing meaning and developing skills, and made connections with prior learning experiences. These methods included direct instruction, concept models, cooperative learning, discussion model, etc.			
2. Acceptable	ST tended to utilize only one or two methods, materials, or strategies that enabled most students to actively participate in constructing meaning and developing skills.			
1. Unacceptable	ST only used one model for all lessons, which enabled most students to participate in constructing meaning and developing skills.			
13. Communication During Initiation (II 5 A & B) ***(I B)*** **NON NEGOTIABLE**				
3. Target	ST consistently employed effective initiation that set expectations for achievement, stated and modeled the learning outcome and built on prior knowledge.			

2. Acceptable	ST was developing effective initiation that set expectations for achievement, stated and modeled the learning outcome and built on prior knowledge.			
1. Unacceptable	ST had difficulty communicating expectations for achievement, including stating the learning outcome and use of students' prior knowledge was not evident.			

14. Communication During Closure (II 5 A & B) (*I B)* NON NEGOTIABLE		**ST**	**Co-op Supervisor**	
3. Target	ST consistently employed effective closure techniques that enabled students to demonstrate learning and make connections to real-life experiences.			
2. Acceptable	ST was developing effective closure techniques that enabled students to demonstrate learning and make connections to real-life experiences.			
1. Unacceptable	ST had difficulty implementing effective closure techniques that enabled students to demonstrate learning and make connections to real-life experiences.			
15. Knowledge of Content Areas (I 4) *(I A)* NON NEGOTIABLE				
3. Target	ST demonstrated a strong understanding of all relevant content taught at this grade level and consistently sought additional resources to better understand the content to be taught.			
2. Acceptable	ST demonstrated a developing understanding of most of the content taught at this grade level and frequently sought additional resources to better understand the content to be taught.			
1. Unacceptable	ST lacked sufficient knowledge about some or all of the content taught at this grade level and did not seek additional resources to better understand the content to be taught.			
16. Promotes Independent Thinking through Questioning (II 4 C) *(II A & D)*				
3. Target	ST demonstrated the ability to engage students through use of questioning and higher level thinking and assisted students by consistently prompting, rephrasing, or probing for clarification and engaging in discourse through questioning.			
2. Acceptable	ST was developing the ability to engage students through use of questioning and higher level thinking and assisted students by sometimes prompting, rephrasing, or probing for clarification and engaging in discourse through questioning.			
1. Unacceptable	ST was unable to engage students through use of questioning and higher level thinking and assisting students by prompting, rephrasing, or probing for clarification. ST used lower level questioning and did not prompt students to further their thinking, or engage in discourse through questioning.			
17. Meeting the Needs of All Learners by Differentiating Instruction (II 3 G & 4 B) *II A, B & C)*				
3. Target	ST used a variety of instructional strategies to differentiate instruction to help construct meaning and demonstrate knowledge.			
2. Acceptable	ST used some instructional strategies to differentiate instruction to help construct meaning and demonstrate knowledge.			
1. Unacceptable	ST did not use some instructional strategies to differentiate instruction to help construct meaning and demonstrate knowledge.			

IV. Assessing and Adjusting

How does the ST analyze students' learning and adjust instruction?

18. Student Learning, Instruction, and Data Collection (II 7) *II D)*				
3. Target	ST consistently and effectively analyzed student work on a regular basis and developed and used varied assessment techniques including maintaining accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.			
2. Acceptable	ST was developing the ability to analyze student work on a regular basis and develop and use varied assessment techniques including maintaining accurate records that lead to appropriate instructional inferences about student learning and subsequent instruction.			
1. Unacceptable	ST did not recognize the connection between analyzing student work and assessment and instructional decisions and/or did not maintain accurate records.			

19. Monitoring Students' Understanding (II 7 A) (*II D)*		**ST**	**Co-op Supervisor**	
3. Target	ST's monitoring focused on students' strengths and weaknesses related to the learning objective. ST made adjustments while teaching that addressed instructional strategies, activities and materials for the class.			
2. Acceptable	ST's monitoring focused on task completion and student engagement in learning activities. ST adjusted for time, space and availability of materials.			
1. Unacceptable	ST's monitoring focused on students' on-task behavior with little attention towards learning objectives. Minimal or no adjustments were made.			
20. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance (II 7 E & C) *(II D)*				
3. Target	Feedback to students was a mix of general and specific comments about the content knowledge or skills and provided appropriate information about their learning strengths and weaknesses.			
2. Acceptable	Feedback to students was general and provided limited information about their learning strengths and weaknesses.			
1. Unacceptable	Feedback to students was limited to comments about task completion and/or was inaccurate.			

V. Communication

How effectively does the teacher candidate communicate?

21. Oral and Written Language (II 5 A) *(I B)*				
3. Target	ST consistently and clearly modeled correct oral and written language and usage appropriate to students' ages and backgrounds.			
2. Acceptable	ST usually modeled correct oral and written language appropriate to students' ages and backgrounds.			
1. Unacceptable	ST frequently demonstrated ineffective or inappropriate oral or written language, which may include: inaudible or unclear spoken language, inappropriate or incorrect vocabulary usage, sarcasm, or poor written language skills.			

VI. Professionalism

How does the ST demonstrate professionalism?

22. Professional Attitude Toward Teaching and Dependability(III 3 A) ***(III A & B)***				
3. Target	ST consistently demonstrated a dedicated and professional attitude and met professional responsibilities (promptness, completing work in a timely manner) and made reasonable professional decisions.			
2. Acceptable	ST usually demonstrated a dedicated and professional attitude and met professional responsibilities (promptness, completing work in a timely manner) and made reasonable professional decisions.			
1. Unacceptable	ST did not demonstrate a dedicated and professional attitude and was unable to meet professional responsibilities (including arriving late, leaving early and completing work in a timely manner) and did not make reasonable professional decisions.			

23. Professional Attire (III 1) ***(III A)***		**ST**	**Co-op Supervisor**	
3. Target	ST knew and consistently followed established dress codes and conventions.			
2. Acceptable	ST knew and usually followed established dress codes and conventions.			
1. Unacceptable	ST did not appear to know or follow established dress codes and conventions.			
24. Maintaining Confidentiality (III 1) ***(III A)*** **NON NEGOTIABLE**				
3. Target	ST consistently respected confidentiality of students, including sharing names or information on students only with those who need to know.			
1. Unacceptable	ST did not respect confidentiality of students.			
25. Professional Collaboration/Communication with Others (III 5 B & C) ***(III D)***				
3. Target	ST consistently demonstrated the ability to effectively collaborate and communicate with colleagues, professionals, and parents in ways that benefited the students in his/her class(es).			
2. Acceptable	ST was developing the ability to effectively collaborate and communicate with colleagues, professionals, and parents in ways that benefited students in his/her class(es).			
1. Unacceptable	ST rarely consulted, or inappropriately consulted with other colleagues, professionals or parents to benefit the students in his/her class(es).			

VII. Student Diversity

How does the ST recognize and value the diversity of all students.

26. Developing a Positive Self-concept (III 6 B) ***(II B & III B)***				
3. Target	ST consistently worked to help all students develop a positive work ethic and demonstrated a belief that all students have the right and ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity.			

2. Acceptable	ST usually worked to help all students develop a positive work ethic and demonstrated a belief that all students have the right and ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity.			
1. Unacceptable	ST did not exhibit an ability to help students develop a positive work ethic and did not demonstrate a belief that all students have the right and ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity			
27. Understanding Individual Students (II 2 B & C) ***(II A, B & C)***				
3. Target	ST consistently made accommodations for students who have particular learning differences or needs.			
2. Acceptable	ST generally made accommodations for students who have particular learning differences or needs.			
1. Unacceptable	ST did not make accommodations for students who have particular learning differences or needs.			

VIII. Self –Evaluation and Reflection

In what ways does the ST engage in self-evaluation to improve instruction?

28. Continuous Self-evaluation (III 3 A) ***(III B)*** **Supervisor**		**ST**	**Co-op**	
3. Target	ST independently made accurate appraisals of his/her effectiveness, reflected, and initiated positive changes based on these appraisals.			
2. Acceptable	ST, with some support, made accurate appraisals of his/her effectiveness, reflected, and initiated positive changes based on these appraisals.			
1. Unacceptable	ST initiated few or inaccurate appraisals of his/her effectiveness and did not initiate positive changes.			
29. Integration of Feedback (III 3 A & III 4 B) ***(II B)***				
3. Target	ST accepted and immediately integrated feedback provided by the cooperating teacher and/or university supervisor to improve instructional practice.			
2. Acceptable	ST usually accepted and integrated feedback provided by the cooperating teacher and/or university supervisor to improve instructional practice.			
1. Unacceptable	ST had difficulty accepting and/or integrating feedback provided by the cooperating teacher and/or university supervisor to improve instructional practice.			
30. Professional Growth (III 4 A & B) ***(III C & D)***				
3. Target	ST consistently sought out professional growth opportunities such as attending departmental and staff meetings, professional development days, and/or conferences.			
2. Acceptable	ST usually sought out professional growth opportunities such as attending departmental and staff meetings, professional development days, and/or conferences.			
1. Unacceptable	ST infrequently participated in professional growth opportunities such as attending departmental and staff meetings, professional development days, and/or conferences.			

Final Evaluation – General Comments (provide attachment if needed):

Please give your frank opinion of the ability, potential, and limitation of this student teacher in terms of teaching capabilities. This statement is important and most helpful to the superintendent considering the person for employment.

Arrive at a recommended grade for the student teaching experience after considering the competencies listed on the Final Evaluation portion of this form. Please keep in mind that the final grade for the experience is based on the professional judgment of both the Cooperating Teacher and the University Supervisor, but it is the sole responsibility of the University Supervisor.

Please note that the cumulative rating from the rating scale on the previous pages should coincide with the recommended grade.

Grades will be given in accordance with CCSU student teaching policy. A grade of C or better is required for program completion and recommendation for certification. **Please refer to the Student Teaching Handbook for the proposed grade profiles.**

A = Superior
B = Above Average
C = Acceptable

A system of plus (+) and minus (-) is in effect for undergraduate and graduate students. Please note the university does **not** award an A+.

Recommended Grade:_____

Report completed by:

Signature of Cooperating Teacher:_____Date:___

Signature of University Supervisor:_____ Date:_____

I have seen this grade:_____Date:_____
(Signature of Student Teacher)