Exhibit 3.4.e.5

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

This rubric was originally developed in 2003 by a team of educators from Connecticut teacher preparation institutions and PK-12 schools and is based on the Connecticut Common Core of Teaching (CCCT, adopted in 1999) and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996). It was piloted for several years and was adapted for WCSU in the summer of 2009.

This rubric is specifically developed for the purpose of <u>assessing student teaching performance</u> (not experienced or beginning teacher performance). Each level of performance described (unacceptable, acceptable, and target) <u>represents a range</u> within which the student teacher's performance may be assessed given the data collected about the competency.

University Supervisor and Cooperating Teacher must each use this form to record data relative to Student Teacher's performance. This form is intended to support comprehensive, legally defensible data collection in order to evaluate the Student Teacher on each competency.

This rubric/data collection form should be utilized:

- For both formative and summative evaluations of performance.

- Based on multiple sources of data (lesson observation, lesson plans, design and assessment of student work, personal and professional interactions with school-based personnel, parents and students, etc.). Not all competencies will be observed in any one lesson; however, all competencies should be observed or have sufficient data to justify a summative evaluation decision by the end of the student teaching placement.

- In conjunction with the glossary of terms at the end of the rubric which defines particular terminology used within the rubric. Student teachers, cooperating teachers and supervisors should refer to the glossary to ensure accurate understanding of the rubric terms.

This rubric focuses on the following CCCT categories (and competencies underlying each). <u>See glossary of terms on pages 10-12 for definitions of key terms used in this rubric.</u>

II. Teachers <u>apply knowledge</u> by:

Planning:	**Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.**
Instructing:	**Teachers create a positive learning environment, use effective verbal, nonverbal and media communications techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.**
Assessing and Adjusting:	**Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.**

III. Teachers <u>demonstrate professional responsibility</u> through: Reflection on Continuous Learning, Professional and Ethical Practice, Leadership and Collaboration

Professional and Ethical Practice:	**Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.**
Reflection and Continuous Learning:	**Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.**

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Student Teaching Rubric & Data Collection Form

Leadership and Collaboration:	Teachers demonstrate a commitment to their students and a passion for improving their profession.

Name of Student Teacher:_____   Beginning to Mid-term dates:_____

OR Mid-term to Final dates: _____

Evaluated by (check one & enter name) ❑ Cooperating Teacher:_____ or ❑ Univ. Supervisor: _____

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Planning II.P.1.a II.P.2.a Data Sources: -Lesson plan -Unit plan -Pre-conference	**1. Designing 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.**	Objectives do not identify specific and/or measurable learning outcomes. Learning *tasks* are often rote, isolated activities. *Tasks* are not suitable to students' academic needs, do not connect with students' prior learning, and/or do not follow a logical, sequential progression. *Tasks* are not designed to support attainment of local, state or national curricular standards.	Objectives identify general learning outcomes and often focus on measuring *task* completion. Learning *tasks* focus on procedures and some *application* of skills. Most *tasks* are suitable to students' academic needs and build on students' prior learning, and are generally presented in a logical, sequential progression. *Tasks* are generally designed to support attainment of local, state or national curricular standards.	Objectives identify specific and measurable learning outcomes. Learning *tasks* focus on *application* of skills, build some *conceptual understanding,* and are designed to make subject matter meaningful to students. *Tasks* are suitable to students' academic needs and build on students' prior learning, and are presented in a logical, sequential progression. *Tasks* are consistently designed to support attainment of local, state or national curricular standards.
Data: **Rating:** **1 2 3**				

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Student Teaching Rubric & Data Collection Form				
CCT Align & Data Sources	**Student Teaching Competency**	**1 Unacceptable**	**2 Acceptable**	**3 Target**
Planning II.P.2.b <u>and</u> Instructing II.I.3.a <u>Data Sources:</u> -Lesson plan -Unit plan -Pre-conference	**2A. Selecting appropriate resources (materials, technology, human)**	Instructional resources are unsuitable to the learning objectives or do not support the content or the learning needs of the students.	Instructional resources are suitable to the learning objectives and generally support the content and most students' learning needs.	Instructional resources are varied, suitable to the learning objectives, and support the content and students' learning needs.
Data: **Rating:** **1 2 3**				
	2B. Assigning instructional groupings to support students' learning.	Instructional groupings are inappropriate to support students' learning of the lesson content.	Instructional groupings are appropriate but rationale for how they will be used to support students' learning of the lesson content may be unclear.	Instructional groupings are appropriate and a clear rationale for choice of grouping to support students' learning of the lesson content is provided.
Data: **Rating:** **1 2 3**				
CCT Align & Data Sources	**Student Teaching Competency**	**1 Unacceptable**	**2 Acceptable**	**3 Target**

Exhibit 3.4.e.5

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Student Teaching Rubric & Data Collection Form				

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Planning II.P.2.b and Instructing II.I.3.a Data Sources: -Lesson plan -Unit plan -Pre-conference	**3A. Planning instruction that addresses the range of student learning differences among their students and describes effective strategies for *differentiated 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 additional monitoring, setting lower expectations for learning, or assigning additional activities to keep students occupied (not enriching learning).	Identified student instructional needs are general and are based on accurate interpretation of student learning data. Instructional plans address some student learning differences by appropriately varying some tasks, activities, or materials for some students.	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 differentiation of lesson content, processes for developing understanding, and/or products to exhibit student learning.
Data: **Rating:** **1 2 3**				
	3B. Supporting a range of student learning differences by *differentiating instruction*.	*Differentiation* of learning *tasks*, activities and/or materials to promote student learning is not evident. Identified student instructional needs are general and based on accurate interpretation of student learning data.	*Differentiation* of learning *tasks*, activities, and/or materials to promote student learning is present in some lessons.	A variety of strategies for *differentiated instruction* are employed to help students access content information and to demonstrate what they have learned.
Data: **Rating:** **1 2 3**				

Exhibit 3.4.e.5

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Instructing II.I.3.a Data Sources: -Lesson obs. -Written info about standards of behavior	**4. Establishing** *standards of behavior* **by:** **Communicating and reinforcing developmentally appropriate** *standards of behavior* **and** **Monitoring** *engagement* **in learning tasks.**	Limited *standards of behavior* appear to have been established or communicated explicitly. Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students. Does not attempt to re-*engage* students who were off-task.	*Standards of behavior* appear to have been established for most situations. Standards may be inconsistently reinforced. Consequences are generally applied consistently and are developmentally appropriate for the students. If necessary, attempts to re-*engage* students who were off-task.	*Standards of behavior* appear to have been established. Standards are reinforced when necessary. Consequences are applied consistently, and are developmentally appropriate for the students. If necessary, uses a variety of strategies to attempt to re-*engage* students who were off-task.
Data: **Rating:** **1 2 3**				
Instructing II.I.3.f II.I.3.g Data Sources: -Lesson obs.	**5a. Creating a positive learning environment by establishing** *rapport* **as well as a secure and a classroom environment to foster intellectual risk-taking.**	Responses to and interactions with students are minimal, negative or inappropriate for the age of the students. Negative interactions between students are not addressed appropriately.	Responses to and interactions with students demonstrate fairness, acceptance and interest, and are appropriate for the age of the students. Negative interactions between students are generally addressed appropriately.	Responses to and interactions with students demonstrate fairness, acceptance and interest, and are appropriate for the age of the students. Expectations that students treat each other with respect are clearly communicated and reinforced.
Data: **Rating:** **1 2 3**				
Instructing II.I.3.f II.I.3.g Data Sources: -Lesson obs.	**5b. Creating a safe and secure environment by observing and enforcing safety rules and procedures..**	Safety rules are not posted. Potentially unsafe or unhealthy conditions are evident.	Safety rules are posted. Safety rules are sometimes observed and enforced.	Safety rules are posted and are consistently observed and enforced.

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Student Teaching Rubric & Data Collection Form				
CCT Align & Data Sources	**Student Teaching Competency**	**1 Unacceptable**	**2 Acceptable**	**3 Target**
Data: **Rating:** **1 2 3**				
Instructing II.I.3.b II.I.3.c Data Sources: -Observation of routines & transitions in and out of class	**6. Managing *routines* and *transitions* effectively in order to maximize instructional time.** *This competency refers to non-instructional routines and transitions.*	*Routines* and *transitions* are often inefficient and/or disorderly and result in excessive time off-task.	*Routines* and *transitions* are, at times, inefficient and/or disorderly and may result in some time off-task.	*Routines* and *transitions* are orderly and efficient and result in minimal time off-task.
Data: **Rating:** **1 2 3**				
Instructing II.I.3.d II.A.7.c Data Sources: -Lesson obs.	**7. *Communicating* and reinforcing high *expectations* for academic achievement.**	*Expectations* for student academic achievement are inappropriate, unclear or not *communicated* to students.	*Expectations* for student academic achievement are *communicated* but may be inconsistently reinforced.	High *expectations* for student academic achievement are consistently *communicated* and reinforced.
Data: **Rating:** **1 2 3**				

Exhibit 3.4.e.5

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Instructing II.I.4.a Data Sources: -Lesson plan -- Lesson obs.	**8. Implementing instruction that includes effective *initiation* and *closure*.**	• *Initiation* and/or *closure* are absent or administrative in nature and/or do not help students understand purpose of lessons.	• *Initiation* and *closure* are usually implemented but may be inconsistent in helping students understand the purpose of lessons.	• *Initiation* and *closure* are consistently implemented effectively and help students understand purpose of lessons.
Data: **Rating:** **1 2 3**				
Instructing I.K.4.a I.K.4.c II.I.6.a II.I.6.b Data Sources: -Lesson plan -Lesson obs.	**9. Developing important content specific knowledge, skills, and *conceptual understanding* by:** • **Meeting district, state and national content standards,** • **Helping students make *connections* within and across lessons, and** • **Presenting the content accurately and clearly.**	Overall, instruction does not support student attainment of applicable content standards for the district, state, or national professional organization. *Representations* and explanations of content or skill are inappropriate, unclear or poor examples and do not help students to make *connections* within and across lessons. Presentation of content includes a pattern of inaccuracies.	Instruction generally supports student attainment of applicable content standards for the district, state, or national professional organization. *Representations* and explanations of content or skill may be inconsistent in quality and lead students to make general *connections*, within and across lessons. Presentation of content may include minor inaccuracies.	Instruction consistently supports student attainment of applicable content standards for the district, state, or national professional organization. *Representations* and explanations are varied, demonstrate command of the content, skills and concepts, and lead students to make *connections*, within and across lessons. Presentation of content is consistently accurate.
Data: **Rating:** **1 2 3**				

Exhibit 3.4.e.5

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CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Instructing II.I.4.c II.I.5.b Data Sources: -Lesson obs.	**10. Leading students to learn by facilitating students' opportunities for:** • **Critical thinking and exploration of concepts** (important ideas, essential questions and major *concepts* within the discipline), • **Response to questions, and** • **Discourse.**	Lesson activities are primarily teacher-directed and mainly engage students in completing discrete tasks. Questions are often posed in a manner which provides only targeted students an opportunity to respond. Opportunities for *discourse* are not evident; teacher primarily lectures or limits students to short answer responses.	Lesson activities are primarily teacher-directed and engage students in applying skills and comprehension of content. Questions are often posed in a manner which provides all students an opportunity to respond. Some opportunities for *discourse* (oral or written) are provided but focused on students discussing comprehension of lesson content or explaining their answers.	Lessons include a balance of teacher-directed and student-centered activities and engage students in critical thinking and exploration of concepts. Questions are consistently posed in a manner which provides all students an opportunity to respond. Frequent opportunities for *discourse* (oral or written) are provided to allow students to explain ideas and concepts and to support their reasoning.
Data: **Rating:** **1 2 3**				

Exhibit 3.4.e.5

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Student Teaching Rubric & Data Collection Form

Assessing II.I.3.f II.I.5.b Data Sources: -Pre- and Post-Conf -Lesson obs.	**11. Questions are aligned with learning objectives.** **Teacher uses effective questioning strategies.**	Questions are not aligned with the lesson objectives. Teacher does not respond to student replies, failures to answer, and/or comments. There are no opportunities for student involvement.	Questions are sometimes aligned with the lesson objectives. Teacher occasionally responds to student replies, failures to answer, and/or comments. There are some opportunities for student involvement.	Questions are consistently aligned with the lesson objectives. Teacher responds to all student replies, failures to answer, and/or comments. There are ample opportunities for student involvement.
Data: **Rating:** **1 2 3**				
Instructing II.I.5.a Data Sources: -observation	**12. Using effective verbal and non-verbal communication techniques.** *Note: If communication issues interfere with student learning, this competency must be rated unacceptable.*	Does not communicate clearly or audibly; visuals and/or non-verbal cues do not support communication. Spoken and/or written language frequently contains grammatical and/or syntactical errors.	Communicates clearly and audibly; visuals and/or non-verbal cues support effective communication. Spoken and written language is generally grammatically and syntactically correct.	Communicates clearly and audibly; verbal, visual, and non-verbal communication enhances student learning. Spoken and written language is consistently grammatically and syntactically correct.
Data: **Rating:** **1 2 3**				
Assessing II.A.7.a Data Sources: -Lesson Obs. -Post-conf -Analyses of student work	**13. Monitoring during the lesson for student understanding and, when necessary, adjusting instruction and pacing.**	Monitoring focuses on on-task behavior; little or no monitoring of student understanding of content and skills is evident. Adjustments to instruction not made although needed to ensure student understanding. Pacing of lessons is often too slow or rushed, and not appropriate for the students.	Monitoring focuses on task completion, with some attention to progress related to students' understanding of content and skills. When necessary, adjustments include providing additional time for *task* completion or attempting to re-teach/re-explain content within the lesson. Pacing of the lessons is generally appropriate for the students.	Both formal and informal monitoring strategies are used consistently and focus on students' understanding of content and skills. When necessary, adjustments include using varied strategies for re-teaching content within the lesson and/or extending content to appropriately challenge students. Pacing of the lessons is appropriate for the students.

Exhibit 3.4.e.5

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Student Teaching Rubric & Data Collection Form

Data: **Rating:** **1 2 3**	

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Student Teaching Rubric & Data Collection Form

Assessing II.A.7.c Data Sources: -Obs. of feedback during inst and on student work	**14. Providing performance *feedback* (oral or written) to students that focuses on content or skills and assists students in improving their performance.**	*Feedback* frequently includes inaccuracies; and/or *Feedback* is limited, includes mostly general comments, and provides little information to help students improve performance.	*Feedback* is generally accurate. *Feedback* provides some information about students' learning strengths and/or weaknesses and helps students improve performance.	*Feedback* is consistently accurate. *Feedback* provides detailed, specific information about students' strengths and/or weaknesses and helps students improve performance.
Data: **Rating:** **1 2 3**				
Assessing II.A.7.b Data Sources: -Post-Conf. -Analyses of student work	**15. *Reflecting* upon and analyzing the process of teaching based on student learning or failure to learn, and adjusting future plans and instructional strategies accordingly.**	Analysis of student learning focuses on student behavior with little attention to students' progress toward learning objectives or goals. Makes limited *connections* between teaching practices and students' learning.	Analysis of student learning focuses mainly on *task* completion, with some *reflection* on adjustment of future plans and instructional strategies related to time and *task* completion. Identifies general *connections* between teaching practices and students' learning.	Analysis of student learning across a series of lessons focuses on student strengths and/or weaknesses in learning skills and concepts, with some *reflection* on adjustment of future plans and instructional strategies to improve student learning. Identifies specific *connections* between teaching practices and students' learning.
Data: **Rating:** **1 2 3**				

Exhibit 3.4.e.5

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form				

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	Data:
Assessing II.A.7.e Prof. Resp. III.PR.2.b. Data Sources: Observation of ST during meetings conferences or on written analyses	**16. Analyzing multiple sources of student data (e.g., classroom observations, student work, teacher made assessments) over a series of lessons to evaluate student progress and to communicate information to colleagues and/or families.**	Uses limited data to make short-term decisions, is unable to analyze data and/or incorrectly evaluates student progress. Has no system for maintaining information on student progress in learning or system in disarray.	Documents and analyzes multiple sources of data to evaluate learning and to communicate student progress (e.g., report cards, parent conferences/PPTs, etc.) Has a developing system for maintaining information on student learning progress.	**Rating: 1 2**
Prof Resp III.PR.1 Data Sources: All conduct in personal and professional life	**17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).**	Teacher candidate violates one or more areas of the Code.	Teacher candidate acts professionally in accordance with the Code.	**Rating: 1 2**
Prof Resp III.PR.1 Data Sources: Observation	**18. Conducting oneself as a professional in regard to student teaching responsibilities, e.g., following school policies and procedures, reporting to school as scheduled, appropriate appearance, completing work assigned in timely manner and according to expectations, communicating with parents, etc.**	Teacher candidate demonstrates a pattern of unprofessional behavior.	Teacher candidate demonstrates a pattern of professional behavior.	**Rating: 1 2**
Prof Resp III.PR.2.a	**19. Working collaboratively with colleagues to examine the**	Teacher candidate does not seek regular and ongoing dialogue with cooperating teacher in order to identify	Teacher candidate engages in regular dialogue with the cooperating teacher about instructional	

Exhibit 3.4.e.5

WESTERN CONNECTICUT STATE UNIVERSITY

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	Data:
Data Sources: Observation	**effectiveness of instructional strategies in order to identify areas for learning and to set goals for own professional development.**	areas for learning and to set goals for professional development and growth in pedagogical content knowledge and skills.	effectiveness (based on student learning) to identify areas for improvement and to set goals for professional development and growth in pedagogical content knowledge and skills.	**Rating: 1 2**
Prof Resp III.PR.6.a III.PR.6.a Data Sources: Observation	**20. Demonstrating *dispositions* critical to self and students:** • **Enthusiasm about their own learning and their daily work, and** • **Commitment to developing the minds and characters of their students.**	Teacher candidate consistently demonstrates a pattern of negative attitudes about his/her own learning and daily responsibilities as a teacher, and/or shows a lack of commitment to supporting the development of students.	Teacher candidate shows ongoing enthusiasm about his/her own learning and daily responsibilities as a teacher, and shows a commitment to supporting the development of students.	**Rating: 1 2**

Overall Comments:
Planning

Instructing

Exhibit 3.4.e.5

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

Assessing

GLOSSARY OF TERMS

Term	Definition
Application	The student's ability to apply procedural and or *conceptual understanding* from one task to another, independent of guidance and assistance from teacher.
Closure	Closures assist students in integrating and processing information at the end of the lesson or lesson segments, relate to the lesson objectives and help students understand the purpose of the lesson content. They may be explicit statements or may be instructional activities facilitated by either the teacher and/or by students.
Critical Thinking	Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills ("as an exercise") without acceptance of their results. (Source: http://www.criticalthinking.org/)
Communication of Expectations	The teacher communicates academic expectations, explicitly verbalized or communicated through approach to assigning tasks, rewarding student effort and providing help and encouragement to all students.
Concept-based instruction **Conceptual understanding**	Concept-based instruction, as described by Lynn Erickson (2001b), stresses higher order thinking skills. Whereas traditional curriculum requires students to "cover" topics, memorize facts, and restate them for evaluation purposes, the concept-based method stresses identifying and thinking through concepts and "big ideas." In this system, the term concept refers to an organizing idea, like perception, culture, or addition. Concepts are timeless, universal, abstract, and broad. They are always represented by one or two nouns, and examples of concepts share common attributes. Concepts are sometimes confused with topics which are often examples of concepts. For instance, *the American Revolution* is a Social Studies topic, where *revolution* is a concept that turns up in many content areas. *Big ideas*, also known as *enduring understandings*, are generalizations that show the relationships between concepts. (Sources: Erickson, H.L. (2001a). *Concept-based curriculum and instruction*. Thousand Oaks, CA: Corwin and Erickson, H.L. (2001b). *Stirring the head, heart, and soul, second edition*. Thousand Oaks, CA: Corwin)
Connections	Activating prior learning and linking to new learning; applying new learning; help students understand how the learning tasks relate to a concept in the content area.
Differentiation/ Differentiated Instruction	Differentiation involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms. Source: Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for the Supervision of Curriculum Development To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Source: Differentiated Instruction: http://www.cast.org/publications/ncac/ncac_diffinstruc.htm

Discourse	Communication, oral or written, with focus on developing critical skills such as problem solving, reasoning, making connections within the content or discipline. Discourse is a mode of communication that promotes understanding which occurs between the teacher and students or among the students. Examples of discourse include, but are not limited to, students:
	• Discussing their understanding
	• Teaching each other a concept or skill
	• Explaining their reasoning, thinking or problem-solving process
	• Responding to or evaluating text or information
	Purposeful interaction between and among teachers and students, in which ideas are represented, communicated and challenged, with the goal of greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thought, feedback), or visual dialogue (charts, graphs, paintings, or images) that represent student and teacher thinking /reasoning. (CCCT, CSDE, 1999)
Dispositions	The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE, 2000)
Engagement	Engagement refers to "the extent of students` involvement and active participation in learning activities".
	(Source: Cole, P.G. & Chan, L.K.S. (1994) Teaching principles and practice (2nd Edition), New York, Prentice Hall)
Feedback	Constructive academic information provided to the student about the involvement in and completion of a process or task; oral or written response by a teacher to a student indicating strengths and/or weaknesses with respect to a product or action.
	Responding to students including responding to student replies, failures to answer, questions and/or comments, build upon student contributions, clarifying, refocusing, acknowledging correct responses, providing corrective feedback, extending or prompting.
Initiation	Initiations facilitate student understanding, activate prior knowledge or learning and motivate students. They often preview what is to be learned, why and how it relates to past or future learning. They may be explicit statements or may be instructional activities or teacher modeling. Simply stating activities in which the students will be engaged is not sufficient.
Quality of tasks/questions (Bloom's Taxonomy)	Knowledge : Rote memory skills (facts, terms, procedures, classification systems). **Sample verbs**: list, name, identify. Comprehension : The ability to translate, paraphrase, interpret or extrapolate material. **Sample verbs**: Summarize, explain, describe. Application : The capacity to transfer knowledge from one setting to another (generalizability of skill). **Sample verbs:** Apply, solve, illustrate, interpret, classify, modify. Analysis : The ability to discover and differentiate the component parts of a larger whole. **Sample verbs:** Analyze, organize, deduce, contrast, compare. Synthesis : The ability to weave component parts into a coherent whole. **Sample verbs**: Design, hypothesize, support. Evaluation : The ability to judge the value or use of information using a set of standards. **Sample verbs:** Evaluate, estimate, judge, defend, criticize, justify. Source: http://www.coun.uvic.ca/learn/program/hndouts/bloom.html
Rapport	Teacher demonstrates patience, acceptance, empathy, and interest in students through positive verbal and non-verbal exchanges; avoids sarcasm, disparaging remarks, sexist, racial comments, scapegoating and physical abuse. Teacher exhibits own enthusiasm and maintains a positive social and emotional atmosphere in the learning environment.
Reflection	Reflection refers to the ongoing process of critically examining past and current practice to facilitate the development of future action.
	(Source: Han, E. P. (Summer, 1995). Reflection is essential in teacher education. *Childhood Education*, *71*, 228-230)
Representations	Representations can be clear images, materials, manipulatives, performances or simulations that illustrate content or concepts. "The term representation refers both to process and to production; in other words, to the act of capturing a mathematical concept or relationship in some form and to the form itself. Moreover, the term applies to processes and products that are observable externally as well as to those that occur 'internally,' in the minds of people doing mathematics" (NCTM, p. 67). "Different representations support different ways of thinking about and manipulating mathematical objects. An object can be better understood when viewed through multiple lenses" (NCTM, 2000, p. 360). Adapted from the Oxford-English Dictionary and NCTM Standard

Routines	Classroom routines are non-instructional, organizational, administrative or repetitive activities such as roll-taking, pencil sharpening, distribution of materials and equipment, lavatory/water fountain procedures, assembling into workgroups, going to lockers, clean-up procedures, collecting assignments, medical/nurse related visits, etc.
Standards of behavior	Explicit rules and standards that are established and maintained; clear and consistent expectations for appropriate student behavior. Teacher communicates and reinforces appropriate standards of behavior through statements of rules or responses to student behavior, and applies fitting consequences when appropriate.
Tasks	Problems, activities and discussions implemented or facilitated during instruction.
Transitions	Transitions are non-instructional organizational or administrative moves from one classroom activity or context to another and may occur between instructional activities such as moving: • to/from large/small groups or individual work, desks/lab tables/learning centers, • from inside to outside (or vice versa), or one classroom to another, • to/from another learning activity, seatwork, film, reading session, hands-on activity, etc.

Western Connecticut State University

Student Teaching Rubric & Data Collection Form
Content Supplement

English

Name of Student Teacher: _____   **Evaluation Window:**   **Beginning to Mid-term dates:**_____

Institution_____   **OR Mid-term to Final dates:** _____

Evaluated by (check one & enter name)   ❑ **Cooperating Teacher:**_____ or ❑ **Univ. Supervisor:** _____

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Instructing 5 Data Sources: -Lesson plan -Unit plan Observation of classroom activities	1.Having chosen appropriate instructional resources, candidate creates an inclusive and supportive learning environment in which all students can engage in learning, demonstrated by their participation in oral and written discourse.	• There is a lack of obvious participation in the planned activities because the instructional resources are not appropriate to the needs of the students. There is no apparent logic or connection between the instructional resources and the larger unit or curriculum being followed for these students. Instructional resources are unsuitable to the learning objectives or do not support the content or the learning needs of the students. • Instructional groupings are inappropriate to support students' learning of the lesson content	• The instructional needs of most of the class members are being met by the choice of instructional resources. Most of the students show evidence of interest in participation. Instructional resources are suitable to the learning objectives and generally support the content and most students' learning needs. • Instructional groupings are appropriate but rationale for how they will be used to support students' learning of the lesson content may be unclear.	• Instructional resources (print, electronic, activity sheets, recordings) have been creatively chosen and presented based on a knowledge of the students' instructional needs. In the use of these resources, all students are encouraged to respond and participate actively in written, oral, and group activities Instructional resources are varied, suitable to the learning objectives, and support the content and students' learning needs. • Instructional groupings are appropriate and a clear rationale for choice of grouping to support students' learning of the lesson content is provided.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Planning II.P.1.b II.P.2.c Data Sources: -Lesson plan -Unit plan -Pre-conference	2. Candidate uses his/her knowledge of the canon, print media, the plastic arts, and electronic communication to create meaningful connections between the students' lives, knowledge, and attitudes and the larger world of English Language Arts.	• No connections are drawn between the instructional activities and the real-life of the students, their friends, families or communities.	• Some passing references are made to the real-life mirror of the content area being learned. Some effort is made to give gravitas to the use of correct spelling, punctuation, and syntax.	• In the initiation and closure of the lesson, the candidate reinforces the real-life importance of the ideas being communicated in the lesson. This is accomplished by informal discussions, either in large group or small group, or in the kinds of discussion questions crafted for the instruction. Literature is seen as a key to the challenges of family life; speaking and writing skills are shown to be crucial to success in the world of business; research and critical thinking skills are apparent to the future of the individual and society.
Data: **Rating:** **1 2 3**				
Planning II.P.2.b Data Sources: -Lesson plan -Unit plan -Pre-conference	3. Respect for individual differences of culture, ability, ethnicity, gender, appearance, and religion are evident in both the classroom discourse and in the choice of teaching strategies and materials.	• The content of the instructional plan is focused entirely on the homogeneous community of the students and their families. Words in languages o0ther than English and religious customs of others are treated with ridicule.	• There are some indicators that the world is not all made up of the same people from the same socio-economic group. Students are aware that pejoratives are a major classroom taboo, and that understanding and compassion for those who are different is commendable behavior.	• A variety of people from the world's ethnic groups is evident in the choice of stories, the choice of names used in sample sentences and grammar activities, and the care to pronounce students' names correctly. Clothing, headpieces, and icons worn for religious reasons are accepted. Sensitivity to language4 or recording which might be offensive is evident throughout the lesson.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

Student Teaching Rubric & Data Collection Form
Content Supplement
English

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Instructing II.I.3.a Data Sources: -Lesson obs. -Written info about standards of behavior	4. Candidate's knowledge of current research on the teaching of listening, speaking, reading and writing is demonstrated in his/her planning and classroom methodologies.	Observed activities and plans show no sign of candidate's awareness of current research theory in the teaching and learning of language arts and media.	Candidate's choice of instructional activities and instructional resources shows some knowledge of current research theory.	Candidate's plans show awareness of current research in the developmental learning processes of students (including those who have exceptionalities and those for whom English is a new language). In describing his/her planning process, the candidate makes liberal reference to recent research reported in journals such as English Language Arts or the English Journal or In the Middle.
Data: **Rating:** **1 2 3**				
Instructing II.I.3.f II.I.3.g Data Sources: -Lesson obs.	5. Candidate has made obvious allowances for the inclusion of appropriate forms of assessment throughout the individual lesson and the teaching unit.	• Assessments are vague, unrelated to the objectives, and unfair instruments for measuring the students' progress.	• The students are given a set of assessment guidelines (a rubric) for a written project. This rubric reflects the objectives of the lesson. Once or twice during the lesson, candidate reviews certain ideas or connections which have been made earlier by asking for student input.	It is apparent during the conduct of the lesson and its assessment that the candidate has not lost sight of the initial objectives. Those objectives are inherent in the grading rubric for any written response. Informal oral "sweeps" of the class are also used several times during the lesson to assure that students are on task.
Data: **Rating:** **1 2 3**				

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Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Instructing II.I.3.b II.I.3.c Data Sources: -Observation of routines & transitions in and out of class	6. Candidate demonstrates a firm control of the protocols (syntax, pronunciation grammar) of standard written and spoken English in his/her classroom discourse and written materials.	• The written plans and handouts produced by the candidate are so full of error as to indicate that he/she is not capable to guiding others to standard writing. Errors in syntax and pronunciation are too evident, and the candidate uses slang excessively.	The candidate's written materials have some errors in punctuation and spelling; His/her speech may occasionally slip into "guys" and subject-verb disagreement.	The candidate's plans and teacher-made handouts are all concise written, correctly spelled and punctuated. His/her speech in addressing the class is free of slang, mispronunciations, verbal ticks, and errors in standard syntax.

Data:

Rating:
1   2   3

Western Connecticut State University

Student Teaching Rubric & Data Collection Form
Content Supplement
Mathematics

Name of Student Teacher:_____ Evaluation Window: Beginning to Mid-term Dates:_____

Institution_____   OR Mid-term to Final dates: _____

Evaluated by (check one & enter name) ❑ Cooperating Teacher:_____ or ❑ Univ. Supervisor: _____

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Mathematical Problem Solving NCTM Indicators 1.4, 7.1, 7.3	**1.Candidates know, understand, and apply the process of mathematical problem solving.**	Lesson has no evidence of problem solving or shows no structure or strategy.	Lesson has some inconsistency in structure of problem solving process.	Lesson reflects problem solving as a process and involves appropriate strategies that can be applied in diverse situations
Data: **Rating:** **1 2 3**				
Mathematical Communication NCTM Indicators 3.3, 3.4, 7.3	**2.Candidates communicate mathematical thinking orally and in writing to peers, faculty, administrators, and parents.**	Teaching does not clearly represent ideas. Or Teacher uses incorrect or imprecise language.	Teacher expresses mathematical ideas clearly using precise language.	Teacher expresses mathematical ideas clearly using precise language. Teacher encourages students to use mathematical communication.
Data: **Rating:** **1 2 3**				

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Western Connecticut State University

<table>
<tr><td colspan="5" align="center">**Student Teaching Rubric & Data Collection Form**
Content Supplement
Mathematics</td></tr>
<tr><th>CCT
Align & Data
Sources</th><th>Student Teaching
Competency</th><th>1
Unacceptable</th><th>2
Acceptable</th><th>3
Target</th></tr>
<tr>
<td>Mathematical Connections

NCTM Indicators 4.1, 4.2</td>
<td>**3.Candidates recognize, use, and create connections between and among mathematical concepts and in contexts across the curricula to build mathematical understanding.**</td>
<td>No connections or superficial connections are made.</td>
<td>Connections are used minimally or only during initiation and conclusion.</td>
<td>Meaningful connections are made within mathematics and with previous and future learning as well as across the curricula.</td>
</tr>
<tr>
<td>**Data:**

Rating:
1 2 3</td>
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<tr>
<td>Mathematical Representation

NCTM Indicators 5.1, 5.2, 5.3</td>
<td>**4.Candidates use varied representations of mathematical ideas to support and strengthen students' mathematical understanding.**</td>
<td>Teacher uses no models or visual representations.</td>
<td>Teacher makes reference to relevant representations.</td>
<td>Teacher integrates representations into classroom teaching to aid in student learning and understanding. Multiple representations are presented when possible.</td>
</tr>
<tr>
<td>**Data:**

Rating:
1 2 3</td>
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</table>

Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Content Evaluation	**5.Candidates' comfort and confidence with mathematical knowledge affects both what the candidate teaches and how learning is presented to students. Knowing mathematics includes understanding specific concepts and procedures as well as the process of expressing mathematical concepts.**	Teacher makes consistent errors indicating a lack of understanding.	Teacher demonstrates topic understanding and presents complete topic content.	Teacher demonstrates superior understanding of lesson topic highlighting common errors and presenting multiple approaches to understanding.
Data: **Rating:** **1 2 3**				
Content Evaluation NCTM Indicators 8.2, 11.7	**6.Candidates demonstrate use of concrete and abstract models in lesson development**	No reference to model used in lesson.	Use of models is limited to applied problems.	Lesson development shows the transition between concrete and abstract as a means to understand and solve problems.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

Student Teaching Rubric & Data Collection Form
Content Supplement
Mathematics

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Use of Technology **NCTM Indicators 6.1, 7.6, 10.4, 11.7, 14.3**	**7.Candidates embrace technology as an essential tool for teaching and learning mathematics.**	**Technology is available but not presented during lesson.**	**Teacher makes appropriate and effective use of graphing calculators or computer software including spreadsheets, statistical packages or dynamic geometry software.**	**Teacher effectively incorporates graphing calculators, computer software, (including spreadsheets) statistical packages or geometry software during lesson.**
Data: **Rating:** **1 2 3**				

Western Connecticut State University

Student Teaching Rubric & Data Collection Form
Science Content and Process Supplement

Name of Student Teacher:_____ **Evaluation Window:** **Beginning to Mid-term dates:**_____

Institution_____ **OR Mid-term to Final dates:** _____

Evaluated by (check one & enter name) ❑ **Cooperating Teacher:**_____ or ❑ **Univ. Supervisor:** _____

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Scientific Problem Solving NSTA Indicators 1d, 1e, 3b	**1.Candidates know, understand, and apply measurement as a way of knowing, organizing, and observing constancy and change.**	Lesson has no evidence of quantitative structure or strategy.	Lesson attempts to use quantitative approaches but has some inconsistency in structure of problem solving process.	Lesson uses measurement to appropriately demonstrate scientific concept and/or problem solving.
Data: **Rating:** 1 2 3				
Scientific Communication NSTA Indicators 10a, 10b, 10c, 10d	**2.Candidates communicate their scientific thinking orally and in writing to peers, faculty, and others.**	Teaching does not clearly represent ideas. Or Teacher uses incorrect or imprecise language.	Teacher expresses scientific ideas clearly using precise language.	Teacher expresses scientific ideas clearly using precise language. Teacher encourages students to use scientific communication.
Data: **Rating:** 1 2 3				

Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Scientific Connections NSTA Indicators 1a, 1b,	**3.Candidates recognize, use, and make connections between and among the form, function, and behaviors of living and non-living systems.**	No connections or superficial connections are made.	Connections are used minimally or only during the initiation and conclusion.	Meaningful connections are made within themes and with previous and future learning as well as outside of the sciences.
Data: **Rating:** **1 2 3**				
Scientific Representation NSTA Indicators 2a, 2b, 2c	**4.Candidates use *The Nature of Science* to support and deepen students' understanding that scientific knowledge is always changing.**	Candidate uses no historical information or representation.	Candidate makes reference to relevant representations.	Candidate integrates representations into classroom teaching to aid in student learning and understanding. Multiple representations are used when possible.
Data: **Rating:** **1 2 3**				
Content Evaluation NSTA Indicators 4a, 4b, 8a, 8b, 8c	**5.Candidates' comfort with, and confidence in, their knowledge of science affects both what they teach and how they teach it. Knowing science includes understanding specific concepts and procedures as well as the process of doing science.**	Candidate makes consistent errors indicating a lack of understanding.	Candidate demonstrates topic understanding and presents complete topic content.	Candidate demonstrates superior understanding of lesson topic pointing out common errors and presenting multiple approaches to understanding.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Content Evaluation NSTA Indicators 1b, 3a, 6a	**6.Candidates demonstrate use of concrete and abstract models in lesson development**	No reference to model used in lesson.	Use of models is limited to applied problems.	Lesson development shows the transition between concrete and abstract as a means to understand content.
Data: **Rating:** **1 2 3**				
Use of Technology NSTA Indicators 4a, 5a, 5d, 6a,	**7.Candidates embrace technology as an essential tool for teaching and learning science.**	Technology is available but not used in teaching.	Teacher makes appropriate and effective use of internet or computer software including spreadsheets, statistical and graphing packages or virtual laboratory software.	Teacher makes exceptional use of internet or computer software including spreadsheets, statistical and graphing packages or virtual laboratory software.
Data: **Rating:** **1 2 3**				
Science Safety	**8.Planning Safety for Lesson** **Demonstrates knowledge, skills, and disposition of classroom legal/safety/ethical issues.**	Material, methods, and relative safety are not indicated in lesson plan. Does not attempt to practice safety in classroom during lab preparation and teaching.	Lesson plan addresses safety and ethical practices for class activity and is appropriate for age level. Signs posted in classroom, materials labeled, MSDS available.	Reviewed highlighted safety as described in plan and assesses student understanding of safety expectations. Verbally communicated lab safety protocol and demonstrates ethical treatment to living things. Visual reminders of safety posted in class; student modeled safety for class.
Data: **Rating:** **1 2 3**				

Western Connecticut State University
Student Teaching Rubric & Data Collection Form
Content Supplement
Social Studies

Name of Student Teacher:_____ Evaluation Window: Beginning to Mid-term dates:_____

Institution_____ OR Mid-term to Final dates: _____

Evaluated by (check one & enter name) ❑ Cooperating Teacher:_____ or ❑ Univ. Supervisor: _____

NCSS Theme I	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Culture and Cultural Diversity	**1. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity**. Candidates should: ■ Enable learners to analyze and explain how groups, societies, and cultures address human needs and concerns; ■ Guide learners as they predict how experiences may be interpreted by people from diverse cultural perspectives and frames of references; ■ Assist learners to apply an understanding and of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns; ■ Encourage learners to compare and to analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change; ■ Ask learners to provide examples and describe the importance of cultural unity and diversity within and across groups; ■ Have learners interpret patterns of behavior as reflecting values and attitudes, that contribute to or pose obstacles to cross-cultural understanding; ■ Guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues; ■ Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.**.**	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate achieves few of the exemplars.	Some evidence that candidate meets this standard at programmatic, testing and performance levels. Candidate achieves some of the exemplars but not all.	Strong evidence that candidate meets this standard at programmatic, testing and performance levels. Candidate achieves majority of exemplars or provides equivalent learning experiences.
Data: Rating: 1 2 3				

Student Teaching Rubric & Data Collection Form
Content Supplement
Social Studies

NCSS Theme II	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Time, Continuity and Change	**2. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.** They should: ■ Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; ■ Help learners apply key concepts from the study of history — such as time, chronology, causality, change, conflict, and complexity — to explain, analyze, and show connections among patterns of historical change and continuity; ■ Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions; ■ Guide learners in using processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality, and distinguishing between events and developments that are significant from those that are inconsequential; ■ Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; ■ Enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving the majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

NCSS Theme III	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
People, Places and Environments	**3. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.** They should: ■ Enable learners to use, interpret, and distinguish various representations of Earth, such as maps, globes and photographs, and to use appropriate geographic tools; ■ Encourage learners to construct, use, and refine maps and mental maps; calculate distance, scale, area, and density; and organize information about people, places, regions, and environments in a spatial context; ■ Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems; ■ Guide learners in exploring characteristics, distribution, and migration of human populations on Earth's surface; ■ Assist learners in describing how people create places that reflect culture, human needs, current values and ideals, and government policies; ■ Help learners to examine, interpret, and analyze interactions between human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative; ■ Challenge learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world; ■ Help learners explore ways in which Earth's physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving the majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** **1 2 3**				

Student Teaching Rubric & Data Collection Form
Content Supplement
Social Studies

NCSS Theme IV	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Individual Human Development and Identity	**4. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development, behavior, and identity.** They should: ■ Help learners comprehend and apply concepts, theories, and principles associated with human cognitive, emotional, and personal development; ■ Enable learners to understand how the development and maturation of the brain and body influence thought and perception. ■ Assist learners in articulating personal connections to time, place, and social/cultural systems; ■ Help learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals; ■ Assist learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self; ■ Enable learners to apply concepts, inquiry methods, and theories in the study of human growth and development, learning, motivation, behavior, perception, and personality; ■ Guide learners as they analyze the interactions among ethical, ethnic, national, and cultural factors in specific situations; ■ Help learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and on human behavior; ■ Enable learners to compare and to evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups; ■ Help learners understand how individual perceptions develop, vary, and can lead to conflict; ■ Assist learners as they work independently and cooperatively within groups and institutions to accomplish goals; ■ Encourage learners to examine factors that contribute to and damage one's mental health; and to analyze issues related to mental health and behavioral disorders in contemporary society.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving the majority of the exemplars or providing equivalent learning experiences.
Data: Rating: **1 2 3**				

Western Connecticut State University

NCSS Theme V	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Individuals, Groups and Institutions	**5. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.** They should: ■ Help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society; ■ Help learners analyze groups and calculate the influence of institutions on people, events, and elements of cultures in both historical and contemporary settings; ■ Help learners understand the various forms institutions take, their functions, their relationships to one another, and explain how they develop and change over time; ■ Assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity; ■ Enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical societies; ■ Enable learners to evaluate the role of institutions in furthering both continuity and change; ■ Guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings; ■ Assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral sciences in the examination of persistent issues and social problems.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate achieves few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate achieves some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving the majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** 1 2 3				

Western Connecticut State University
Student Teaching Rubric & Data Collection Form
Content Supplement
Social Studies

NCSS Theme VI	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Power, Authority and Governance	**6. Candidates in social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.** They should: ■ Enable learners to examine the rights and responsibilities of individuals in relation to their families, their social groups, their communities, and their nation; ■ Help students explain the purpose of government and how its powers are acquired, used, and justified; ■ Enable learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare; ■ Assist learners in describing the ways nations and organizations respond to forces of unity and diversity affecting order and security; ■ Enable learners to explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations; ■ Help learners analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security; ■ Help learners identify and explain the basic features of the American political system, and identify leaders of the various levels and branches of government; ■ Challenge learners to apply concepts such as power, role, status, justice, democratic values, and influence to the examination of persistent issues and social problems; ■ Help learners explain how governments attempt to achieve their stated ideals at home and abroad.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving the majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

NCSS Theme VII	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Production, Distribution, Consump-tion	**7. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.** They should: ■ Enable learners to understand how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed; ■ Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system; ■ Help learners compare the costs and benefits to society of allocating goods and services through private and public means; ■ Assist learners in understanding the relationships among the various economic institutions that comprise economic systems such as households, businesses, financial institutions, government agencies, labor unions, and corporations; ■ Guide learners in analyzing the roles of specialization and exchange in economic processes; ■ Assist learners in assessing how values and beliefs influence economic decisions in different societies; ■ Enable learners to compare economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital; ■ Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; ■ Enable learners to distinguish between domestic and global economic systems, and explain how the two interact; ■ Guide learners in the application of economic concepts and principles in the analysis of public issues such as the allocation of health care and the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues; ■ Help learners critically examine the values and assumptions underlying the theories and models of economics; ■ Help learners distinguish between economics as a field of inquiry and the economy.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

NCSS Theme VIII	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Science, Technology, Society	**8. Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.** They should: ■ Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings; ■ Assist learners in making judgments about how science and technology have transformed the physical world and human society as well as our understanding of time, space, place, and human-environment interactions; ■ Help learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes influence scientific and technological endeavors; ■ Prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies; ■ Help learners identify and interpret various perspectives about human societies and the physical world, using scientific knowledge, technologies, and an understanding of ethical standards of this and other cultures; ■ Encourage learners to formulate strategies and develop policy proposals pertaining to science/technology/society issues.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate achieves few of the exemplars.	Some evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate achieves some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Global Connections and Interdependence	**9. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.** They should: ■ Enable learners to explain how interactions among people with different languages, beliefs can facilitate global understanding or cause misunderstanding; ■ Help learners explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; ■ Assist learners in analyzing and evaluating the effects of changing technologies on the global community; ■ Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as those pertaining to human health, security, resource allocation, economic development, and environmental quality; ■ Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, weapons deployment, use of natural resources, and human rights concerns; ■ Help learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights; ■ Help learners describe and evaluate the role of international and multinational organizations in the global arena; ■ Have learners illustrate how behaviors and decisions of individuals and groups affect and are affected by global systems.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that the candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving the majority of the exemplars or providing equivalent learning experiences.
Data: **Rating:** 1 2 3				

Student Teaching Rubric & Data Collection Form
Content Supplement
Social Studies

NCSS Theme X	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Civic Ideals and Practices	**10. Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.** They should: ■ Assist learners in understanding the meaning, origins, and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, general welfare, domestic peace, and the rule of law; ■ Guide learner efforts to identify, interpret, analyze, and evaluate sources and examples of citizens' rights and responsibilities; ■ Help learners locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view and taking reasoned positions on such issues; ■ Enable learners to practice forms of civic discussion and participation consistent with the ideals of citizenship in a democratic republic; ■ Help learners analyze and evaluate the influence of various forms of citizen action on public policy; ■ Prepare learners to analyze a variety of public policies and issues from the perspectives of formal and informal political actors; ■ Guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making; ■ Encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; ■ Help learners to construct reasoned policy statements and action plans to achieve goals related to issues of public concern; ■ Guide learner participation in civic/political activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.	Insufficient evidence of meeting this standard at programmatic, testing and performance levels. Candidate is achieving few of the exemplars.	Some evidence that the candidate is meeting this standard at programmatic, testing and performance levels. Candidate is achieving some of the exemplars but not others.	Strong evidence that the candidate is meeting this standard at programmatic, testing and performance levels. Candidate achieves majority of exemplars or provides equivalent learning experiences.
Data: **Rating:** **1 2 3**				

Western Connecticut State University

Student Teaching Rubric & Data Collection Form
Content Supplement
Spanish

Name of Student Teacher:_____   Evaluation Window: Beginning to Mid-term dates:_____

Institution_____   OR Mid-term to Final dates: _____

Evaluated by (check one & enter name) ❑ Cooperating Teacher:_____ or ❑ Univ. Supervisor: _____

Spanish

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Standards: Planning for world Languages Content Standard I: Communica-tion	1.Candidate prepares lessons which include: current and past events, exchange of information about international events, and have students employ rephrasing/circumlocution to successfully communicate messages.	Candidate's lessons lacks appropriate and full lesson reflecting communication content standard.	Content standard is included in instructional plan and clearly supports language acquisition.	Content standard directly supports development of students' language proficiency.
Data: **Rating:** **1 2 3**				
Standards: Planning for World Languages Content Standard 2: Cultures	2.Candidate's lesson plans reflect activities that have students practicing an understanding of products and perspectives of cultures studied, and applying cultural knowledge for interpersonal, interpretive and presentational communication	Content standard is included in instructional plan and generally supports language acquisition.	Content standard is included instructional plan and clearly supports language acquisition.	Content standard directly supports development of students' language proficiency.
Data: **Rating:** **1 2 3**				

Student Teaching Rubric & Data Collection Form
Content Supplement
Spanish

Standards: Content standard 3: Connections	3.Candidate plans lessons which demonstrate that students can use information acquired from other school subjects to complete activities in the world language classroom, acquire more complex and abstract information from a variety of authentic sources, and use new information to expand personal knowledge and interdisciplinary connections.	Content standard is weakly included in instructional plan and generally supports language acquisition.	Content standard is included in instructional plan and clearly supports language acquisition.	Content standard directly supports development of students' proficiency.
Data: **Rating:** **1 2 3**				
Standards: Standard 4: Comparisons	4.Candidate's lessons reflect and promote students' ability to analyze various elements of the target language (such as time or tense), and demonstrates that students are reading and comprehending longer and more complex texts in abridged and unabridged formats.	Content standard is included in instructional plan and generally supports language acquisition.	Content standard is included in instructional plan and clearly supports language acquisition.	Content standard directly supports development of students' language proficiency.
Data: **Rating** **1 2 3**				

Student Teaching Rubric & Data Collection Form
Content Supplement
Spanish

Standards: Standard 5: The Community	5.Candidate's lessons reflect activities which encourage students to communicate with members of target culture and interpret information regarding topics of personal, community, or world interest. Lessons use technology which plan for students to establish interpersonal relations with speakers of target language via letters, e-mail, or web exchange programs.	Content standard is weakly included in instructional plan and generally supports language acquisition.	Content standard is included in instructional plan and clearly supports language acquisition.	Content standard directly supports development of students' language proficiency.
Data: **Rating:** **1 2 3**				
Standards: Standard 6: Communicating knowledge of culture to support second language acquisition	6.Candidate's plans reflect the use of multiple media resources to analyze aspects of the target culture(s) and apply knowledge to new situations; students have access to sources of information for potential use in original work on the target language or culture(s)	Candidate does not demonstrate expertise in content knowledge of cultural study. There are errors in the presentation of cultural content. Candidate does not clearly communicate the importance of learning culture as an integral part of second language acquisition.	Candidate demonstrates expertise in content knowledge of cultural study. Presentation of cultural content is generally accurate. Candidate communicates the importance of learning culture as an integral part of second language acquisition.	Candidate demonstrates expertise in content knowledge of cultural study and uses that expertise to enhance students' second language acquisition. Presentation of cultural content is accurate. Candidate communicates importance of learning culture as an integral part of second language acquisition.
Data: **Rating:** **1 2 3**				

Content Supplement, Health Competencies 1-10

Candidate _____   Cooperating Teacher Evaluator _____

Candidates demonstrate during their student teaching assignment, comprehension of health promotion and disease prevention to enhance student learning.

CATEGORY	Unacceptable	Acceptable	Target
1. Accident, Prevention and Safety **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
2. Nutrition & Exercise **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
3. Mental and Emotional Health/Stress Management **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
4. Body Systems/Disease Prevention and Control **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
5. Use and Abuse of Alcohol and Other Drugs **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
6. Family Life Education/Human Growth and Development **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
7. HIV/AIDS, sexually-transmitted diseases **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
8. Environmental Health **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.

9. Community health **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
10. Human Sexuality **Score** _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.

If a topic was not addressed during the tenure of the Student Teacher at your school, please indicate with a "n/a" in the score.

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards - English

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Having chosen appropriate instructional resources, candidate creates an inclusive and supportive learning environment in which all students can engage in learning, demonstrated by their participation in oral and written discourse.			
Candidate uses his/her knowledge of the canon, print media, the plastic arts, and electronic communication to create meaningful connections between the students' lives, knowledge, and attitudes and the larger world of English/Language Arts.			
Respect for individual differences of culture, ability, ethnicity, gender, appearances, and religion are evident in both the classroom discourse and in the choice of teaching strategies and materials.			
Candidate's knowledge of current research on the teaching or listening, speaking, and writing is demonstrated in his/her planning and classroom methodologies.			
Candidate has made obvious allowances for the inclusion of appropriate forms of assessment throughout the individual lesson and the teaching unit.			
Candidate demonstrates a firm control of the protocols (syntax, pronunciation, grammar) of standard, written, and spoken English in his/her classroom discourse and written materials.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – English

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Having chosen appropriate instructional resources, candidate creates an inclusive and supportive learning environment in which all students can engage in learning, demonstrated by their participation in oral and written discourse.			
Candidate uses his/her knowledge of the canon, print media, the plastic arts, and electronic communication to create meaningful connections between the students' lives, knowledge, and attitudes and the larger world of English/Language Arts.			
Respect for individual differences of culture, ability, ethnicity, gender, appearances, and religion are evident in both the classroom discourse and in the choice of teaching strategies and materials.			
Candidate's knowledge of current research on the teaching or listening, speaking, and writing is demonstrated in his/her planning and classroom methodologies.			
Candidate has made obvious allowances for the inclusion of appropriate forms of assessment throughout the individual lesson and the teaching unit.			
Candidate demonstrates a firm control of the protocols (syntax, pronunciation, grammar) of standard, written, and spoken English in his/her classroom discourse and written materials.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards - Mathematics

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply the process of mathematical problem solving.			
Candidates communicate mathematical thinking orally and in writing to peers, faculty, administrators, and parents.			
Candidates recognize, use, and create connections between and among mathematical concepts and in contexts across the curricula to build mathematical understanding.			
Candidates use varied representations of mathematical ideas to support and strengthen students' mathematical understanding.			
Candidates' comfort and confidence with mathematical knowledge affects both what the candidate teaches and how learning is presented to students. Knowing mathematics includes understanding specific concepts and procedures as well as the process of expressing mathematical concepts.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning mathematics.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Mathematics

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

<u>Placement Dates</u>
First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply the process of mathematical problem solving.			
Candidates communicate mathematical thinking orally and in writing to peers, faculty, administrators, and parents.			
Candidates recognize, use, and create connections between and among mathematical concepts and in contexts across the curricula to build mathematical understanding.			
Candidates use varied representations of mathematical ideas to support and strengthen students' mathematical understanding.			
Candidates' comfort and confidence with mathematical knowledge affects both what the candidate teaches and how learning is presented to students. Knowing mathematics includes understanding specific concepts and procedures as well as the process of expressing mathematical concepts.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning mathematics.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards - Science

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____   35th Day: _____   Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply measurement as a way of knowing, organizing, and observing constancy and change.			
Candidates communicate their scientific thinking orally and in writing to peers, faculty, and others.			
Candidates recognize, use, and make connections between and among the form, function, and behaviors of living and non-living systems.			
Candidates use *The Nature of Science* to support and deepen students' understanding that scientific knowledge is always changing.			
Candidates' comfort with, and confidence in, their knowledge of science affects both what they teach and how they teach it. Knowing science includes understanding specific concepts and procedures as well as the process of doing science.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning science.			
Planning Safety for Lesson Demonstrates knowledge, skills, and disposition of classroom legal/safety/ethical issues.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Science

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply measurement as a way of knowing, organizing, and observing constancy and change.			
Candidates communicate their scientific thinking orally and in writing to peers, faculty, and others.			
Candidates recognize, use, and make connections between and among the form, function, and behaviors of living and non-living systems.			
Candidates use *The Nature of Science* to support and deepen students' understanding that scientific knowledge is always changing.			
Candidates' comfort with, and confidence in, their knowledge of science affects both what they teach and how they teach it. Knowing science includes understanding specific concepts and procedures as well as the process of doing science.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning science.			
Planning Safety for Lesson Demonstrates knowledge, skills, and disposition of classroom legal/safety/ethical issues.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards – Social Studies

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments.			
Candidates in social studies at all school levels should provide developmentally appropriate as they guide learners in the study of ideas associated with individual development, behavior, and identity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study if interactions among individuals, groups, and institutions.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.			
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they learners in the study of science and technology.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Social Studies

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments.			
Candidates in social studies at all school levels should provide developmentally appropriate as they guide learners in the study of ideas associated with individual development, behavior, and identity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study if interactions among individuals, groups, and institutions.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.			
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they learners in the study of science and technology.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards – Spanish

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidate prepares lessons which include: current and past events, exchanges of information about international events, and have students employ rephrasing/circumlocution to successfully communicate messages.			
Candidate's lesson plans reflect activities that have students practicing an understanding of products and perspectives of cultures studied, and applying cultural knowledge for interpersonal, interpretive, and presentational communication.			
Candidate plans lessons which demonstrate that students can use information acquired from other school subjects to complete activities in the world language classroom, acquire more complex and abstract information from a variety of authentic sources, and use new information to expand personal knowledge and interdisciplinary connections.			
Candidate's lessons reflect and promote students' ability to analyze various elements of the target language (such as time or tense), and demonstrates that students are reading and comprehending longer and more complex texts in abridged and unabridged formats.			
Candidate's lessons reflect activities which encourage students to communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. Lessons use technology which plan for students to establish interpersonal relations with speakers of target languages via letters, e-mail or web exchange.			
Candidate's plans reflect the use of multiple media resources to analyze aspects of the target culture(s) and apply knowledge to new situations; students have access to sources of information for potential use in original work on the target language or culture(s).			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Spanish

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates
First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidate prepares lessons which include: current and past events, exchanges of information about international events, and have students employ rephrasing/circumlocution to successfully communicate messages.			
Candidate's lesson plans reflect activities that have students practicing an understanding of products and perspectives of cultures studied, and applying cultural knowledge for interpersonal, interpretive, and presentational communication.			
Candidate plans lessons which demonstrate that students can use information acquired from other school subjects to complete activities in the world language classroom, acquire more complex and abstract information from a variety of authentic sources, and use new information to expand personal knowledge and interdisciplinary connections.			
Candidate's lessons reflect and promote students' ability to analyze various elements of the target language (such as time or tense), and demonstrates that students are reading and comprehending longer and more complex texts in abridged and unabridged formats.			
Candidate's lessons reflect activities which encourage students to communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. Lessons use technology which plan for students to establish interpersonal relations with speakers of target languages via letters, e-mail or web exchange.			
Candidate's plans reflect the use of multiple media resources to analyze aspects of the target culture(s) and apply knowledge to new situations; students have access to sources of information for potential use in original work on the target language or culture(s).			