STUDENT TEACHING AT WCSU

Handbook for Student Teachers, Cooperating Teachers, and University Supervisors

Western Connecticut State University (WCSU)
Education and Educational Psychology (E&EPY) Department

2013-2014
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Introduction

Purpose of Handbook

The purpose of this handbook is to provide information to enable members of the student teaching teams, the triads, (student teacher and university supervisors and cooperating teachers) to establish and maintain collaborative, encouraging, supportive, and mutually respectful environments during the student teaching experience. Please view it as a "work in progress." As you use the handbook, note items that are unclear or information that is lacking. At the end of the semester, send your suggestions for improvements to the Coordinator of Student Teaching so that the handbook may continue to evolve.

This Student Teaching Handbook is provided to candidates (student teachers), university supervisors, and cooperating teachers for their general information and guidance only. It does not constitute a contract either expressed or implied, and is subject to revision at the University's discretion.

Students should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.

What is Student Teaching?

Student teaching is the culminating experience of the teacher preparation programs at Western Connecticut State University (WCSU). It provides an opportunity for candidates to assume the responsibilities of teachers and classroom leaders as they apply and extend the knowledge and skills that they have acquired during the program coursework and public school related experiences of the Professional Development Semester (PDS).

Each candidate works under the guidance and supervision of two highly trained professionals, a cooperating teacher who is an experienced certified teacher in the Connecticut public schools and a university supervisor who is a member of the WCSU faculty. Each of these mentors/supervisors has completed either Beginner Education Support Training (BEST) or Teacher Education and Mentoring (TEAM) training.

Placement Periods
Student teaching placements are made during the final semester of the candidate's program:
<ins>Elementary Education</ins>
    14 weeks (70 days) in one K-6 placement – either fall or spring semester.
<ins>Secondary Education and Master of Arts in Teaching (M.A.T.)</ins>
    14 weeks (70 days) in one 7-12 placement - spring semester only.
<ins>Music Education</ins>
    7 weeks (35 days) in one 7-12 placement; 7 weeks (35 days) in one K-6 placement
    (Total of 14 weeks) – either fall or spring semester.
<ins>Health Education</ins>
    14 weeks (70 days) – spring semester only.

Conceptual Framework of WCSU's Professional Educator Programs

A conceptual framework captures the shared vision of the unit, the Education and Educational Psychology Department (E&EPY), guides the activities of faculty and candidates, and becomes the vehicle through which the unit's goals are articulated to the broader community.

The vision of the WCSU's Education Unit is reflected in the term, **EDUCATOR,** and the theme, ***Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century***.

EDUCATOR

E Expertise in Content Knowledge,

D Diversity,

U Unity,

C Classroom and School Leadership,

A Attitudes,

T Technology,

O Organize Knowledge and Facilitate Learning,

R Reflective Practitioner.

The components of our Conceptual Framework underscore our belief that teachers and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diverse students in today's public schools in order to prepare all students for success in a technological, multicultural, and global society.

Teachers and counselors must know how to work collaboratively with colleagues and communicate with a variety of constituencies in order to be classroom and school leaders capable of effecting change and ensuring quality educational programs for all students. They must be reflective practitioners who continually evaluate and modify their practices, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world.

The term, **EDUCATOR,** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing quality educators for the future. (See www.wcsu.edu)

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Important Dates to Remember

Friday, August 30, 2013	Deadline for candidates to submit packets to Coordinator of Student Teaching for spring 2014 placements.
Tuesday, September 3, 2013 4:00-6:00 PM	Fall 2013 Opening Triad/Orientation University Supervisors, Cooperating Teachers, and candidates will attend. This meeting will include an overview of WCSU's student teaching processes and related documents.
To Be Decided	Certification Meeting for fall, 2013 Candidates with WCSU Certification Officer, Dr. Rossi.
Friday, December 13, 2013	Deadline for University Supervisors to: • submit completed student teaching grades and all related documents (including all observations reports) for the fall, 2013, semester to the Coordinator of Student Teaching • enter final ratings (cooperating teacher's and university supervisor's) into TK-20.
Tuesday, January 14, 2014 4:00-6:00 PM	Spring 2014 Opening Triad University Supervisors, Cooperating Teachers, and candidates will attend. This meeting will include an overview of WCSU's student teaching process and related documents.
Tuesday, January 28, 2014	Deadline for candidates to submit packets to Coordinator of Student Teaching for fall, 2014 placements related documents.
To Be Decided	Certification Meeting for Spring 2014 Candidates with Connecticut State Department of Education representatives and WCSU Certification Officer, Dr. Rossi.
Friday, May 16, 2014	Deadline for University Supervisors to: • submit completed student teaching grades and packets for the fall 2014, semester to the Coordinator of Student Teaching • enter final ratings (cooperating teacher's and university supervisor's) into TK-20.

See the 2013-14 online WCSU Academic Calendar for additional dates.

The Triad: An Adventure in Collaboration

Student Teacher

Triad

Cooperating
Teacher

University
Supervisor
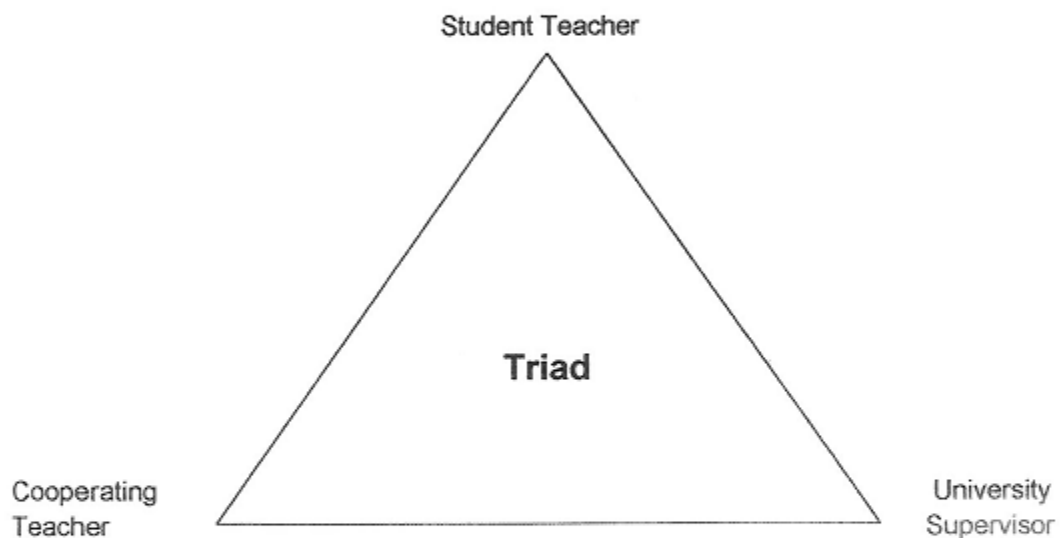
Think of student teaching as an adventure in collaboration. Working with other members of your triad will give you an opportunity for all members of the triad to achieve a common goal, the student teacher's success in a Connecticut public school classroom.

Looking ahead . . .

Extend your collaborative efforts to include all members of the school community: students, administrators, other teachers, counselors, parents, secretaries, custodians, colleagues, bus drivers, etc. Think of all members of the school community as your "customers."

Unity

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher; the tools he used
Were books and music and art.
One a parent with a guiding hand
And a gentle, loving heart.

Day after day the teacher toiled
With a touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.

And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed he would have failed
If he had worked alone.
For behind the teacher stood the school,
And behind the parent, the home.

Author Unknown

Roles and Responsibilities

Student Teacher (Candidate)

Freshman and transfer students entering all secondary education programs (English, mathematics, the sciences, history/social sciences) must pass the Content/Knowledge Praxis II prior to student teaching. Note: Students who are majoring in Spanish must take the ACTFL OPI (Oral Proficiency Interview) and WPT (Written Proficiency Test) and achieve ratings of "Intermediate High" prior to their Professional Development Semesters. *Note: Passing of Praxis II is an admissions requirement for M.A.T. students.*

A candidate who has not completed a professional semester course may not begin student teaching until the deficiency has been corrected and the incomplete has been changed to a passing grade (B or higher).

Student teachers work under the direction of their cooperating teachers. They participate fully in the life of the classroom and school, and unless otherwise instructed, follow the same schedule, attend the same meetings and undertake the same duties as their cooperating teachers. Student teachers must communicate with their cooperating teachers when uncertain about classroom and school procedures or expectations for performance.

According to the Connecticut State Department of Education, student teacher responsibilities include, but are not limited to:

1. adhering to the Code of Professional Responsibility for Teachers (Sec. 10-145d-400a) of Connecticut state regulations;
2. adhering to the school's schedule, arriving on time, and attending all staff development activities and faculty meetings with the cooperating teacher;
3. dressing appropriately and conforming to the school's expectations for teachers;
4. becoming familiar with the Common Core of Teaching and Common Core of Learning;
5. preparing daily lessons using the WCSU lesson plan format and submitting them to cooperating teachers and/or university supervisors prior to lessons.;
6. preparing units of study or working within units already in progress;
7. observing other teachers' classes in addition to those of the cooperating teacher;
8. becoming familiar with the school library and outside sources for curricular materials;
9. participating actively in conferences with the university supervisor and cooperating teacher;
10. assessing student learning;
11. participating in school-wide activities, e.g., curriculum development, professional development committee, etc.;
12. maintaining professional behavior, demeanor, and attitude at all times.

WCSU candidates must be at their assigned public schools every day of the semester and must arrive at least 30 minutes prior to the opening of the school day. If the candidate is not going to be at school on a certain day, he/she must notify both the cooperating teacher and the university supervisor before that school day starts. Candidates must make up days missed for professional reasons (illness, bereavement, etc.) as well as days cancelled by their placement districts for inclement weather. Absences must be made up by adding the missed days to the end of the student teaching period.

Student teachers participate fully in the life of the classroom and the school to which they have been assigned. For example, unless otherwise instructed, they must help the cooperating teachers set up classrooms, attend all meetings and in-service sessions that the cooperating teacher attends, and stay at the school after the end of the school day to assist the cooperating teacher if needed.

Candidates must follow the calendars of their public schools, thus ensuring full attendance and participation in the life of the school. If the school to which a candidate is assigned begins at an earlier or later date than WCSU, arrangements must be made with the cooperating teacher and principal at the public school to begin the student teaching experience voluntarily according to that district's schedule.

In addition, candidates follow the yearly calendars of the school systems to which they are assigned. For example, spring break is the break taken in the school system in which the candidate, is working, not the spring break that appears on the WCSU calendar. Candidates must be present all days on which the cooperating teacher is expected to be in the school.

Candidates may not serve as substitute teachers for the cooperating teacher or any other teacher during the student teaching period. Even though the candidate may have assumed all of the cooperating teacher's classroom and other duties, the district must hire a substitute teacher if the cooperating teacher is absent from school. Furthermore, the candidate may not be employed by the district in any capacity while student teaching.

All districts now require candidates to be fingerprinted prior to the start of student teaching; candidates must pay for the cost of the fingerprinting. Each district retains the right to withdraw a placement if the fingerprinting indicates information that is not in accordance with the district's standards. In addition all student teachers placed in Brookfield will also undergo drug testing. See Appendix, pages 84 and 85.

Candidates must be professional in all ways during their entire placement periods: dressing professionally, communicating in a professional manner, and fulfilling all responsibilities. A good rule of thumb is to dress in a manner that is similar to that of the cooperating teacher. Review the Connecticut Code of Professional Responsibility for Teachers (included in this handbook) or http://www.state.ct.us/sde/dtl/cert/teachcod.PDF.

Assuming instructional responsibilities is a gradual process. Cooperating teachers will gradually assign additional responsibilities during each week of the placements; they retain the right to decide when candidates are ready for additional responsibilities. Normally, a candidate might begin teaching from the cooperating teacher's plans after a day or two in at least a class or two. Then, after the first week, the candidate might plan and teach lessons daily for an entire class or subject period. The cooperating teacher might then add classroom responsibilities so that by the 4th week, the candidate will – if possible - have instructional responsibility for all classes.

Candidates plan instruction according to the schedule of the cooperating teacher. The cooperating teacher has a long-term planning schedule for the year; the candidate must help him/her maintain that schedule. WCSU uses the lesson plan format that was originally designed by the CSDE; minor revisions were made in the form in recent years. This form is included in the Appendix of this handbook. Candidates prepare lesson plans and provide copies for their cooperating teachers and university supervisors. Candidates must plan appropriately for all lessons that they teach. (See pages 76 and 77.)

Candidates will provide their university supervisors with directions to the assigned schools and a schedule of times during which they will be planning and teaching lessons. If a candidate is not going to be at school or will not be teaching on a given day, he or she must inform the university supervisor so that an unnecessary trip is not made.

Each candidate is observed formally a <u>minimum</u> of eight (8) <u>separate</u> times – four (4) by the cooperating teacher, and four (4) by the university supervisor. These observations must be scheduled so that the supervisor and cooperating teacher each do two (2) observations in each half of the semester. The candidate is, therefore, responsible for developing a minimum of eight (8) formal lesson plans and eight (8) post-observation reflections – four (4) for the supervisor and four (4) for the cooperating teacher.

Note: All WCSU student teaching evaluation documents cited in this Handbook may be found under the heading, "Student Teaching Documents."

Cooperating Teacher

Cooperating teachers are the cornerstones of the student teaching experience. All cooperating teachers are TEAM trained. They guide and mentor the student teachers on a day-to-day basis, assign duties and responsibilities to them, and, with the university supervisor, evaluate the candidates' progress.

Cooperating teachers complete four (4) formal observation reports, mid-term and final rating sheets, and write letters of recommendation for their student teachers. The cooperating teacher gives all data collection forms and related documents to the university supervisor at the end of the semester. These forms are kept in the E&EPY office. See "University Supervisor" section of this handbook for further details regarding documentation of the student teaching experience.

Cooperating teachers offer the candidates professional and procedural support, including:
1. interviewing and/or initiating contact with candidate before student teaching begins;
2. serving as role models for candidates by continually promoting professionalism, discussing career responsibilities, and suggesting professional development opportunities;
3. encouraging and guiding growth;
4. facilitating introductions to other teachers and school staff;
5. acclimating the candidate to the school setting, policies and procedures;
6. delineating student teacher responsibilities, e.g., attending meetings, hours of attendance;
7. informing the candidate of all school policies and rules concerning classroom management and discipline;
8. providing access to texts, curriculum guides and classrooms/school materials, and resources.

Cooperating teachers offer instructional support, including:
1. ensuring that the candidate understands and uses local, state, or national curriculum standards to support planning of instruction;
2. sharing student learning background data;
3. reviewing and discussing lesson plans on a continual basis;
4. monitoring the candidates' use of textbooks, workbooks, and homework assignments:
5. discussing the relationship of content decisions, teacher methods and student learning;
6. conferring on the student teacher's instructional plans;
7. conducting observations of student teacher's instruction;
8. conducting post-observation conferences;
9. helping candidates reflect about their practices and to self-evaluate;
10. providing evaluative data to the university supervisor about the candidate's progress in meeting competencies. (From www.title2ct.org)

Each WCSU candidate will be alone with his/her students during the latter part of the student teaching assignment. The timing of this "take-over" period is left to the discretion of the cooperating teacher in collaboration with the candidate and the university supervisor. However, the cooperating teacher retains legal responsibility for all aspects of the class. Therefore, he/she must be readily available.

University Supervisor

University supervisors are TEAM trained, experienced classroom teachers. They serve as mentors to our candidates and observe them at least four times during the semester. They are the first people who should be contacted by candidates and cooperating teachers if questions or concerns arise. Their responsibilities include:

1. serving as liaisons between candidate, cooperating teacher, the Coordinator of Student Teaching, and the department chairpersons and deans at WCSU;
2. clarifying university performance expectations;
3. observing/documenting candidate's progress;
4. participating in the coaching process;
5. evaluating candidate's performance;
6. ensuring and documenting that the candidate demonstrates expected knowledge, skills, and dispositions to earn certification;
7. grading the candidate in collaboration with the cooperating teacher (P or F).
8. **facilitating the initial and closure meetings with the cooperating teacher and student teacher at the placement school and conducting a minimum of four observations of the candidate (a total of 6 visits to the school).**
9. Submitting documents (listed on Table of Contents) to Coordinator of Student Teaching immediately after closure meeting with each student teacher and his/her Cooperating Teacher.

The Supervisor's Visits

Initial Visit:
1. The initial visit provides an opportunity for the university supervisor to review the responsibilities of the members of the triad. Essentially, this is a review of the information covered at the Opening Triad, but the smaller setting enables the candidate and supervisor to clarify details and discuss deadlines for the formal observations, mid-term evaluations, and final evaluations. At the initial meeting, tentative mid-term and final dates of student teaching must be determined so that mid-term and final evaluations may be completed in timely fashion.
2. The cooperating teacher completes and signs the Initial Information from the Cooperating Teacher form at the initial visit. This form must be included in the packet of documents that is submitted at the end of the student teaching experience.

Formal Observations (4):
The university supervisor conducts a minimum of four formal observations, two between the initial meeting and the mid-term evaluation and two between the mid-term and the final evaluation. Additional observations may be scheduled if the candidate needs extra support.

Mid-Term Evaluation:
At the mid-semester point, the university supervisor collects the mid-term ratings of the candidate and cooperating teacher, enters them on the Mid-Term/Final Ratings form, and sends them to the Coordinator of Student Teaching. (Do not submit other documents until after the closure meeting).

Closure Meeting:
At the end of the 70 day student teaching period or during the last week of the semester, the university supervisor meets with the candidate and cooperating teacher for a final review of the student teaching experience. The university supervisor assembles the final student teaching packet, collects the required signatures, gives a copy of the entire packet to the candidate, and keeps a copy for him/herself to expedite entering data into TK-20.
The final packet includes:
> **Student Teacher Documents Checklist**
> > **This must be signed and dated by all 3 members of the Triad.**
> **Initial Information from Cooperating Teacher**
> **Mid-Term Ratings**
> **Final Ratings**
> **Letter of Recommendation from university supervisor**
> **Letter of Recommendation from cooperating teacher**
> **Two Student Teaching Rubric & Data Collection Forms from the university supervisor (each with the data from two formal observation observations)**
> **Two Student Teaching Rubric & Data Collection Forms from the cooperating teacher (each with the data from two formal observation observations)**

Note: Secondary packets also include Data Collection Forms for content competencies and related Mid-Term and Final Ratings Forms.

The deadline for submitting completed student teaching packets to the Coordinator of Student Teaching may be found on page 4 of the Student Teaching Handbook.

Note: Data Collection Forms from the university supervisor, cooperating teacher, all lesson plans, and related teaching materials are kept by the candidate in his/her student teaching binder. These will provide the basis for discussions during the student teaching seminar.

Professional Education Electronic Storage System and Student Teaching Data Entry
It is also the responsibility of each University Supervisor to enter the final ratings from both the cooperating teacher and the university supervisor for each candidate into the electronic storage system's data base (i.e. TK-20).

Deadline Date for Submission and Entry of all Completed Student Materials
(Hard and Electronic Copies)
The University Supervisor must:
- submit (via the E&EPY office) the hard copy of each candidate's packet to the Coordinator of Student Teaching by the last day of final exam week for the academic semester.
- enter the final student teaching ratings from both the university supervisor and the cooperating teacher into the electronic storage data system (i. e. TK-20) by the last day of final exam week for the academic semester.
Failure of the University Supervisor to submit <u>all</u> the above materials by this deadline will result in the candidate's receiving a final student teaching grade of <u>INC</u> (Incomplete).

Coordinator of Student Teaching

The responsibilities connected with the role of Coordinator of Student Teaching include:
1. communicating with prospective candidates and distributing the applications for student teaching placements at the close of the semester prior to student teaching.
2. facilitating the Opening Triad/Orientation meeting for Student Teachers (Candidates), Cooperating Teachers, and University Supervisors to share information about the student teaching process and documents.
3. acting as liaison between the E&EPY department, Cooperating Teachers, and University Supervisors who work with candidates during their 14 weeks (70 days) of field service.
    a. composing letters to Cooperating Teachers about their roles with candidates;
    b. answering questions and concerns by email and telephone.
4. serving as ombudsman for problems that occur for candidates during the semester:
    a. writing and answering email messages;
    b. responding to and conducting telephone calls;
    c. facilitating face to face meetings with candidates;
    d. facilitating preliminary meetings with E&EPY chair about candidates' issues as listed in Denial from Student Teaching/Clinical Experience policy statement in the WCSU Undergraduate Catalog and E&EPY Department website:
    e. Facilitating meetings with candidates, Cooperating Teachers, University Supervisors, and E&EPY department chairperson to resolve student teaching placement issues as listed in Denial from Student Teaching/Clinical Experience policy statement ;
    f. serving as consultant to the E&EPY chair about policies, practices, and precedents related to candidates.
5. organizing and conducting opening Triads and providing training in the use of the student teacher evaluation instrument:
6.

    a. preparation and implementation of updated knowledge, skills, and dispositions as the CSDE and/or the university suggest change and revise the requirements of the TEAM Program (e. g. updated information about program requirements, training cooperating teachers and supervisors in the use of the Student Teacher Evaluation Instrument, etc.);

    b. organization and implementation of modified training sessions for cooperating teachers and university supervisors regarding the use of the student teaching evaluation instrument.

Chain of Communication

In the event that a problem arises that cannot be resolved between the candidate and his or her cooperating teacher, the candidate or cooperating teacher first contacts the university supervisor and asks him/her to intervene. If this step does not result in resolution of the issue or solution of the problem, the university supervisor contacts the Coordinator of Student Teaching who may, depending on the situation, contact the chair of the E&EPY department. The E&EPY chair consults with all parties involved and meets with the candidate and his/her university supervisor to explore options and/or develop a remedial plan. Written minutes of all meetings are taken.

The Student Teaching Process

Placement of Candidates

The Coordinator of Student Teaching is responsible for placing each candidate with a cooperating teacher in a Connecticut public school. **Candidates may not seek their own placements; it is unacceptable for candidates to approach teachers and/or school administrators to seek placements.** The Coordinator of Student Teaching works with district personnel in area school districts in order to arrange placements for candidates.

Candidates may not student teach in school districts in which they work or have worked, and they may not be paid for student teaching. In addition, candidates may not have "conflicts of interest" and must recognize that confidentiality issues can arise if student teaching is done in a school attended by children of friends or relatives. Therefore, candidates must advise the Coordinator of Student Teaching if they have personal or professional relationships with anyone – staff member or student – associated with a school in which placement is being considered.

The Coordinator of Student Teaching seeks input from the candidate and elementary, M. A. T., secondary, health, and music education advisors pertaining to possible student teaching sites. If a candidate has had previous contact with a teacher through volunteer work in a school or during the Professional Development Semester (PDS) experience and believes that the teacher is willing to accept him/her as a student teacher, he or she may notify the Coordinator of Student Teaching who, in turn, suggests this placement to the district facilitator (i.e. the person in the school district designated to work with universities to make student teaching placements) that he/she might consider contacting that cooperating teacher regarding a placement.

The steps in candidate placement are:
1. The Coordinator of Student Teaching distributes applications for student teaching to potential candidates during the semester prior to the semester in which student teaching is to take place.

2. The candidate completes the application which consists of:
   - a student information sheet that provides personal data (name, contact information, student teaching location requests);
   - an essay;
   - a list of previous experiences with students;
   - either a transcript or a profile of the candidate's academic record.
3. The Coordinator of Student Teaching assembles a packet of information that includes the candidate's application and sends it to a district facilitator to determine potential placement opportunities. The district facilitator then contacts appropriate principals who, in turn, consult with TEAM trained teachers to explore placement opportunities. **Note: Candidates for student teaching may not contact either district or school personnel to seek placements. The placement process is managed by the Coordinator of Student Teaching with facilitators in school districts.**
4. The Coordinator of Student Teaching notifies the candidate of the name, location, and telephone number of a potential cooperating teacher who has agreed to interview him/her for a student teaching placement.
5. The candidate contacts the potential cooperating teacher to set up an appointment for an interview. Suggestions for candidates: Consult the school district's website to learn about the school before the interview. Dress in professional attire for the interview.
6. After the interview, the cooperating teacher and principal decide on whether or not to accept the candidate. The principal then contacts the district facilitator who reports back to the Coordinator of Student Teaching.
7. The Coordinator of Student Teaching contacts the candidate regarding the disposition of the placement.
8. If the cooperating teacher does not accept the candidate for field placement, the process begins again from step 3.

Note: If a candidate is rejected by three districts, the university reserves the right to delay placement until the following semester or to recommend that the candidate consider alternative professional options.

Opening Triad/Orientation

At the beginning of the student teaching semester, the Coordinator of Student Teaching invites all members of the triads (candidates, cooperating teachers, university supervisors) to an orientation session. The purposes of this meeting are to share information about the student teaching process, provide program updates, answer and/or clarify questions that may arise, and enable members of the triads to collaborate about the student teaching process. The opening Triad provides a venue for university supervisors to meet with their assigned student teachers and their cooperating teachers in begin their discussions about scheduling classroom visitations and related information about the roles of each of the members of the triad.

Evaluation and Grading

Candidates are evaluated according to the Student Teaching Documents that are based on the CSDE Title II Student Teaching Evaluation Instrument (CSDESTEI); this document was revised at WCSU prior to 2009-10 school year. Copies of the evaluation documents are found under "Student Teaching Documents" in this handbook.

University supervisors will travel to the schools in which their student teachers have been placed. They observe lessons and write formal observation reports that form the basis for their assessments of the teaching performances of the candidates. The candidate must provide an appropriate lesson plan in the appropriate format and containing content. University supervisors observe at least four times - twice before the mid-term date and twice in the second half of the student teaching semester. Following an evaluated lesson, the university supervisor meets with the candidate to provide feedback on the lesson. It is important to include the cooperating teacher in this meeting if possible. However, it is not always possible for the cooperating teacher to attend. University supervisors welcome all input from cooperating teachers.

The university supervisor and cooperating teacher communicate regularly to monitor the candidate's progress and to offer suggestions for improvement.   Together, they determine whether the candidate passes of fails. The grade for student teaching will be noted as either P (pass) or F (fail).

Dismissal from the Student Teaching Experience

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors, and faculty members of the E&EPY department - in consultation with the appropriate arts & sciences, health education, or music education faculty members - reserve the right to remove a candidate from any student teaching/clinical experience.

A recommendation for dismissal can be based on <u>but is not limited to</u>:
1. An absence of five or more consecutive teaching days in a fourteen week (70 full teaching days) assignment or three or more consecutive days in a seven week (35 full teaching days) assignment, without presenting a verified explanation.
2. A failure to demonstrate the state mandated teaching competencies during student teaching or any clinical experience.
3. Evidence of abuse of alcohol or other drugs.
4. Written recommendation from the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson to the Chairperson of the E&EPY department and/or the Coordinator of Student Teaching that the candidate be removed from the clinical placement due to the candidate's failure to meet the school's expectations.
5. Non-professional behavior as documented by the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson.
6. Violation of the CSDE Code of Professional Responsibility.
7. Allegation or conviction for sexual, physical or emotional intimidation, harassment, or abuse of PK-12 students.
8. Allegation or confirmation of a felony indictment.

When problems arise during a student teaching/clinical experience, the University Supervisor notifies the Coordinator of Student Teaching in a formal letter that clearly states both the concerns and the steps that have been taken to rectify the situation. The Coordinator of Student Teaching then forwards this information to the Chairperson of the E&EPY department who, in turn, meets with involved parties - the candidate, the Coordinator of Student Teaching, the University Supervisor, and the Associate Dean/Certification Officer - to investigate the situation, develop plans for improvement, or to recommend dismissal of the candidate from the program.

The Chairperson of the E&EPY department confirms all decisions of this meeting via a letter to the candidate. The letter is signed by the Chairperson of the E&EPY department and the Coordinator of Student Teaching; copies are sent to the Dean and Assistant Dean of the School of Professional Studies.

The candidate has the right to submit a written appeal within seven days of a notification of dismissal, to the Chairperson of the E&EPY department, the Coordinator of Student Teaching, and the University Supervisor. The affected candidate also has the right - within two weeks of the hearing date - to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

Certification Information

Program Completion and Eligibility for State Teacher Certification

WCSU is approved by the CSDE to recommend candidates for teacher certification in Connecticut. However, a candidate may not be certified until he/she has received the Bachelor of Science degree in

Education. A passing score on the appropriate PRAXIS II examination is a requirement for certification for all candidates. Elementary education candidates must also pass the Pearson Reading Test. Detailed information on PRAXIS II testing and the Pearson Reading Test is available in the Education Office, Westside campus, Classroom Building, Room 249 and outside of the SPS Dean's office, White Hall, Room 123.

At the close of each semester, the WCSU certification officer calls a meeting of all current candidates. At this meeting candidates are provided with information about teacher certification and are given opportunities to ask questions. Qualified candidates are then given applications for certification and step-by-step instructions for completing them.

The certification officer collects these applications. After verifying that each candidate has passed Praxis II and met all requirements for certification, she forwards the application to the Registrar's Office. The registrar verifies that each candidate's degree has been posted. The application is then forwarded to the candidate who sends it, along with the required fee, to the Connecticut State Department of Education in Hartford.

Teaching Certificates in Connecticut

Initial Educator Certificate

The Initial Educator Certificate is the first certificate issued on Connecticut's three tier continuum; it is valid for a period of three years. To qualify for the Initial Educator Certificate, an applicant must fulfill all preparation and eligibility requirements, including tests, in the endorsement areas requested and one of the following:

> Has completed a planned program of preparation at a regionally accredited institution in the field and at the grade level for which the certification endorsement is requested.
>> or
> In lieu of a planned program of teacher preparation, has completed 20 school months of appropriate successful teaching or service in the same public school under a valid certificate or in an approved nonpublic school.

Interim Educator Certificate

The Interim Educator Certificate may be issued at the initial or provisional level and is valid for one calendar year. There are two types of interim educator certificates: (1) The Nonrenewable Interim (Initial/Provisional) Educator Certificate and (2) the Interim (Initial/Provisional) Educator Certificate.

The Nonrenewable Interim Educator Certificate is issued with Connecticut test deferrals and/or specific course deficiencies as provided by certification regulations.

The Interim Educator Certificate is issued with specific course deficiencies as provided by certification regulations.

PROVISIONAL AND PROFESSIONAL EDUCATOR CERTIFICATES

See CSDE regulations for information regarding the Provisional (second tier) and Professional (third tier) Educator Certificates.

STUDENT TEACHING
DOCUMENTS FOLLOW ON
PAGES 18 – 80.

WCSU STUDENT TEACHING DOCUMENTS CHECKLIST
(Elementary, Health, and Secondary/M.A.T. Education)

STUDENT TEACHER: _____

COOPERATING TEACHER: _____   SUPERVISOR: _____

SCHOOL: _____   GRADE LEVEL/SUBJECT: _____

BEGINNING DATE: _____   ENDING DATE: _____

GRADE FOR STUDENT TEACHING: _____

DATES OF VISITS TO SCHOOL BY UNIVERSITY SUPERVISOR

_____ Initial Meeting (Supervisor, Cooperating Teacher, Student Teacher)

_____ Observation #1   _____ Observation #2   _____ Observation #3   _____Observation #4

_____ Closure Meeting (Supervisor , Cooperating Teacher, Student Teacher)

DOCUMENTATION FROM SUPERVISOR   (Enter completion dates on lines.)
Beginning to Mid-Term Evaluation Packet   Mid-Term to Final Evaluation Packet
_____Mid-Term Rating Sheet *   _____Final Rating Sheets *
                                               _____Data Collection Form #1
                                                (data from observations 1 & 2)
                                               _____ Data Collection Form #2
                                                (data from observations 3 & 4)
                                               _____Letter of Recommendation
                                                (on WCSU letterhead)

DOCUMENTATION FROM COOPERATING TEACHER   (Enter completion dates on lines.)
Beginning to Mid-Term Evaluation Packet   Mid-Term to Final Evaluation Packet
_____Mid-Term Rating Sheet *   _____Final Rating Sheets *
                                               _____Data Collection Form #1
                                                (data from Observations 1 & 2)
                                               _____Data Collection Form #2
                                                (data from observations 3 & 4)
                                               _____Letter of Recommendation
                                                (on school letterhead)
                                               _____Initial Information from Cooperating Teacher

DOCUMENTATION FROM STUDENT TEACHER   (Enter completion dates on lines.)

_____Mid-Term Rating Sheet   _____Final Rating Sheet

University Supervisor: _____   _____
                              Signature   Date

Cooperating Teacher: _____   _____
                              Signature   Date

Student Teacher: _____   _____
                              Signature   Date

(Comments, if any, are on the back of this page.)

WCSU STUDENT TEACHING DOCUMENTS CHECKLIST (MUSIC, K-12)

STUDENT TEACHER: _____

Elementary Placement Information

University Supervisor	Cooperating Teacher	School / District	Start Date / End Date

Secondary Placement Information

University Supervisor	Cooperating Teacher	School / District	Start Date / End Date

GRADE FOR STUDENT TEACHING: _____

DOCUMENTATION FROM SUPERVISOR   (Enter dates of observations on lines.)
Data Collection Form #1 (1st placement)   Data Collection Form #2 – (2nd placement)
_____Observation #1   _____Observation #1
_____Observation #2   _____Observation #2

Beginning to Mid-Term Evaluation Packet   Mid-Term to Final Evaluation Packet
_____Mid-Term/Final Rating Sheet *(Mid-term Ratings Only)   _____Final Rating Sheet * (Including both Mid-term & Final Ratings)
_____Data Collection Form #1   _____Data Collection Form #2
                                                   _____Letter of Recommendation (on WCSU letterhead)

* The Mid-Term rating for music candidates reflects their ratings on their first placements; the Final rating reflects the ratings on their second placements.

DOCUMENTATION FROM COOPERATING TEACHER   (Enter dates of observations on lines.)
1st Placement   2nd Placement
_____Observation #1   _____Observation #3
_____Observation #2   _____Observation #4

1st Placement Packet   2nd Placement Packet
_____Mid-Term Rating Sheet *   _____Final Rating Sheet *
_____Data Collection Form #1 and Related   _____Data Collection Form #2 and Related
        Materials for Observations 1 & 2   Materials for Observations 3 & 4
_____Letter of Recommendation   _____Letter of Recommendation (on school letterhead)
        (on school letterhead)   _____Initial Information from Cooperating Teacher

The Mid-Term ratings for music candidates reflect their ratings on their first placements; the Final ratings reflect the ratings on their second placements.

DOCUMENTATION FROM STUDENT TEACHER (Enter completion dates on lines.)
_____Mid-Term Rating Sheet   _____Final Rating Sheet

Elementary University Supervisor: _____ _____
                                                Signature   Date

Elementary Cooperating Teacher: _____ _____
                                                Signature   Date

Secondary University Supervisor: _____ _____
                                                Signature   Date

Secondary Cooperating Teacher: _____ _____
                                                Signature   Date

Student Teacher: _____ _____
                                                Signature   Date
Comments, if any, are on the back of this page.

WESTERN CONNECTICUT STATE UNIVERSITY
Initial Information from Cooperating Teacher

1. Documentation of Cooperating Teacher Training in Use of CSDEI
When did you attend training that prepared you to use the WCSU instrument for evaluation of student teachers?

2. Documentation of Opportunities for Student Teacher to Interact with Diverse Students
What opportunities will our student teacher have for working with diverse students? (If these opportunities do not exist within your classroom, how will you provide them?)

Cooperating Teacher

Name: _____

Signature: _____

University Supervisor

Name: _____

Signature: _____

Date of Initial Meeting: _____

STUDENT TEACHER CHECKLIST – WESTERN CONNECTICUT STATE UNIVERSITY

Note: This form is for personal record-keeping only; it is to be kept by university supervisor

University Supervisor: _____

Student	Start Date	Mid-Term Date	Finish Date	Initial Meeting Date	Obs. #1 Date	Obs. #2 Date	Obs. #3 Date

STUDENT TEACHER CHECKLIST – WESTERN CONNECTICUT STATE UNIVERSITY

Note: This form is for personal record-keeping only; it is to be kept by cooperating teacher.

Cooperating Teacher: _____

Student	Start Date	Mid-Term Date	Finish Date	Initial Meeting Date	Obs. #1 Date	Obs. #2 Date	Obs. Date

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings, Competencies 1-20

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Please print clearly!**

Student Teacher_____ University Supervisor_____

Cooperating Teacher(s) _____

Category	Student Teaching Competency (Abridged)	Mid-Term Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A.Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
Instructing	6. Managing routines and transitions.			
Instructing	7. Communicating and reinforcing high expectations for academic achievement.			
Instructing	8. Implementing instruction that includes effective initiation and closure.			
Instructing	9. Developing important content specific knowledge, skills, and conceptual understanding ((meeting content standards, making connections, accuracy/clarity).			
Instructing	10. Leading students to learn by facilitating students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and p0acing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans accordingly.			
Assessing	16. Analyzing multiple sources of student data to evaluate student progress and communicate information (1 or 2 rating only).			
Professional Responsibility	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (1 or 2 rating only).			
Professional Responsibility	18. Conducting oneself as a professional in regard to student teaching (1 or 2 rating only).			
Professional Responsibility	19. Working collaboratively with colleagues to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings, Competencies 1-20

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Please print clearly!**

Student Teacher_____ University Supervisor_____

Cooperating Teacher(s) _____

Category	Student Teaching Competency (Abridged)	Final Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A.Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
Instructing	6. Managing routines and transitions.			
Instructing	7. Communicating and reinforcing high expectations for academic achievement.			
Instructing	8. Implementing instruction that includes effective initiation and closure.			
Instructing	9. Developing important content specific knowledge, skills, and conceptual understanding ((meeting content standards, making connections, accuracy/clarity).			
Instructing	10. Leading students to learn by facilitating students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and pacing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans accordingly.			
Assessing	16. Analyzing multiple sources of student data to evaluate student progress and communicate information (1 or 2 rating only).			
Professional Responsibility	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (1 or 2 rating only).			
Professional Responsibility	18. Conducting oneself as a professional in regard to student teaching (1 or 2 rating only).			
Professional Responsibility	19. Working collaboratively with colleagues to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

WESTERN CONNECTICUT STATE UNIVERSITY
Music Mid-Term Ratings

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) for Mid-Term evaluations. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target).

Student Teacher_____ Teaching Areas (check all that apply):
University Supervisor_____ __Gen. Music __Band __Choir __Strings
Cooperating Teacher_____ __ Theory/Technology __Guitar
      Level = ___Elementary ___ Secondary __Keyboard __Other = _____

Category	Student Teaching Competency (Abridged)	Mid-Term Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A.Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
Instructing	6. Managing routines and transitions.			
Instructing	7. Communicating and reinforcing high expectations for academic achievement.			
Instructing	8. Implementing instruction that includes effective initiation and closure.			
Instructing	9. Developing important content specific knowledge, skills, and conceptual understanding ((meeting content standards, making connections, accuracy/clarity).			
Instructing	10. Leading students to learn by facilitating students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and p0acing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans accordingly.			
Assessing	16. Analyzing multiple sources of student data to evaluate student progress and communicate information (1 or 2 rating only).			
Professional Responsibility	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (1 or 2 rating only).			
Professional Responsibility	18. Conducting oneself as a professional in regard to student teaching (1 or 2 rating only).			
Professional Responsibility	19. Working collaboratively with colleagues to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

Music Final Ratings

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US). Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target).

Student Teacher_____   Teaching Areas (check all that apply):
University Supervisor_____   __Gen. Music __Band __Choir __Strings
Cooperating Teacher_____   __ Theory/Technology __Guitar
      Level = ___Elementary ___ Secondary   __Keyboard __Other = _____

Category	Student Teaching Competency (Abridged)	Final Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A.Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
Instructing	6. Managing routines and transitions.			
Instructing	7. Communicating and reinforcing high expectations for academic achievement.			
Instructing	8. Implementing instruction that includes effective initiation and closure.			
Instructing	9. Developing important content specific knowledge, skills, and conceptual understanding ((meeting content standards, making connections, accuracy/clarity).			
Instructing	10. Leading students to learn by facilitating students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and p0acing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans accordingly.			
Assessing	16. Analyzing multiple sources of student data to evaluate student progress and communicate information (1 or 2 rating only).			
Professional Responsibility	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers (1 or 2 rating only).			
Professional Responsibility	18. Conducting oneself as a professional in regard to student teaching (1 or 2 rating only).			
Professional Responsibility	19. Working collaboratively with colleagues to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

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

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

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**				
Planning II.P.2.b <u>and</u> Instructing II.I.3.a Data Sources: -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**				

Student Teaching Rubric & Data Collection Form

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
	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
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**				

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

Student Teaching Rubric & Data Collection Form

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. 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**				
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**				

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
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**				
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**				

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

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**				

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 Data Sources: Observation	**19. Working collaboratively with colleagues to examine the effectiveness of instructional strategies in order to identify areas for learning and to set goals for own professional development.**	Teacher candidate does not seek regular and ongoing dialogue with cooperating teacher in order to identify areas for learning and to set goals for professional development and growth in pedagogical content knowledge and skills.	Teacher candidate engages in regular dialogue with the cooperating teacher about instructional 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**

WESTERN CONNECTICUT STATE UNIVERSITY

Student Teaching Rubric & Data Collection Form

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	Data:
Prof Resp III.PR.6.a III.PR.6.a <u>Data Sources:</u> 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:

<u>Planning</u>

<u>Instructing</u>

<u>Assessing</u>

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**				

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Western Connecticut State University

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Content Supplement</td></tr>
<tr><td colspan="5" align="center">English</td></tr>
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<td>CCT Align & Data Sources</td>
<td>Student Teaching Competency</td>
<td>1
Unacceptable</td>
<td>2
Acceptable</td>
<td>3
Target</td>
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<tr>
<td>Instructing II.I.3.a

Data Sources:
-Lesson obs.
-Written info about standards of behavior</td>
<td>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.</td>
<td>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.</td>
<td>Candidate's choice of instructional activities and instructional resources shows some knowledge of current research theory.</td>
<td>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.</td>
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<td>Instructing II.I.3.f II.I.3.g

Data Sources:
-Lesson obs.</td>
<td>5. Candidate has made obvious allowances for the inclusion of appropriate forms of assessment throughout the individual lesson and the teaching unit.</td>
<td>• Assessments are vague, unrelated to the objectives, and unfair instruments for measuring the students' progress.</td>
<td>• 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.</td>
<td>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.</td>
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Western Connecticut State University

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<td>**3 Target**</td>
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<tr>
<td>Instructing II.I.3.b II.I.3.c

Data Sources:
-Observation of routines & transitions in and out of class</td>
<td>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.</td>
<td>• 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.</td>
<td>The candidate's written materials have some errors in punctuation and spelling; His/her speech may occasionally slip into "guys" and subject-verb disagreement.</td>
<td>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.</td>
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1 2 3</td>
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Western Connecticut State University

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				

Western Connecticut State University

CCT Align & Data Sources	Student Teaching Competency	1 Unacceptable	2 Acceptable	3 Target
Mathematical Connections NCTM Indicators 4.1, 4.2	**3.Candidates recognize, use, and create connections between and among mathematical concepts and in contexts across the curricula to build mathematical understanding.**	No connections or superficial connections are made.	Connections are used minimally or only during initiation and conclusion.	Meaningful connections are made within mathematics and with previous and future learning as well as across the curricula.
Data: **Rating:** **1 2 3**				
Mathematical Representation NCTM Indicators 5.1, 5.2, 5.3	**4.Candidates use varied representations of mathematical ideas to support and strengthen students' mathematical understanding.**	Teacher uses no models or visual representations.	Teacher makes reference to relevant representations.	Teacher integrates representations into classroom teaching to aid in student learning and understanding. Multiple representations are presented when possible.
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**
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

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

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

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				

Western Connecticut State University

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**				

Student Teaching Rubric & Data Collection Form
Content Supplement
Social Studies

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

Social Studies

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**				

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, Consumption	**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**				

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**				

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: _____

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 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.			

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).			

WESTERN CONNECTICUT STATE UNIVERSITY

LESSON PLAN FORMAT

Note: This document is a template in MSWord. As you type into the form, it will expand to accommodate what you have written.

Student Teacher _____ **Grade Level**_____ **Subject**_____
Date of lesson_____   **Length of lesson**_____

Content Standards: Identify one or two **primary** local, state **or** national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

Learner Background: Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Materials/Resources: List the materials you will use in each learning activity including any technological resources.

Learning Activities:
Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Individuals Needing Differentiated Instruction: Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the student teaching placement, it is expected that each student teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Which students will need opportunities for enrichment/higher level of challenge?		
Student name	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Notes from the pre-conference

May be completed by the University Supervisor or Cooperating Teacher during a post-observation conference OR Student Teacher may be required to submit a written response. Data recorded on this form may be used as evidence in rating ST competency 15, Reflecting Upon and Analyzing the Process of Teaching.

Post-Observation Reflection on Teaching

Student Teacher_____   Date_____

Please indicate who completed this form by checking appropriate box.
    □ University Supervisor or Cooperating Teacher_____
or □ Student Teacher

1. As you think about your lesson today and how it progressed, what aspects of your instruction were most effective in helping students learn? What evidence supports your conclusions?

2. If you made changes or adjustments during your lesson, what were they and what led you to make them?

3. If you could teach this lesson again, what would you do differently?

4. In our pre-conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about each student's performance relative to the lesson objective.

5. What have you learned that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs?

Overall comments:

Goals for student teacher (determined jointly by CT/US and student teacher):

WESTERN CONNECTICUT STATE UNIVERSITY
Student Teaching Evaluation

The student teachers, cooperating teacher, and university supervisor complete this form at the closure meeting. The supervisor collects the three forms and returns them to the Coordinator of Student Teaching in the prepaid return envelope.

The purpose of this survey is to gather information from student teachers, cooperating teachers, and university supervisors to guide the continuous improvement of the student teaching process at WCSU. Your comments will help us to improve our program for future students. Please use the back of this form if you need additional space.

1. What can we do to improve communication between the Student Teacher (ST), the Coordinator of Student Teaching, the University Supervisor (US), and the Cooperating Teacher (CT)?

2. How can we improve the following evaluation documents?
   A. The "Data Collection Form?"

   B. Student Teacher's "Post-Observation Reflections?"

   C. This "Evaluation of Student Teaching" form?

3. Other suggestions for improvement of the design, development, and evaluation of student teaching?

Check one: ST __ CT __ US __ Name (Optional): _____

Please check your area of student teaching:
Elementary ___   Secondary ___   Health ___   Music ___   M. A. T. ___
Secondary Subject Area: English ___ Math ___ Science ___ History/SS ___ Spanish ___

Date:_____

Appendix

Connecticut State Department of Education
Connecticut Code of Professional Responsibility for Teachers

Regulations of Connecticut State Agencies
Section 10-145d-400a

Preamble
Subsection (a)

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.
The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community. Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

(b) Responsibility to the Student:

(1) The professional teacher, in full recognition of his or her obligation to the student, shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
(D) Foster in students the full understanding, application and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of value systems and worthy, positive goals;
(G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
(H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
(I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2)The Professional teacher, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Sexually or physically harass or abuse students;
(C) Emotionally abuse students; or
(D) Engage in any misconduct which would put students at risk.

(c) Responsibility to the Profession:

(1)The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
(B) Uphold the professional teacher's right to teach effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Assume responsibility for his or her professional development;
(F) Encourage the participation of teachers in the process of educational decision-making;
(G) Promote the employment of only qualified and fully licensed teachers;
(H) Encourage promising, qualified and competent individuals to enter the profession;
(I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
(J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

(A) Obtain licensure or employment by misrepresentation or fraud;
(B) Misrepresent his, her or another's professional qualifications or competencies; or
(C) Engage in any misconduct which would impair his or her ability to teach.

(d) Responsibility to the Community:

(1)The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

(A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

(A) Exploit the educational institution for personal gain; or
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

Applicability of the Code of Professional Responsibility for Teachers
to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;

- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-I45d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and

- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
  www.ct.gov/sde/cert
  Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Standards for School Leaders
  www.ct.gov/sde
  Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
  http://www.ncate.org/

If you require further information or have a technical question regarding this site, contact us

Content Last Modified on 6/16/2008 10:03:33 AM

Office of
The School of Professional Studies
White Hall

July 12, 2013

Dear Education Candidates:

Effective July 1, 2010, Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background screening prior to participating in school-based field experiences. This means that you must be fingerprinted, and arrange for your record to be submitted to your school district(s) before you begin your involvement with the school system(s).

All fingerprinting must be done at a Regional Education Service Center (RESC) in Connecticut. Education Connection in Danbury is the RESC that is most convenient for most WCSU students, but you may schedule your appointment in any other center at your convenience. The person who schedules fingerprinting at the Danbury office is Connie Phillippi (Address: 345 Main Street, Danbury, CT, 06810. Telephone: (203) 791-1904.)
We suggest that you schedule your appointment now because the centers handle this service for all public schools and universities in Connecticut; appointment times are limited.

Students are responsible for the fingerprinting fee which must be paid by bank check or money order only. Personal checks will not be accepted. Check the fee for the current year with the receptionist when you schedule your appointment.

You will be required to show:
- an official photo identification such as your passport or driver's license
- name and address of the contact person and school of your clinical placement. This information will enable the RESC to send results of your background check to the appropriate district.

Be prepared to provide your Social Security number and the city and state where you were born. After the fingerprinting process is completed, the technician will provide you with a letter confirming that your fingerprinting has been completed.

The RESC will forward your fingerprints and check/money order to appropriate state and federal authorities for the criminal history screening, will notify the district that you have been fingerprinted, and will also forward results of the screening when they are received.

NOTE: The screening may show arrests as well as convictions. The results are sent to the Connecticut Department of Education (CSDE) in Hartford and to the RESC that did the fingerprinting. The RESC then sends the results to the district(s) where you will do your clinical experience. (WCSU does not receive a copy of the results, but does receive notification if there is a problem.) The decision to accept a student who fails to have a clean record is left to the local district(s). If you have been arrested for any reason, it would be a good idea to alert my office immediately.

Very truly yours,

Dr. Maryann Rossi
Associate Dean/Certification Officer
School of Professional Studies

July 13, 2013

Dear Education Candidates:

Effective immediately, candidates who have been accepted for clinical experiences in Brookfield will be required to complete the following in addition to the national and state criminal history screenings that are required by the Connecticut State Department of Education:

Policy and Acknowledgement Form for Computer Network/Internet Use
Drug Test (cost to be paid by candidate).

No student teacher may begin student teaching until all documentation is on file with the TEAM facilitator in Brookfield.

If your placement(s) are in Brookfield, contact the Brookfield Personnel Department immediately for details about these requirements.

Lorraine Tvrdik
Personnel Department
Brookfield Public Schools
P. O. Box 5194
Brookfield, Connecticut 06804
Telephone: (203) 775-7623
Fax: (203) 740-3183
Email: tvrdik@brookfieldps.org

Note: While Brookfield is the first district in the greater Danbury area to require drug testing, we anticipate that others will follow.

Very truly yours,

Dr. Maryann Rossi
Associate Dean/Certification Officer
School of Professional Studies