

**TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES (TCPCG)
MATHEMATICS EDUCATION – STUDENT TEACHER FINAL EVALUATION RESULTS
FALL 2016**

Context

This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). This survey was administered to the cooperating teacher supervisors of the 4 student teaching candidates within the fall mathematics education cohort.

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the placement supervisors of all of the students (N=4) participating in teaching placements.

Summary

- ✓ Student's received higher average scores across all domains in comparison to midterm scores.
- ✓ All students were reported to be making either *Outstanding or Satisfactory Progress* in all domain areas.

Please indicate the program component in which the student is enrolled:

Program Campus	Count
TCPCG Hartford	4 (80.00%)
TCPCG Waterbury	1 (20.00%)

District of Student Teaching

District	Count
No Haven	1 (20.00%)
Waterbury	1 (20.00%)
Avon	1 (20.00%)
New Britain	1 (20.00%)
Enfield	1 (20.00%)

Grade Level Placement (Check all that apply)

Grade	Count
7	0 (0.00%)
8	1 (20.00%)
9	2 (40.00%)
10	4 (80.00%)
11	4 (80.00%)
12	3 (60.00%)

Performance Areas

For each of the students, the following scale will be used to evaluate the teaching candidate:

- 3:** Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
- 2:** Student is making satisfactory progress by making deliberate attempts to address this standard.
- 1:** Student is not making satisfactory progress and still remains weak in addressing this standard.

CT COMMON CORE OF TEACHING:

Teachers Apply This Knowledge by: Planning, Instructing, Assessing, and Adjusting:

Item	3	2	1	Average Score
1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. NCTM 3a	75.00%	25.00%	0.00%	2.75
2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences. NCTM 3b	0.00%	100.00%	0.00%	2
3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students conceptual understanding and procedural proficiency. NCTM 3c	25.00%	75.00%	0.00%	2.25
4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. NCTM 3d	0.00%	100.00%	0.00%	2
5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. NCTM 3e	0.00%	100.00%	0.00%	2
6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. NCTM 3f	50.00%	50.00%	0.00%	2.5
7. Monitor student's progress, make instructional decisions, and measure students mathematical understanding and ability using formative and summative assessments. NCTM 3g	50.00%	50.00%	0.00%	2.5

8. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. NCTM 4a	25.00%	75.00%	0.00%	2.25
9. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. NCTM 4b	25.00%	75.00%	0.00%	2.25
10. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. 4c	0.00%	100.00%	0.00%	2
11. Demonstrate equitable and ethical treatment of and high expectations for all students. NCTM 4d	25.00%	75.00%	0.00%	2.25
12. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. NCTM 4e	0.00%	100.00%	0.00%	2
13. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains. NCTM 4a	0.00%	100.00%	0.00%	2
14. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. NCTM 5b	25.00%	75.00%	0.00%	2.25

15. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students mathematical proficiencies have increased as a result of their instruction. NCTM 5c	25.00%	75.00%	0.00%	2.25
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CT COMMON CORE OF TEACHING:

Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration:

Item	3	2	1	Average Score
1. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM 6a	50.00%	50.00%	0.00%	2.5
2. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all student’s mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. NCTM 6b	50.00%	50.00%	0.00%	2.5
3. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. NCTM 6c	50.00%	50.00%	0.00%	2.5

	A	A-	B+
Final Grade	75.00%	25.00%	0.00%

Final Comments

Cooperating teacher writes a summary comment about student teacher's progress toward each standard in preparation for final 3-way meeting. University supervisor inserts holistic score and summary comment for each standard:

I. Teacher candidate has knowledge of student's content and pedagogy regarding the planning, instructing, assessing and adjusting.

What 2-4 strengths did the student teacher candidate possess?

Answer

Statements contained personal information and were redacted

What are 2-4 areas of improvement for the student teacher candidate?

Answer

Statements contained personal information and were redacted

II. Teachers have knowledge of students, content, and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership, and collaboration.

What 2-4 strengths did the student teacher candidate possess?

Answer

Statements contained personal information and were redacted

What are 2-4 areas of improvement for the student teacher candidate?

Answer

Statements contained personal information and were redacted

Additional Comments:

Answer

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