

**INTEGRATED BACHELOR'S/MASTER'S PROGRAM
SENIOR CLINIC EVALUATION REPORT
FALL 2014**

Context

This survey is part of the set of surveys administered at key transitions points in the IB/M program. This survey was administered to the clinic teachers of the 120 members of the fall 2014 IB/M cohort during the students' 3rd semester of the program.

Survey Content

- Information about the clinic placement
- Professional characteristics
- General comments/feedback on the student's performance

Methodology

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the clinic teachers of all of the students participating in internships. The data collection period was November 19th to December 12, 2014 (4 weeks). A total of 120 surveys were completed (response rate = 120/120 = 100%). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.

- **Individual-level report.** This report was distributed to the individual student, the clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.
 - Results are disaggregated across the 8 fields of interest within the Appendices A-H (Elementary, English/Language Arts, History/Social Studies, Mathematics, Music, Science, Special Education, and World Language).

Key Findings

- 45 out of 120 of the evaluations completed were for the elementary education program
- Most students received at least 15 total points on their evaluations
- Most students meet or exceed expectations in their senior clinic placements

School District:

| Answer | Response | % |
|-----------------------------|------------|----------------|
| Bolton | 2 | 1.67% |
| East Hartford | 22 | 18.33% |
| Glastonbury | 14 | 11.67% |
| Hartford | 20 | 16.67% |
| Killingly | 1 | 0.83% |
| Manchester | 7 | 5.83% |
| Mansfield | 5 | 4.17% |
| Regional School District 19 | 7 | 5.83% |
| Regional School District 8 | 1 | 0.83% |
| Tolland | 1 | 0.83% |
| Vernon | 3 | 2.50% |
| Willington | 13 | 10.83% |
| Windham | 11 | 9.17% |
| Windsor | 12 | 10.00% |
| Woodstock Academy | 1 | 0.83% |
| Total | 120 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|------------|----------------|
| Agriculture | 0 | 0.00% |
| Elementary | 45 | 37.50% |
| English/Language Arts | 13 | 10.83% |
| History/Social Studies | 14 | 11.67% |
| Mathematics | 13 | 10.83% |
| Music | 6 | 5.00% |
| Science | 7 | 5.83% |
| Special Education | 18 | 15.00% |
| World Language | 4 | 3.33% |
| Total | 120 | 100.00% |

3. Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|---------|
| K-2 | 31 | 25.83% |
| 3-5 | 34 | 28.33% |
| 6-8 | 23 | 19.17% |
| 9-12 | 48 | 40.00% |
| Ungraded | 1 | 0.83% |
| Total | 120 | 120.00% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS EXPECTATIONS," or "EXCEEDS EXPECTATIONS." Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | 0 | 49 (40.83%) | 71 (59.17%) | 120 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | 0 | 73 (60.83%) | 47 (39.17%) | 120 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | 1 (0.83%) | 81 (67.50%) | 38 (31.67%) | 120 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | 0 | 72 (60.00%) | 48 (40.00%) | 120 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | 3 | 50 (41.67%) | 67 (55.83%) | 120 |

Total score:

| Answer | Response | % |
|--------|----------|---------|
| 10 | 0 | 0.00% |
| 11 | 0 | 0.00% |
| 12 | 0 | 0.00% |
| 13 | 2 | 1.67% |
| 14 | 3 | 2.50% |
| 15 | 25 | 20.83% |
| 16 | 15 | 12.50% |
| 17 | 19 | 15.83% |
| 18 | 23 | 19.17% |
| 19 | 19 | 15.83% |
| 20 | 14 | 11.67% |
| Total | 120 | 100.00% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

* Review standards-based curriculum language arts and math units. * Review Responsive Classroom Morning Meeting book * Review Benchmark Word Study Vocabulary Program

-Gather ideas on study skills activities...think out of the box for fun activities. Think hands-on activities. -also think about doing some transition activities...what can we add to their transition portfolios? What would benefit our kids?

1. Become familiar with the grade level Ct. State Standards. 2. Become familiar with/review the various units she will be responsible to teach.

1. Focus in your conducting technique specifically using a metronome. Think about the subdivision in your head. Perhaps practicing with live recordings will help. 2. Think about your classroom presence. You want to begin developing your "teacher personality". How do you want to be perceived by the students. What is your teaching style. Make your presentation "larger"

1. Fully familiarize yourself with content and concepts in the Grammar Unit 2. Commit student names to memory 3. Using CCT, UConn's observation standards, TEP criteria, or whatever else is relevant in terms of guidelines, ready yourself for classroom management and lesson planning, especially smooth, audible, and controlled vocal delivery.

1. It would be a benefit to become more familiar with the common core standards and what is expected for the second grade level. 2. It would be a benefit to become more familiar with the lesson plan format that is required by the University.

1. Lesson Planning 2. Content

1. Look for scaffold-ed reading for the astronomy unit she will be teaching. 2. Try to work the next generation science into her plans.

1. look over common core expectations for second grade in math and language arts. 2. review math unit on adding and subtracting with regrouping.

1. Plan for President's Day mini-unit. 2. Plan for Vertebrate's unit (mammals, reptiles, amphibians, birds, fish) (Review our tentative calendar (we made together) too, to make sure this is the order she wants to execute her takeover)

1. Review all accommodations for special needs students. 2. Review the curriculum for unit being taught and practice using Google classroom.

1. Review the materials I will give her with regard to what curriculum she will likely be responsible for when she begins her placement. 2. Review data on student reading to prepare for differentiation opportunities.

1. Sleep 2. Write a letter to the parents to introduce yourself.

1. Writing out detailed/scripted lesson plans with all of the essential components- use template given by cooperating teacher. Include with lesson plans any worksheets and differentiated strategies that will be used. 2. Get to know up coming units of study and student objectives.

___ could research and design a whole class (or individual) incentive program for behavior (areas of focus are reader's workshop, transitioning & hallway) ___ could research and design engaging lessons to introduce the topic of fractions and several sequential lessons to teach the concept of equivalent fractions.

___, you can review the Wilson Reading Program Overview and Instructional Book to familiarize yourself with the procedural aspects of the program. You can gather ideas for planning literacy and math lessons to match the needs of our non-verbal student.

At the end of February, the foreign language department is holding a "Literacy Showcase" which is a public celebration showcasing student work related to reading in all foreign language classes. I would like her to up with an idea(s) for a project for this event.

___ can review our district and classroom curriculum during her winter break. Creating her own plan in maintaining classroom cohesiveness and addressing specific student needs.

Begin reviewing textbooks and supplemental resources to familiarize himself with the content.

Begin to prepare the unit plans/outlines for the first unit of the student teaching semester Review class lists and student data to better get to know students

___ can begin researching and planning common core-based lessons that pertain to Shakespeare, Early Modern English, the Globe Theater, and Romeo and Juliet, with a particular focus on the Unit 3 literary terms.

___ can use the time away from ___ as an opportunity to become more familiar with the second grade curriculum here at ___.

Brush up on readers' and writers' workshop Begin to think about a classroom management system that will work for her.

___ and I discussed that she will research and plan responsive classroom lessons specifically for morning meeting. ___ is eager to also plan holiday activities. ___ is working hard to learn the Math In Focus math program, and social studies units used in grade 2 ___.

Check-in with me over the break to see how our course pacing is going in order to ascertain where in the curriculum we are likely to be when she takes over classes.

___ has already agreed to begin working developing her lesson over the break.

___ has received some of our curriculum outlines before leaving her the semester. Reviewing these for understanding will increase her knowledge of the content she will be responsible for in the Spring.

___ should continue to work on his grammar, vocabulary, and reading/writing units. He has a nice focus on reading and should now determine how to continue incorporating grammar and writing instruction to maintain the various standards of instructions.

Contact placement teacher to learn about methodology/curriculum to prepare for a full semester of teaching.

Continue to familiarize yourself with the common core in Math and RLA, be sure to look at grades two, three and four to assist with your work as you learn to differentiate for prerequisite skills and extension needs.

Continue to tighten up DNA structure/transcription/translation unit plan. Map out specific timeline, including labs, that we can discuss at beginning of student teaching. Look/prepare ideas for Mendel unit---fast plants?? Also read and be familiar with the twenty-four professional practices

Continue to work with technology to create dynamic class lessons, interactive quizzes and take advantage of chrome book technology within the classroom

___ has been doing a wonderful job of integrating herself into the classroom. She has decided to come in for additional class periods, as her schedule allows, to get better acquainted with the students and the materials she will cover. If possible, I suggest that she keep this up. I also suggest that she takes a look at the resources available regarding the SBAC assessment as it will fall during her student teaching experience. She is aware of the units she will need to cover during student teaching and I suggest that she keeps in touch regarding her ideas for how to tackle these units.

Develop a basic understanding of the history of China. Practice taking running records.

Develop strategies to assess students work.

Due to the nature of the class, thinking of ways to motivate students to work up to their potential would be key.

___ will continue to look at math curriculum documents and begin planning lessons for units she will begin teaching after break. She will also begin preparing for our next social studies unit on Native Americans. We will be reading a novel with the students that she can pre-read and begin thinking about activities/ lessons to meet the objectives.

___ can work on developing her own behavior management system in order to control behavior while teaching, lining up, and hallways. Different ways she would like to try and feel comfortable doing and see if they positively respond and adjustments to the system as see fit. This will assist her when she takes over the class and fresh ideas in the new year as we all settle in for the rest of the school year.

___ is working on a S.S. unit that she will teach during her student teaching in the winter/spring. It will involve reading, writing, science, and S.S. concepts.

___ will be spending some more time in the classroom during the UCONN winter break to continue to work with the students and have more practice doing lessons. I am impressed that she initiated this arrangement and encouraged her to do this and to start thinking about parts of our day that she may feel comfortable trying to co-plan with me such as a guided reading group.

___ will work to balance her school and life expectations and requirements. She plans to design curriculum for units as well as plan instruction to meet specific needs of certain students. She will also work on timing, questioning and response strategies, and assessing student work.

___ can familiarize himself with the curriculum that will be taught. ___ can also familiarize himself with different methods of using technology in the classroom.

Familiarize herself to the Common Core Standards for grade one Go to the classroom website to check Glastonbury expectations for first grade for the winter and spring.

Familiarize herself with universal screens/assessments such as the CORE Phonics Survey, Running Records, Phonological Awareness Skills Test, and the DRA2. Also familiarizing herself with the scope and sequence that is normally recommended for teaching phonics for encoding and decoding.

Focus on creating student centered lessons for use in the classroom. Think of strategies to use when students struggle with material.

___ should stay on top of news for current events and begin to think about how she would like to take over classes in February. She can also take unit guides for the units that she will be a part of and begin forming ideas on lessons, content, skills that she would like to focus on with students in the spring.

___ could write a letter to parents over the break to introduce herself to them. She could distribute the letter to students when she gets back from break.

I have asked ___ to develop activities for an up-coming science unit on the environment

I have talked with ___ about giving her tasks to accomplish over break. ___ and I decided to meet next week to further this conversation.

In order to prepare for full-time student teaching, ___ can continue planning for the unit she will start with upon return. She has already created a calendar of activities and has a solid working plan to begin her unit with A Streetcar Named Desire. She has definite ideas about what she is doing and where she wants to go in conjunction with the standards for the unit. I look forward to the start of her time here.

In preparation for student teaching, ___ can become familiar with the Common Core Standards.

It would be helpful if ___ found some online resources that the students could do with their chromebooks.

I would like ___ to continue to familiarize herself with the CCSS in both RLA and Math. In addition, it will be helpful if she can reference both grade two and four to assist in developing differentiated skills that include prerequisite skills and extension learning opportunities.

___ has volunteered to continue coming into the classroom every Wednesday over his winter break. By coming in each week, students will continue to build a relationship with ___ and ___ will be able to continue learning our curriculum and classroom routines. I am grateful that ___ has volunteered his time to come in after his semester is over.

___ has already made a great decision to travel to ___ during the winter break to make sure her Spanish is at its highest level when she begins her student teaching experience. This is very important especially for the honors level classes she will be teaching.

___ can work on becoming more familiar with the curriculum/content and objectives he will be teaching in the spring. He can also plan an outline or calendar of how he will accomplish these goals and objectives with the students he will teach.

___ will be responsible for creating a suffix unit for spelling. She will have the materials with her to help her get started with this unit. She will also start reviewing Social Studies/Science and Math content in order to facilitate her transition in.

___ can work on preparing engaging lessons for the unit that she will be teaching. She should look at how to differentiate the lesson for different learners. Provide enrichment for the higher learners.

___ should begin communication with co-teachers so that she may begin co-planning lessons.

___ can familiarize herself with the various math modules we use with our 7th and 8th graders.

___ can continue to familiarize herself with the Common Core Standards. She can also continue to develop unique "morning meeting" activities to do with the class (as she has already done).

___ can read "The Giver" in order to prepare for a class literature circle she will lead this spring. She can also plan the pacing and activities that will go along with the unit. Also, ___ should become familiar with the National History Day website (www.nhd.org) and the livebinder that I have created with many of the pertinent resources for the process.

___ will be ready for student teaching in February 2015 with the experience that she is gaining right now.

Look at resources for next math unit, decimal fractions and decimals Be familiar with upcoming units

Make final decisions on teaching materials for 1st units. Unit plan for amount of classes, pre and post assessments, in-unit ways for students to interact with texts and document progress, and curriculum related CC skills.

___ can become more familiar with the reading and math programs used in the classroom. ___ was asked to use the reading and math website to be prepared for the upcoming units when she returns. In addition, I asked ___ to become familiar with the Writer's Workshop mini-lesson language. I gave her materials to read and study so that she can be fluent in the content and delivery of the writing lessons.

___ should consider mapping out what she intends to cover during the spring semester and submit it to my approval, comments, and suggestions. This will give her a head-start and allow her ample time to fine-tune her lesson plans.

___ should review her Genetics Unit Plan so that it is ready for implementation in the Spring. She could also go over the Student Research and Writing Project guidelines and calendar because it will be what her students will be completing when she starts her student teaching. ___ should also stay in contact throughout winter break in case any weather-related or other changes occur in the calendar.

___ was told to choose a longer text to have as his read aloud for the class. ___ should also begin to find topics for units of inquiry to be written (with the help of cooperating teacher) for various subject areas, science specifically. These topics can come from the Next Generation Science Standards (NGSS).

Over winter break, it would be helpful for ___ to look at our pacing guide for math to help her better understand areas we will be covering when she gets back. Also, look at pacing guide for Language Arts to see what areas we will be focusing on!

Over winter break, ___ should work on developing unit plans for the books she will be teaching during the spring semester.

Preparation for the topics that he will be teaching and become more familiar with the Moodle learning environment. Prepare some lessons for Algebra 1 related to linear, quadratic, and/or exponential functions (including regression). This may include systems of equations and writing equations of lines in a variety of formats. Lessons for Precalculus on the topics of limits and solving trigonometric equations or proofs using trigonometric properties.

Prepare to implement small group in reading and math(4th grade)

Read "Shaping Sound Musician" by Patricia O'Toole and take a score through the process she describes.

Read Connecticut SDE Autism Guidelines Review resources given by clinic teacher including ABA programming and guided reading

Read Units 9 and 10 of the Teacher's Manual for Math and be ready to teach Fractions. Additionally, if ___ has any ideas for a bulletin board she would like to put up, she may do so.

Read up on standards based grading. Differentiation strategies.

Research into inquiry and scientific discourse. NSTA has many resources. Possible book, Authentic Learning in the digital Age: Engaging Students Through Inquiry by Larissa Pahomov. I am reading it now:)

Review chapters 8-12 in textbook. Integrate lessons to utilize Google Chromebooks.

Review CT frameworks for Social Studies and relate to Windsor Social Studies curriculum. Read ahead in the student textbook (ch 7 and 8)

Review grade level materials provided to become familiar with upcoming content. Choose one or two math skills to build/add into the morning calendar routine.

Review of the math texts used in classes she will be teaching

Review the course outline for Honors Algebra and begin to look at lessons and activities in the Algebra 1 and Springboard books for the units she will be teaching.

Review the Mansfield curricula for grade 1. Review CCSS Unit 5: Famous Americans. The unit will begin in January. You will complete the teaching of the unit if it has not been finalized when you begin student teaching. View the online module on classroom management: <http://www.apa.org/ed/schools/cpse/activities/class-management.aspx>

Review the materials that are going to be taught. Continue working on your outline of the units. Work on any Power Point presentations that you will use.

Review the reading and math curriculum documents on the East Hartford Public School website. Visit associated links and look at pearsonsuccess.net and the pacing guide. Review all of the IEP objectives and pick one topic or prerequisite skill which matches with one of the pacing guides topics. Use the websites and materials we have discussed to develop a unit plan that you are interested in teaching 2 weeks after you start your student teaching placement. This should be a rough copy that I will help you further develop when you get back.

Review the reading material to be used (Jr Great Books) Review the math material to be taught (Bridges) and develop "claims " that will be used to foster argumentation related to math unit objectives

___ could review the READ 180 program and familiar herself with the various reports that can drive instruction. Also, she can take home the teacher's guide to review goals, objectives, and how the program is scripted to review how the program works.

She can look through morning meeting book since she will be running that. She can look at reading units Choose read aloud

Student & I have discussed the following: she will read the novels which students will be reading & she will research inquiry learning.

Student can "plan ahead" for units that she and I have already discussed, and can search the internet for resources that can be used to teach these units. Student can prepare review type games for student learning.

Study the CT common core state standards for 4th grade. Study the Glastonbury curriculum and programs of instruction.

Taking the time to look at and begin to understand the CCS for second grade language arts could be helpful when working on planning for the students that we see in the resource room. Specifically, in the areas of comprehension and phonics. Also, doing some reading on Dyslexia, suggested implementation teaching strategies, and how the state will begin to test students for this, since it will be an eligibility category come the first of the year, could also be worth while.

___ can review the Unique Learning Curriculum materials I provided her with. Our district relies on instructional strategies from Doug Lemov's Teach Like a Champion. I would suggest reading over this text, if she has time.

The student has expressed a desire to come into school at least one day a week during his break in order to be better prepared for his student teaching. He has already been preparing lessons that he will teach during his student teaching experience and will continue to do so.

The student should review the 6-8 math curriculum for Windsor Public Schools. It is accessible online.

Work on an inquiry based science lesson that relates to recycling, or going green. Work on evidence based reading responses for fictional text (literature) for next reading unit.

Work on building science background knowledge in order to begin teaching the rocks and minerals unit in February.

Start keeping a writer's notebook to participate in writing workshop with the students.

Work on lesson plans in preparation for student teaching.

Work on lesson question planning/pacing

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ is doing a great job!

There were times I wished I wrote in specific notes about certain events here in the classroom. ___ has intuitive skills that are evident and observed when she interacts with students with social needs. One day she saw a situation and just stepped up and took control, she was the teacher while I was called away to an impromptu meeting. The students did not miss out on their learning opportunity.

___ did not have a placement at the beginning of the semester so she really was unable to exceed expectations with regard to "Attends clinic placement/ school-related events as scheduled". ___ has already developed a wonderful rapport with the kids. My students and I are looking forward to working with her next semester.

___ is doing an excellent job getting to know the students both socially and academically. She is building a great rapport with them in order to take over teaching next semester.

___ has been a wonderful asset to our classroom. She is a hard worker and gives her best daily. ___ is always prepared with her detailed presentations. She understands the children and has a great rapport with them. I look forward to watching her grow over the next semester.

___ has gone above and beyond this semester. She has worked with our Guidance staff to help provide a workshop for students in our ACT club and will be facilitating one of our Sophomore groups during our full day program dedicated to anti-bullying.

___ and I have become a very well run machine. She shows initiative in addressing student needs socially, emotionally and intellectually. I am looking forward to continuing this partnership in the spring semester.

___ shows amazing potential. I can't wait to work with her again in the spring.

___ is an exceptional person-I have no doubt that she will be an effective teacher. She shows genuine care for our students and is always willing to help them. I am excited to see the lesson planning process this spring as Bailey steps into her role as student teacher.

___ is a pleasure to have in my classroom.

___ is a very motivated teacher who often asks clarifying questions not only for what she is observing at the time but for activities and assessments for her courses. She clearly enjoys teaching and has a good handle on behavior management for a small group.

___ has offered to come to work with the class over her break. This shows me that she is very enthusiastic and loves teaching. She has been very eager to learn and is constantly reflecting on her practices. I look forward to working with her next semester.

___ has been a constant and active presence in the classroom this semester. She has been here every Friday and gradually expanded and intensified her participation to the point of having successfully taught a lesson that included all elements, including a formative assessment.

___ has great promise as a secondary English teacher. The student teaching experience will help to solidify these skills as well as open up experiences that will provide support as well as potential solutions to challenging situations.

It has been a pleasure working with ___ this semester. I look forward to having ___ in my room next semester for student teaching.

I have enjoyed working with ___ once a week this semester. I am looking forward to her full time student teaching.

___ has been an excellent addition to my classroom. She switched into my room a little after the semester began, but made up and surpassed the hours necessary for her placement. ___ has already built a great rapport with my students and they ask frequently about the next time ___ is coming to our class. She is able to bring new ideas to the table, while maintaining and following classroom routines and procedures already in place. My students and I have thoroughly enjoyed working with ___ and can't wait to have her with us next semester.

___ has shown a commitment to the students in the classroom, she is learning to read their personalities and is making connections with them to improve her teaching abilities.

___ is off to a good start in our classroom. She has worked with many individual students - her quiet demeanor puts students at ease as she helps them understand/practice new concepts. I am looking forward to co teaching with her starting in February!

___ is doing outstanding work. She is developing relationships with the students that she will teach in the second part of her student teaching experience.

___ was great. She showed initiative and actually led a few classes after I modeled. We reflected and modified when appropriate.

So far, I am very impressed with ___'s effort, connecting with the students, and implementing instruction in small group. She displays a positive drive, determination, and attitude each week and exhibits excitement to work with the students.

___ has been a pleasure to work with this semester! I am looking forward to working with her during her second half of student teaching. She takes initiative, reflects on her lessons, and has gone above and beyond her requirements. She came to Curriculum Night and some parent conferences. She also attends weekly data team meetings and has used information from them to help me with students and support.

___ is observant and reflective. I look forward to working with her and watching her grow and develop as an educator.

___ has done a terrific job this semester. She has a great attitude ___ has done well with classroom management, and this has allowed her to maximize her instructional time with the children.

___ demonstrated great knowledge, enthusiasm, initiative, and professionalism throughout the semester. She is eager to learn, seeks feedback, and is highly reflective about her interactions with students. I look forward to working with her next semester!

___ is professional, organized, and has formed wonderful relationships with the students.

Sorry this is late. It was an overlook on my part. ___ is great. Eager to learn and teach. :)

___ has proven herself to be a dedicated and successful emerging teacher. She is conscientious about her responsibilities, as evidenced by her high level of preparedness. ___ has a warm and pleasant demeanor that has helped her to establish a positive rapport with the students. She has become increasingly successful in establishing herself as a teacher in the eyes of the students as a result of the growth in her classroom management skills and effective lesson implementation. Her strong work ethic, intelligence, and professionalism are harbingers of a very successful upcoming student teaching experience.

___ did an excellent job this semester and is dedicated to her students here at the high school. She has come in for extra days and has helped numerous students. She has been very helpful and flexible throughout the fall semester.

___ went above and beyond this semester. She contacted me this summer and came and help set up my classroom. She is comfortable in the classroom and I have seen her confidence grow with the students. She works great with all the students and can differentiate tasks to best meet their needs already! She is a superb candidate!

Fabulous job. ___ always is eager to help and assist with the students. She also did a book club with students.

___ is very responsible, professional and actively engaged in and enthusiastic about the content and methods for teaching social studies.

___ had a great placement clinic! She continually observed and took notes, participated in rehearsal process by planning and implementing short lessons, asked excellent questions, and taught the flute students specific technique that will help them now and in the future.

___ is doing great so far. She has gotten involved with helping out in the classroom every week. She will be a chaperone for one of our field trips at the end of this month.

___ is off to a wonderful start! I look forward to the Spring Semester as she embarks on her student teaching journey.

___ is a very pleasant young lady, and I am looking forward to working with her in February.

___ demonstrated a professional attitude with staff and students. He quickly developed a rapport with 4th and 5th graders, and adjusted his language in describing the music and technique appropriate to the age level. He brought a joy and excitement to the students each week.

___ was not placed into my classroom until after his peers, so I did not give him the exceeds 54 hours option on the item above. He did, however, attend clinic regularly. ___ had been at North Windham through a volunteer program before. Colleagues of mine praised the work he had done and were excited to see him back with our school. He exhibits great leadership qualities and has a natural ability to interact positively with students. He is also quite eager to learn about our dual language program and has shown an aptitude for being able to manage two distinct groups of students that we have in the third grade dual language program. We are eager to have him back here full time.

___ is very prepared and eager to begin her student teaching. She is very passionate and excited about this experience.

___ has grown since she began here in the fall. I have given suggestions for improvement and I noticed ___ make an effort to grow and make progress.

___ is always punctual, stays longer than the time required, and has willingly come to school on different days of the week to see special classes when projects were being presented.

___ has become a nice addition to the classroom. Students are starting to look to her as the co-teacher in the classroom. She is excited to learn and apply new strategies.

___ arrived each week ready to learn more and grow as a professional. He spent time assisting students during activities and building a rapport with them. ___ is always open to suggestions and asked questions so he could reflect and improve professionally. I look forward to watching him grow into a new teacher this spring.

___ has been showing good initiation with classroom activities. The students are responding to her nicely. She will have to be a little "tougher", as they are taking advantage of her when she is leading a lesson.

It has been great working with ___ this semester. She is very professional and is always asking questions to learn more about the school, students and expectations. She consistently takes a leadership role in the classroom and offers to take on activities being taught in class. I am excited for her student teaching to begin!

___ was an eager participant in her once-a-week placement. She handled her lesson planning assignments very well and gained confidence as the semester progressed.

___ did a great job!

___ has a great clinic experience and we are both excited for him to begin his student teaching. He has become familiar with the students through his interactions during class and laboratory investigations. Students already will turn to him for assistance and the transition into his teaching role will be enhanced through his clinic experience.

___ has been extremely enthusiastic throughout this placement. She has embraced every opportunity to work with students or take on additional teaching responsibilities.

I look forward to watching ___ grow as an educator over the next few months.

Great work this semester!

___ was a pleasure with whom to work. He volunteered to act as a co-teacher in the class and willingly graded assignments, gave feedback, met with students in small groups, solicited student feedback, and asked to lead a class activity. He showed initiative throughout from the first week and maintained it all the way through to his last day.

I am very happy with ___'s overall performance this first semester. She shows initiative and dedication and has above and beyond in many areas! She has developed meaningful relationships with both myself and the students. We are all happy to see her when she comes to school.

I have enjoyed the time with ___ as well as the students and saw the growth as the little time we have had with her flew by. We look forward to having her full time starting in February, we can't wait!

___ did a wonderful job this semester, I has been a delight to see her interactions with my students, her interest in the skills needed to be successful as a teacher . I look forward to supporting her acquire the behavior management and classroom learning and experience needed to launch a successful teaching career. She demonstrates great potential!

___ has been a pleasure to work with this semester. She demonstrates strong potential and I am looking forward to assisting in her professional learning and student teaching experience.

___ has displayed an exceptional start to her clinic placement. She has developed a wonderful relationship with her second graders. ___ has strong classroom management skills and is very caring. Looking forward to her return in February.

___ comes to our classroom ready to work and full of positive energy!

___ is off to an awesome start in the first semester of his student teacher experience. He is eager to take on and learn teacher responsibilities and classroom management techniques. He is on his way to garnering positive relationships with students which will benefit him in his teaching semester.

Please see the emails that I have sent to ___ and ___. My response to question 3 is a blend of 2/3. I responded as a 2 for the evaluation. While ___ presents as interested she does not inquire about instructional strategies or decisions.

___, each week you have shown growth and developed confidence professionally, observing and supporting student learning opportunities with teacher guidance. You have meet expectations in all areas, and exceeded expectations in attendance. I look forward to continuing our journey in supporting and guiding your continued growth as a beginning special education teacher!

___ has done well in her fall experience. She went beyond observing by getting involved with helping individual students and even planning and implementing a lesson for a small math group. I look forward to working with ___ in the spring!

Meeting time with the teacher is important and may not always happen during the day due to other responsibilities clinic teacher has. Although sometimes planning lessons over email may happen it is important to find time after school to go over essential parts of the lesson or get feedback from the day.

Student's placement was suspended early in the semester, thus my experience with him was limited. All interactions were positive and I was very much looking forward to working with him. His re-assignment resulted from unforeseen circumstances beyond our control.

___ has been very conscientious and has willingly done all tasks that I asked her to do.

Thank you for your help in assessing various standards on student writing! Your positive, enthusiastic attitude and strong work ethic will take you far (and are much appreciated).

___ has been an asset to the group of students that I support. She has developed a rapport and relationship with ___ and they look forward to seeing her on Wednesdays.

___ has acclimated to her new placement in a very short amount of time. She has shown initiative by reporting on days that were not required and spending time working with our first grade team beyond the required hours. ___ has already had an impact on the overall environment in "our" classroom and I am looking forward to her being with us full time in the spring. ***3 Exhibits a growing awareness of students' needs & instructional strategies - Due to ___'s late placement in ___ she was unable to attend parent teacher conferences. She has however gone above and beyond in her quest to become familiar with all diagnostic procedures used in the district.

___ is adjusting nicely to our classroom. The students feel comfortable with her and are eager to work with her.

___ has been a highly motivated intern who is eager to please. I am confident her continued experience will remain positive and productive.

___ shows tremendous poise in front of the classroom and teaching seems to come very naturally. She produces engaging and rigorous lessons and works to develop relationships with students.

As an explanation to Performance Area #5, ___ missed a day of observation and did not make that day up.

___ was a true professional and exemplary student willing to take advantage of all opportunities, even when they challenged her comfort zone. We enjoyed and benefited from her presence in our classroom.

We enjoyed having ___ in our classroom. Her passion and energy for music education is evident in all of her actions and contagious to students. Best wishes!

___ has a positive attitude and wonderful rapport with students. She facilitates small groups and has taught whole-group lessons.

___ has been an outstanding addition to ___. He is passionate about this work and has a comfortable and natural presence in the classroom. I am very much looking forward to continuing to work with him in the second semester.

___ has been an asset to our program. She works very well with our students. Even though she works with them one day a week she has made some nice connections.

Appendix A: Elementary Education

School District:

| Answer | Response | % |
|---------------|----------|---------|
| East Hartford | 8 | 17.78% |
| Glastonbury | 9 | 20.00% |
| Hartford | 9 | 20.00% |
| Killingly | 1 | 2.22% |
| Mansfield | 2 | 4.44% |
| Willington | 10 | 22.22% |
| Windham | 6 | 13.33% |
| Total | 45 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|----------|---------|
| Agriculture | 0 | 0.00% |
| Elementary | 45 | 100.00% |
| English/Language Arts | 0 | 0.00% |
| History/Social Studies | 0 | 0.00% |
| Mathematics | 0 | 0.00% |
| Music | 0 | 0.00% |
| Science | 0 | 0.00% |
| Special Education | 0 | 0.00% |
| World Language | 0 | 0.00% |
| Total | 45 | 100.00% |

Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|---------|
| K-2 | 24 | 53.33% |
| 3-5 | 26 | 57.78% |
| 6-8 | 1 | 2.22% |
| 9-12 | 0 | 0.00% |
| Ungraded | 1 | 2.22% |
| Total | 45 | 100.00% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS EXPECTATIONS," or "EXCEEDS EXPECTATIONS." Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | 0 | 24 (53.33%) | 21 (46.67%) | 45 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | 0 | 31 (68.89%) | 14 (31.11%) | 45 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | 1 (2.22%) | 27(60.00%) | 17 (37.78%) | 45 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | 0 | 29 (64.44%) | 16 (35.56%) | 45 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | 1 (2.22%) | 18 (40.00%) | 26 (57.78%) | 45 |

Total score:

| Answer | Response | % |
|--------|----------|---------|
| 10 | 0 | 0.00% |
| 11 | 0 | 0.00% |
| 12 | 0 | 0.00% |
| 13 | 0 | 0.00% |
| 14 | 2 | 4.44% |
| 15 | 13 | 28.89% |
| 16 | 5 | 11.11% |
| 17 | 8 | 17.78% |
| 18 | 3 | 6.67% |
| 19 | 7 | 15.56% |
| 20 | 7 | 15.56% |
| Total | 45 | 100.00% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

* Review standards-based curriculum language arts and math units. * Review Responsive Classroom Morning Meeting book * Review Benchmark Word Study Vocabulary Program

1. Become familiar with the grade level Ct. State Standards. 2. Become familiar with/review the various units she will be responsible to teach.

1. It would be a benefit to become more familiar with the common core standards and what is expected for the second grade level. 2. It would be a benefit to become more familiar with the lesson plan format that is required by the University.

1. look over common core expectations for second grade in math and language arts. 2. review math unit on adding and subtracting with regrouping.

1. Plan for President's Day mini-unit. 2. Plan for Vertebrate's unit (mammals, reptiles, amphibians, birds, fish) (Review our tentative calendar (we made together) too, to make sure this is the order she wants to execute her takeover)

1. Sleep 2. Write a letter to the parents to introduce yourself.

1. Writing out detailed/scripted lesson plans with all of the essential components- use template given by cooperating teacher. Include with lesson plans any worksheets and differentiated strategies that will be used. 2. Get to know up coming units of study and student objectives.

___ could research and design a whole class (or individual) incentive program for behavior (areas of focus are reader's workshop, transitioning & hallway) ___ could research and design engaging lessons to introduce the topic of fractions and several sequential lessons to teach the concept of equivalent fractions.

___ can review our district and classroom curriculum during her winter break. Creating her own plan in maintaining classroom cohesiveness and addressing specific student needs.

___ can use the time away from ___ as an opportunity to become more familiar with the second grade curriculum here at ___.

Brush up on readers' and writers' workshop Begin to think about a classroom management system that will work for her.

___ and I discussed that she will research and plan responsive classroom lessons specifically for morning meeting.

___ is eager to also plan holiday activities. ___ is working hard to learn the Math In Focus math program, and social studies units used in grade 2 ___.

___ has received some of our curriculum outlines before leaving her the semester. Reviewing these for understanding will increase her knowledge of the content she will be responsible for in the Spring.

Continue to familiarize yourself with the common core in Math and RLA, be sure to look at grades two, three and four to assist with your work as you learn to differentiate for prerequisite skills and extension needs.

Develop a basic understanding of the history of China. Practice taking running records.

Due to the nature of the class, thinking of ways to motivate students to work up to their potential would be key.

___ will continue to look at math curriculum documents and begin planning lessons for units she will begin teaching after break. She will also begin preparing for our next social studies unit on Native Americans. We will be reading a novel with the students that she can pre-read and begin thinking about activities/ lessons to meet the objectives.

___ can work on developing her own behavior management system in order to control behavior while teaching, lining up, and hallways. Different ways she would like to try and feel comfortable doing and see if they positively respond and adjustments to the system as see fit. This will assist her when she takes over the class and fresh ideas in the new year as we all settle in for the rest of the school year.

___ is working on a S.S. unit that she will teach during her student teaching in the winter/spring. It will involve reading, writing, science, and S.S. concepts.

___ will be spending some more time in the classroom during the UCONN winter break to continue to work with the students and have more practice doing lessons. I am impressed that she initiated this arrangement and encouraged her to do this and to start thinking about parts of our day that she may feel comfortable trying to co-plan with me such as a guided reading group.

___ can begin to think of a topic for our Science Fair project. I also gave ___ a list of Science and Social Studies standards that can be taught this year. She can think of 3-4 Science and Social Studies standards that she would like to teach and begin to think about lessons she would like to plan around the standards she chose. She can look for lesson ideas on the Smart Exchange system.

Familiarize herself to the Common Core Standards for grade one Go to the classroom website to check Glastonbury expectations for first grade for the winter and spring.

___ could write a letter to parents over the break to introduce herself to them. She could distribute the letter to students when she gets back from break.

I have asked ___ to develop activities for an up-coming science unit on the environment

I have talked with ___ about giving her tasks to accomplish over break. ___ and I decided to meet next week to further this conversation.

In preparation for student teaching, ___ can become familiar with the Common Core Standards.

I would like ___ to continue to familiarize herself with the CCSS in both RLA and Math. In addition, it will be helpful if she can reference both grade two and four to assist in developing differentiated skills that include prerequisite skills and extension learning opportunities.

I would recommend that ___ become familiar with the following: CCSS for Grade 1 in Math and ELA Teachers College Reading Assessments Teachers College Reading Units of Study Teachers College Writing Units of Study Teachers College Writing Assessments I will provide her with the resources needed to do.

___ has volunteered to continue coming into the classroom every Wednesday over his winter break. By coming in each week, students will continue to build a relationship with ___ and ___ will be able to continue learning our curriculum and classroom routines. I am grateful that ___ has volunteered his time to come in after his semester is over.

___ will be responsible for creating a suffix unit for spelling. She will have the materials with her to help her get started with this unit. She will also start reviewing Social Studies/Science and Math content in order to facilitate her transition in.

___ can continue to familiarize herself with the Common Core Standards. She can also continue to develop unique "morning meeting" activities to do with the class (as she has already done).

___ can read "The Giver" in order to prepare for a class literature circle she will lead this spring. She can also plan the pacing and activities that will go along with the unit. Also, ___ should become familiar with the National History Day website (www.nhd.org) and the livebinder that I have created with many of the pertinent resources for the process.

Look at resources for next math unit, decimal fractions and decimals Be familiar with upcoming units

___ can become more familiar with the reading and math programs used in the classroom. ___ was asked to use the reading and math website to be prepared for the upcoming units when she returns. In addition, I asked ___ to become familiar with the Writer's Workshop mini-lesson language. I gave her materials to read and study so that she can be fluent in the content and delivery of the writing lessons.

___ can preview the math and reading curriculum so that she will have back ground knowledge of the up coming curriculum map.

___ was told to choose a longer text to have as his read aloud for the class. ___ should also begin to find topics for units of inquiry to be written (with the help of cooperating teacher) for various subject areas, science specifically. These topics can come from the Next Generation Science Standards (NGSS).

Over winter break, it would be helpful for ___ to look at our pacing guide for math to help her better understand areas we will be covering when she gets back. Also, look at pacing guide for Language Arts to see what areas we will be focusing on!

Read Units 9 and 10 of the Teacher's Manual for Math and be ready to teach Fractions. Additionally, if ___ has any ideas for a bulletin board she would like to put up, she may do so.

Review grade level materials provided to become familiar with upcoming content. Choose one or two math skills to build/add into the morning calendar routine.

Review the Mansfield curricula for grade 1. Review CCSS Unit 5: Famous Americans. The unit will begin in January. You will complete the teaching of the unit if it has not been finalized when you begin student teaching. View the online module on classroom management: <http://www.apa.org/ed/schools/cpse/activities/class-management.aspx>

Review the reading material to be used (Jr Great Books) Review the math material to be taught (Bridges) and develop "claims " that will be used to foster argumentation related to math unit objectives

She can look through morning meeting book since she will be running that. She can look at reading units Choose read aloud

Study the CT common core state standards for 4th grade. Study the Glastonbury curriculum and programs of instruction.

Take a look at resources for teaching decimals

Work on an inquiry based science lesson that relates to recycling, or going green. Work on evidence based reading responses for fictional text (literature) for next reading unit.

Work on building science background knowledge in order to begin teaching the rocks and minerals unit in February. Start keeping a writer's notebook to participate in writing workshop with the students.

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ is doing a great job!

___ is doing an excellent job getting to know the students both socially and academically. She is building a great rapport with them in order to take over teaching next semester.

___ has been a wonderful asset to our classroom. She is a hard worker and gives her best daily. ___ is always prepared with her detailed presentations. She understands the children and has a great rapport with them. I look forward to watching her grow over the next semester.

___ and I have become a very well run machine. She shows initiative in addressing student needs socially, emotionally and intellectually. I am looking forward to continuing this partnership in the spring semester.

___ has offered to come to work with the class over her break. This shows me that she is very enthusiastic and loves teaching. She has been very eager to learn and is constantly reflecting on her practices. I look forward to working with her next semester.

It has been a pleasure working with ___ this semester. I look forward to having ___ in my room next semester for student teaching.

I have enjoyed working with ___ once a week this semester. I am looking forward to her full time student teaching.

___ has been an excellent addition to my classroom. She switched into my room a little after the semester began, but made up and surpassed the hours necessary for her placement. ___ has already built a great rapport with my students and they ask frequently about the next time ___ is coming to our class. She is able to bring new ideas to the table, while maintaining and following classroom routines and procedures already in place. My students and I have thoroughly enjoyed working with ___ and can't wait to have her with us next semester.

___ has been a pleasure to work with this semester! I am looking forward to working with her during her second half of student teaching. She takes initiative, reflects on her lessons, and has gone above and beyond her requirements. She came to Curriculum Night and some parent conferences. She also attends weekly data team meetings and has used information from them to help me with students and support.

___ is observant and reflective. I look forward to working with her and watching her grow and develop as an educator.

___ has done a terrific job this semester. She has a great attitude. Julie has done well with classroom management, and this has allowed her to maximize her instructional time with the children.

___ is professional, organized, and has formed wonderful relationships with the students.

Sorry this is late. It was an overlook on my part. ___ is great. Eager to learn and teach. :)

___ has proven herself to be a dedicated and successful emerging teacher. She is conscientious about her responsibilities, as evidenced by her high level of preparedness. ___ has a warm and pleasant demeanor that has helped her to establish a positive rapport with the students. She has become increasingly successful in establishing herself as a teacher in the eyes of the students as a result of the growth in her classroom management skills and effective lesson implementation. Her strong work ethic, intelligence, and professionalism are harbingers of a very successful upcoming student teaching experience.

___ went above and beyond this semester. She contacted me this summer and came and help set up my classroom. She is comfortable in the classroom and I have seen her confidence grow with the students. She works great with all the students and can differentiate tasks to best meet their needs already! She is a superb candidate!

Fabulous job. ___ always is eager to help and assist with the students. She also did a book club with students.

___ is off to a wonderful start! I look forward to the Spring Semester as she embarks on her student teaching journey.

___ is a very pleasant young lady, and I am looking forward to working with her in February.

___ was not placed into my classroom until after his peers, so I did not give him the exceeds 54 hours option on the item above. He did, however, attend clinic regularly. ___ had been at North Windham through a volunteer program before. Colleagues of mine praised the work he had done and were excited to see him back with our school. He exhibits great leadership qualities and has a natural ability to interact positively with students. He is also quite eager to learn about our dual language program and has shown an aptitude for being able to manage two distinct groups of students that we have in the third grade dual language program. We are eager to have him back here full time.

___ has grown since she began here in the fall. I have given suggestions for improvement and I noticed ___ make an effort to grow and make progress.

___ has become a nice addition to the classroom. Students are starting to look to her as the co-teacher in the classroom. She is excited to learn and apply new strategies.

___ has been showing good initiation with classroom activities. The students are responding to her nicely. She will have to be a little "tougher", as they are taking advantage of her when she is leading a lesson.

It has been great working with ___ this semester. She is very professional and is always asking questions to learn more about the school, students and expectations. She consistently takes a leadership role in the classroom and offers to take on activities being taught in class. I am excited for her student teaching to begin!

Great work this semester!

I am very happy with ___'s overall performance this first semester. She shows initiative and dedication and has above and beyond in many areas! She has developed meaningful relationships with both myself and the students. We are all happy to see her when she comes to school.

I have enjoyed the time with Emily as well as the students and saw the growth as the little time we have had with her flew by. We look forward to having her full time starting in February, we can't wait!

___ did a wonderful job this semester, I has been a delight to see her interactions with my students, her interest in the skills needed to be successful as a teacher . I look forward to supporting her acquire the behavior management and classroom learning and experience needed to launch a successful teaching career. She demonstrates great potential!

___ has been a pleasure to work with this semester. She demonstrates strong potential and I am looking forward to assisting in her professional learning and student teaching experience.

___ has displayed an exceptional start to her clinic placement. She has developed a wonderful relationship with her second graders. ___ has strong classroom management skills and is very caring. Looking forward to her return in February.

___ comes to our classroom ready to work and full of positive energy!

Please see the emails that I have sent to ___ and ___. My response to question 3 is a blend of 2/3. I responded as a 2 for the evaluation. While ___ presents as interested she does not inquire about instructional strategies or decisions.

Meeting time with the teacher is important and may not always happen during the day due to other responsibilities clinic teacher has. Although sometimes planning lessons over email may happen it is important to find time after school to go over essential parts of the lesson or get feedback from the day.

___ has acclimated to her new placement in a very short amount of time. She has shown initiative by reporting on days that were not required and spending time working with our first grade team beyond the required hours. ___ has already had an impact on the overall environment in "our" classroom and I am looking forward to her being with us full time in the spring. ***3 Exhibits a growing awareness of students' needs & instructional strategies - Due to ___'s late placement in ___ she was unable to attend parent teacher conferences. She has however gone above and beyond in her quest to become familiar with all diagnostic procedures used in the district.

___ is adjusting nicely to our classroom. The students feel comfortable with her and are eager to work with her.

___ has a positive attitude and wonderful rapport with students. She facilitates small groups and has taught whole-group lessons.

Appendix B: English/Language Arts

School District:

| Answer | Response | % |
|-----------------------------|----------|---------|
| East Hartford | 3 | 23.08% |
| Hartford | 3 | 23.08% |
| Mansfield | 1 | 7.69% |
| Regional School District 19 | 2 | 15.39% |
| Vernon | 1 | 7.69% |
| Willington | 1 | 7.69% |
| Windsor | 2 | 15.39% |
| Total | 13 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|----------|---------|
| Agriculture | 0 | 0.00% |
| Elementary | 0 | 0.00% |
| English/Language Arts | 13 | 100.00% |
| History/Social Studies | 0 | 0.00% |
| Mathematics | 0 | 0.00% |
| Music | 0 | 0.00% |
| Science | 0 | 0.00% |
| Special Education | 0 | 0.00% |
| World Language | 0 | 0.00% |
| Total | 13 | 100.00% |

Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|--------|
| K-2 | 0 | 0.00% |
| 3-5 | 0 | 0.00% |
| 6-8 | 4 | 30.77% |
| 9-12 | 9 | 69.23% |
| Ungraded | 0 | 0.00% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS EXPECTATIONS," or "EXCEEDS EXPECTATIONS." Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | 0 | 6 (46.15%) | 7 (53.85%) | 13 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | 0 | 7 (53.85%) | 6 (46.15%) | 13 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | 0 | 9 (69.23%) | 4 (30.77%) | 13 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | 0 | 8 (61.54%) | 5 (38.46%) | 13 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | 0 | 6 (46.15%) | 7 (53.85%) | 13 |

Total score:

| Answer | Response | % |
|--------|----------|---------|
| 10 | 0 | 0.00% |
| 11 | 0 | 0.00% |
| 12 | 0 | 0.00% |
| 13 | 1 | 7.69% |
| 14 | 0 | 0.00% |
| 15 | 3 | 23.08% |
| 16 | 2 | 15.38% |
| 17 | 1 | 7.69% |
| 18 | 2 | 15.38% |
| 19 | 2 | 15.38% |
| 20 | 2 | 15.38% |
| Total | 13 | 100.00% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

1. Fully familiarize yourself with content and concepts in the Grammar Unit 2. Commit student names to memory 3. Using CCT, UConn's observation standards, TEP criteria, or whatever else is relevant in terms of guidelines, ready yourself for classroom management and lesson planning, especially smooth, audible, and controlled vocal delivery.

___ can begin researching and planning common core-based lessons that pertain to Shakespeare, Early Modern English, the Globe Theater, and Romeo and Juliet, with a particular focus on the Unit 3 literary terms.

___ should continue to work on his grammar, vocabulary, and reading/writing units. He has a nice focus on reading and should now determine how to continue incorporating grammar and writing instruction to maintain the various standards of instructions.

___ has been doing a wonderful job of integrating herself into the classroom. She has decided to come in for additional class periods, as her schedule allows, to get better acquainted with the students and the materials she will cover. If possible, I suggest that she keep this up. I also suggest that she takes a look at the resources available regarding the SBAC assessment as it will fall during her student teaching experience. She is aware of the units she will need to cover during student teaching and I suggest that she keeps in touch regarding her ideas for how to tackle these units.

___ will work to balance her school and life expectations and requirements. She plans to design curriculum for units as well as plan instruction to meet specific needs of certain students. She will also work on timing, questioning and response strategies, and assessing student work.

___ will be reading / re-reading the texts she will be using for instruction. She will be working on some activities / assignments to assist with our transition upon her return. Additionally, she has been given a variety of documents to read concerning TEAM, TEP, Common Core, and other formative and summative assessment measures.

In order to prepare for full-time student teaching, ___ can continue planning for the unit she will start with upon return. She has already created a calendar of activities and has a solid working plan to begin her unit with A Streetcar Named Desire. She has definite ideas about what she is doing and where she wants to go in conjunction with the standards for the unit. I look forward to the start of her time here.

___ can work on preparing engaging lessons for the unit that she will be teaching. She should look at how to differentiate the lesson for different learners. Provide enrichment for the higher learners.

Make final decisions on teaching materials for 1st units. Unit plan for amount of classes, pre and post assessments, in-unit ways for students to interact with texts and document progress, and curriculum related CC skills.

Over winter break, ___ should work on developing unit plans for the books she will be teaching during the spring semester.

Over winter break, ___ should be sure to plan essential questions and enduring understandings, as well as summative assessments for her Irish lit unit and her African lit unit.

___ could review the READ 180 program and familiar herself with the various reports that can drive instruction. Also, she can take home the teacher's guide to review goals, objectives, and how the program is scripted to review how the program works.

Student & I have discussed the following: she will read the novels which students will be reading & she will research inquiry learning.

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ has great promise as a secondary English teacher. The student teaching experience will help to solidify these skills as well as open up experiences that will provide support as well as potential solutions to challenging situations.

So far, I am very impressed with ___'s effort, connecting with the students, and implementing instruction in small group. She displays a positive drive, determination, and attitude each week and exhibits excitement to work with the students.

___ demonstrated great knowledge, enthusiasm, initiative, and professionalism throughout the semester. She is eager to learn, seeks feedback, and is highly reflective about her interactions with students. I look forward to working with her next semester!

___ has been extremely enthusiastic throughout this placement. She has embraced every opportunity to work with students or take on additional teaching responsibilities.

___ was a pleasure with whom to work. He volunteered to act as a co-teacher in the class and willingly graded assignments, gave feedback, met with students in small groups, solicited student feedback, and asked to lead a class activity. He showed initiative throughout from the first week and maintained it all the way through to his last day.

Thank you for your help in assessing various standards on student writing! Your positive, enthusiastic attitude and strong work ethic will take you far (and are much appreciated).

___ has been a highly motivated intern who is eager to please. I am confident her continued experience will remain positive and productive.

___ shows tremendous poise in front of the classroom and teaching seems to come very naturally. She produces engaging and rigorous lessons and works to develop relationships with students.

Appendix C: History/ Social Studies

School District:

| Answer | Response | % |
|-----------------------------|----------|---------|
| East Hartford | 2 | 14.85% |
| Hartford | 1 | 7.14% |
| Manchester | 3 | 21.43% |
| Regional School District 19 | 1 | 7.14% |
| Tolland | 1 | 7.14% |
| Vernon | 2 | 14.85% |
| Windsor | 4 | 28.57% |
| Total | 14 | 100.00% |

Candidate's Target Certification Area

| # | Answer | Response | % |
|---|------------------------|----------|---------|
| 1 | Agriculture | 0 | 0.00% |
| 2 | Elementary | 0 | 0.00% |
| 3 | English/Language Arts | 0 | 0.00% |
| 4 | History/Social Studies | 14 | 100.00% |
| 5 | Mathematics | 0 | 0.00% |
| 6 | Music | 0 | 0.00% |
| 7 | Science | 0 | 0.00% |
| 8 | Special Education | 0 | 0.00% |
| 9 | World Language | 0 | 0.00% |
| | Total | 14 | 100.00% |

Grade Range(s) Served (Check all that apply.)

| # | Answer | Response | % |
|---|----------|----------|--------|
| 1 | K-2 | 0 | 0.00% |
| 2 | 3-5 | 0 | 0.00% |
| 3 | 6-8 | 4 | 28.57% |
| 4 | 9-12 | 11 | 78.57% |
| 5 | Ungraded | 0 | 0.00% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate “NEEDS WORK,” “MEETS EXPECTATIONS,” or “EXCEEDS EXPECTATIONS.” Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | 0 | 4 (28.57%) | 10 (71.43%) | 14 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | 0 | 6 (42.86%) | 8 (57.14%) | 14 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | 0 | 10 (71.43%) | 4 (28.57%) | 14 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | 0 | 7 (50.00%) | 7 (50.00%) | 14 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | 0 | 8 (57.14%) | 6 (42.86%) | 14 |

Total score:

| Answer | Response | % |
|--------|----------|---------|
| 10 | 0 | 0.00% |
| 11 | 0 | 0.00% |
| 12 | 0 | 0.00% |
| 13 | 0 | 0.00% |
| 14 | 0 | 0.00% |
| 15 | 2 | 14.29% |
| 16 | 2 | 14.29% |
| 17 | 2 | 14.29% |
| 18 | 5 | 35.71% |
| 19 | 1 | 7.14% |
| 20 | 2 | 14.29% |
| Total | 14 | 100.00% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

1. Come up with a plan to handle behavior management. ___ should speak with his students about how he will handle discipline and follow through. 2. Letter to parents 3. Human Rights will be beginning when he arrives. Have a plan in place for unit 1.

1. Lesson plan 2. Expand content understanding

1. Lesson Planning 2. Content

1. Review all accommodations for special needs students. 2. Review the curriculum for unit being taught and practice using Google classroom.

1. Review the materials I will give her with regard to what curriculum she will likely be responsible for when she begins her placement. 2. Review data on student reading to prepare for differentiation opportunities.

Begin reviewing textbooks and supplemental resources to familiarize himself with the content.

Begin to prepare the unit plans/outlines for the first unit of the student teaching semester Review class lists and student data to better get to know students

Check-in with me over the break to see how our course pacing is going in order to ascertain where in the curriculum we are likely to be when she takes over classes.

___ has already agreed to begin working developing her lesson over the break.

___ should stay on top of news for current events and begin to think about how she would like to take over classes in February. She can also take unit guides for the units that she will be a part of and begin forming ideas on lessons, content, skills that she would like to focus on with students in the spring.

___ will want to familiarize himself with the Capstone experience/curriculum, as well as the curriculum/materials available for Western Humanities.

Review chapters 8-12 in textbook. Integrate lessons to utilize Google Chromebooks.

Review CT frameworks for Social Studies and relate to Windsor Social Studies curriculum. Read ahead in the student textbook (ch 7 and 8)

The student teacher should prepare topics to teach for Contemporary Problems class. She should also review her geography skills so she can teach students various maps. She should also review the topics to be discussed in Sociology.

Work on lesson question planning/pacing

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ did not have a placement at the beginning of the semester so she really was unable to exceed expectations with regard to "Attends clinic placement/ school-related events as scheduled". ___ has already developed a wonderful rapport with the kids. My students and I are looking forward to working with her next semester.

___ is doing outstanding work. She is developing relationships with the students that she will teach in the second part of her student teaching experience.

___ is very responsible, professional and actively engaged in and enthusiastic about the content and methods for teaching social studies.

___ is very prepared and eager to begin her student teaching. She is very passionate and excited about this experience.

___ is off to an awesome start in the first semester of his student teacher experience. He is eager to take on and learn teacher responsibilities and classroom management techniques. He is on his way to garnering positive relationships with students which will benefit him in his teaching semester.

___ has been an outstanding addition to ___. He is passionate about this work and has a comfortable and natural presence in the classroom. I am very much looking forward to continuing to work with him in the second semester.

Appendix D: Mathematics

School District:

| Answer | Response | % |
|-----------------------------|----------|---------|
| East Hartford | 3 | 23.08% |
| Hartford | 2 | 15.38% |
| Mansfield | 1 | 7.69% |
| Regional School District 19 | 2 | 15.38% |
| Willington | 1 | 7.69% |
| Windsor | 4 | 30.78% |
| Total | 13 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|----------|---------|
| Agriculture | 0 | 0% |
| Elementary | 0 | 0% |
| English/Language Arts | 0 | 0% |
| History/Social Studies | 0 | 0% |
| Mathematics | 13 | 100.00% |
| Music | 0 | 0% |
| Science | 0 | 0% |
| Special Education | 0 | 0% |
| World Language | 0 | 0% |
| Total | 13 | 100.00% |

Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|--------|
| K-2 | 0 | 0% |
| 3-5 | 0 | 0% |
| 6-8 | 5 | 33.33% |
| 9-12 | 10 | 77.67% |
| Ungraded | 0 | 0% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS EXPECTATIONS," or "EXCEEDS EXPECTATIONS." Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | 0 | 6 (46.15%) | 7 (53.85%) | 13 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | - | 7 (53.85%) | 6 (46.15%) | 13 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | - | 8 (61.54%) | 5 (38.46%) | 13 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | - | 8 (61.54%) | 5 (38.46%) | 13 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | 2 (15.38%) | 5 (38.46%) | 6 (46.15%) | 13 |

Total score:

| Answer | Response | % |
|--------|----------|------|
| 10 | 0 | 0% |
| 11 | 0 | 0% |
| 12 | 0 | 0% |
| 13 | 0 | 0% |
| 14 | 1 | 8% |
| 15 | 2 | 15% |
| 16 | 3 | 23% |
| 17 | 1 | 8% |
| 18 | 2 | 15% |
| 19 | 3 | 23% |
| 20 | 1 | 8% |
| Total | 13 | 100% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

1.) ___ should work on writing a lesson for Discovering Geometry using Smart Notebook (suggestion: something regarding Similarity). 2.) ___ should also practice using equation editor to write an assessment (suggestion: write an assessment on Similarity).

Continue to work with technology to create dynamic class lessons, interactive quizzes and take advantage of chrome book technology within the classroom

___ can familiarize himself with the curriculum that will be taught. ___ can also familiarize himself with different methods of using technology in the classroom.

It would be helpful if ___ found some online resources that the students could do with their chromebooks.

I would suggest brushing up on trigonometry and the unit circle.

Prepare some lessons for Algebra 1 related to linear, quadratic, and/or exponential functions (including regression). This may include systems of equations and writing equations of lines in a variety of formats. Lessons for Precalculus on the topics of limits and solving trigonometric equations or proofs using trigonometric properties.

Read up on standards based grading. Differentiation strategies.

Review of the math texts used in classes she will be teaching

Review the course outline for Honors Algebra and begin to look at lessons and activities in the Algebra 1 and Springboard books for the units she will be teaching.

Student can "plan ahead" for units that she and I have already discussed, and can search the internet for resources that can be used to teach these units. Student can prepare review type games for student learning.

The student has expressed a desire to come into school at least one day a week during his break in order to be better prepared for his student teaching. He has already been preparing lessons that he will teach during his student teaching experience and will continue to do so.

The student should review the 6-8 math curriculum for ___ Public Schools. It is accessible online.

Work on lesson plans in preparation for student teaching.

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ shows amazing potential. I can't wait to work with her again in the spring.

___ is a pleasure to have in my classroom.

___ has shown a commitment to the students in the classroom, she is learning to read their personalities and is making connections with them to improve her teaching abilities.

___ is off to a good start in our classroom. She has worked with many individual students - her quiet demeanor puts students at ease as she helps them understand/practice new concepts. I am looking forward to co teaching with her starting in February!

___ did a great job!

Student's placement was suspended early in the semester, thus my experience with him was limited. All interactions were positive and I was very much looking forward to working with him. His re-assignment resulted from unforeseen circumstances beyond our control.

___ has been very conscientious and has willingly done all tasks that I asked her to do.

As an explanation to Performance Area #5, ___ missed a day of observation and did not make that day up.

Appendix E: Music

School District:

| Answer | Response | % |
|----------------------------|----------|---------|
| Bolton | 2 | 33.33% |
| Manchester | 2 | 33.33% |
| Regional School District 8 | 1 | 16.67% |
| Woodstock Academy | 1 | 16.67% |
| Total | 6 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|----------|------|
| Agriculture | 0 | 0% |
| Elementary | 0 | 0% |
| English/Language Arts | 0 | 0% |
| History/Social Studies | 0 | 0% |
| Mathematics | 0 | 0% |
| Music | 6 | 100% |
| Science | 0 | 0% |
| Special Education | 0 | 0% |
| World Language | 0 | 0% |
| Total | 6 | 100% |

Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|--------|
| K-2 | 0 | 0% |
| 3-5 | 1 | 16.67% |
| 6-8 | 0 | 0% |
| 9-12 | 5 | 83.33% |
| Ungraded | 0 | 0% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS EXPECTATIONS," or "EXCEEDS EXPECTATIONS." Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses | Mean |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|------|
| Demonstrates responsibility & professionalism | - | - | 6 (100.00%) | 6 | 3.00 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | - | 3 (50.00%) | 3 (50.00%) | 6 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | - | 6 (100.00%) | - | 6 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | - | 1 (16.67%) | 5 (83.33%) | 6 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | - | 3 (50.00%) | 3 (50.00%) | 6 |

Total score:

| Answer | Response | % |
|--------|----------|--------|
| 10 | 0 | 0% |
| 11 | 0 | 0% |
| 12 | 0 | 0% |
| 13 | 0 | 0% |
| 14 | 0 | 0% |
| 15 | 0 | 0% |
| 16 | 0 | 0% |
| 17 | 3 | 50.00% |
| 18 | 1 | 17.67% |
| 19 | 2 | 33.33% |
| 20 | 0 | 0% |
| Total | 6 | 100% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

1. Focus in your conducting technique specifically using a metronome. Think about the subdivision in your head. Perhaps practicing with live recordings will help. 2. Think about your classroom presence. You want to begin developing your "teacher personality". How do you want to be perceived by the students. What is your teaching style. Make your presentation "larger"

Contact placement teacher to learn about methodology/curriculum to prepare for a full semester of teaching.

Continue to refine questioning skills so they do not interrupt the flow of your instruction. You are asking great questions, now it will be about incorporating them seamlessly. Continue to think/practice breaking down theory topics for students in a sequential fashion.

Continue to think about how you would explain/break down music theory topics to students in a classroom format. Continue to practice conducting for increased confidence when in front of a group.

Develop strategies to assess students work.

Read "Shaping Sound Musician" by Patricia O'Toole and take a score through the process she describes.

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ had a great placement clinic! She continually observed and took notes, participated in rehearsal process by planning and implementing short lessons, asked excellent questions, and taught the flute students specific technique that will help them now and in the future.

___ demonstrated a professional attitude with staff and students. He quickly developed a rapport with 4th and 5th graders, and adjusted his language in describing the music and technique appropriate to the age level. He brought a joy and excitement to the students each week.

___ was an eager participant in her once-a-week placement. She handled her lesson planning assignments very well and gained confidence as the semester progressed.

___ was a true professional and exemplary student willing to take advantage of all opportunities, even when they challenged her comfort zone. We enjoyed and benefited from her presence in our classroom.

We enjoyed having ___ in our classroom. Her passion and energy for music education is evident in all of her actions and contagious to students. Best wishes!

Appendix F: Science

School District:

| Answer | Response | % |
|-----------------------------|----------|---------|
| East Hartford | 2 | 28.57% |
| Glastonbury | 1 | 14.29% |
| Hartford | 1 | 14.29% |
| Manchester | 1 | 14.29% |
| Regional School District 19 | 1 | 14.29% |
| Windham | 1 | 14.29% |
| Total | 7 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|----------|---------|
| Agriculture | 0 | 0% |
| Elementary | 0 | 0% |
| English/Language Arts | 0 | 0% |
| History/Social Studies | 0 | 0% |
| Mathematics | 0 | 0% |
| Music | 0 | 0% |
| Science | 7 | 100.00% |
| Special Education | 0 | 0% |
| World Language | 0 | 0% |
| Total | 7 | 100.00% |

Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|--------|
| K-2 | 0 | 0% |
| 3-5 | 0 | 0% |
| 6-8 | 3 | 37.50% |
| 9-12 | 5 | 62.50% |
| Ungraded | 0 | 0% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS EXPECTATIONS," or "EXCEEDS EXPECTATIONS." Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | - | 2 (28.57%) | 5 (71.43%) | 7 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | - | 4 (57.14%) | 3 (42.86%) | 7 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | - | 5 (71.43%) | 2 (28.57%) | 7 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | - | 4 (57.14%) | 3 (42.86%) | 7 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | - | 2 (28.57%) | 5 (71.43%) | 7 |

Total score:

| Answer | Response | % |
|--------|----------|---------|
| 10 | 0 | 0% |
| 11 | 0 | 0% |
| 12 | 0 | 0% |
| 13 | 1 | 14.29% |
| 14 | 0 | 0% |
| 15 | 1 | 14.29% |
| 16 | 0 | 0% |
| 17 | 0 | 0% |
| 18 | 3 | 42.86% |
| 19 | 2 | 28.57% |
| 20 | 0 | 0% |
| Total | 7 | 100.00% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

1. Look for scaffold-ed reading for the astronomy unit she will be teaching. 2. Try to work the next generation science into her plans.

Continue to tighten up DNA structure/transcription/translation unit plan. Map out specific timeline, including labs, that we can discuss at beginning of student teaching. Look/prepare ideas for Mendel unit---fast plants?? Also read and be familiar with the twenty-four professional practices

Focus on creating student centered lessons for use in the classroom. Think of strategies to use when students struggle with material.

___ can work on becoming more familiar with the curriculum/content and objectives he will be teaching in the spring. He can also plan an outline or calendar of how he will accomplish these goals and objectives with the students he will teach.

___ should review her Genetics Unit Plan so that it is ready for implementation in the Spring. She could also go over the Student Research and Writing Project guidelines and calendar because it will be what her students will be completing when she starts her student teaching. ___ should also stay in contact throughout winter break in case any weather-related or other changes occur in the calendar.

Preparation for the topics that he will be teaching and become more familiar with the Moodle learning environment.

Research into inquiry and scientific discourse. NSTA has many resources. Possible book, Authentic Learning in the digital Age: Engaging Students Through Inquiry by Larissa Pahomov. I am reading it now:)

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

___ has been a constant and active presence in the classroom this semester. She has been here every Friday and gradually expanded and intensified her participation to the point of having successfully taught a lesson that included all elements, including a formative assessment.

___ was great. She showed initiative and actually led a few classes after I modeled. We reflected and modified when appropriate.

___ did an excellent job this semester and is dedicated to her students here at the high school. She has come in for extra days and has helped numerous students. She has been very helpful and flexible throughout the fall semester.

___ arrived each week ready to learn more and grow as a professional. He spent time assisting students during activities and building a rapport with them. ___ is always open to suggestions and asked questions so he could reflect and improve professionally. I look forward to watching him grow into a new teacher this spring.

___ has a great clinic experience and we are both excited for him to begin his student teaching. He has become familiar with the students through his interactions during class and laboratory investigations. Students already will turn to him for assistance and the transition into his teaching role will be enhanced through his clinic experience.

Appendix G: Special Education

School District:

| Answer | Response | % |
|-----------------------------|----------|---------|
| East Hartford | 3 | 16.67% |
| Glastonbury | 2 | 11.11% |
| Hartford | 4 | 22.22% |
| Mansfield | 2 | 11.11% |
| Regional School District 19 | 1 | 5.56% |
| Willington | 1 | 5.56% |
| Windham | 4 | 22.22% |
| Windsor | 1 | 5.56% |
| Total | 18 | 100.00% |

Candidate's Target Certification Area

| Answer | Response | % |
|------------------------|----------|---------|
| Agriculture | 0 | 0% |
| Elementary | 0 | 0% |
| English/Language Arts | 0 | 0% |
| History/Social Studies | 0 | 0% |
| Mathematics | 0 | 0% |
| Music | 0 | 0% |
| Science | 0 | 0% |
| Special Education | 18 | 100.00% |
| World Language | 0 | 0% |
| Total | 18 | 100.00% |

Grade Range(s) Served (Check all that apply.)

| Answer | Response | % |
|----------|----------|---------|
| K-2 | 7 | 29.16%% |
| 3-5 | 7 | 29.16% |
| 6-8 | 5 | 20.83% |
| 9-12 | 5 | 20.83% |
| Ungraded | 0 | 0% |

Section 2: Performance Areas

For each of the following five performance categories, please indicate whether the candidate "NEEDS WORK," "MEETS

EXPECTATIONS,” or “EXCEEDS EXPECTATIONS.” Once finished, please total the student's scores and record it in the box at the bottom of this page.

1.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|-----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Demonstrates responsibility & professionalism | - | 6 (33.33%) | 12 (66.67%) | 18 |

2.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Transitioning from student to professional | - | 13 (72.32%) | 5 (27.78%) | 18 |

3.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Exhibits a growing awareness of students' needs & instructional strategies | - | 14 (77.78%) | 4 (22.22%) | 18 |

4.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|----------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Utilizes observation & reflection activities | - | 12 (66.67%) | 6 (33.33%) | 18 |

5.

| Question | 2 - Needs Work | 3 - Meets Expectations | 4 - Exceeds Expectations | Total Responses |
|--------------------------------------------------------------|----------------|------------------------|--------------------------|-----------------|
| Attends clinic placement/ school-related events as scheduled | - | 7 (38.89%) | 11 (61.11%) | 18 |

Total score:

| Answer | Response | % |
|--------|----------|--------|
| 10 | 0 | 0% |
| 11 | 0 | 0% |
| 12 | 0 | 0% |
| 13 | 0 | 0% |
| 14 | 0 | 0% |
| 15 | 3 | 16.67% |
| 16 | 3 | 16.67% |
| 17 | 4 | 22.22% |
| 18 | 5 | 27.78% |
| 19 | 2 | 11.11% |
| 20 | 1 | 33.33% |
| Total | 18 | 100% |

Please recommend one or two tasks that the student can accomplish over winter break in order to better prepare for full-time student teaching.

-Gather ideas on study skills activities...think out of the box for fun activities. Think hands-on activities. -also think about doing some transition activities...what can we add to their transition portfolios? What would benefit our kids? ___, you can review the Wilson Reading Program Overview and Instructional Book to familiarize yourself with the procedural aspects of the program. You can gather ideas for planning literacy and math lessons to match the needs of our non-verbal student.

continuing focusing on different strategies for our students.

Familiarize herself with universal screens/assessments such as the CORE Phonics Survey, Running Records, Phonological Awareness Skills Test, and the DRA2. Also familiarizing herself with the scope and sequence that is normally recommended for teaching phonics for encoding and decoding.

Familiarize with Wilson Reading system, touch math,

___ should begin communication with co-teachers so that she may begin co-planning lessons.

___ can familiarize herself with the various math modules we use with our 7th and 8th graders.

___ will be ready for student teaching in February 2015 with the experience that she is gaining right now.

Prepare to implement small group in reading and math(4th grade)

Read Connecticut SDE Autism Guidelines Review resources given by clinic teacher including ABA programming and guided reading

Read through the Bridges Math Curriculum introduction for unit 4 in grade 3 which is a curriculum used by the Mansfield School System. Read through Word Journeys an approach to spelling.

Read various books on engaging students in reading for comprehension. Working with students to address multi-culture needs.

Review the reading and math curriculum documents on the East Hartford Public School website. Visit associated links and look at pearsonsuccess.net and the pacing guide. Review all of the IEP objectives and pick one topic or prerequisite skill which matches with one of the pacing guides topics. Use the websites and materials we have discussed to develop a unit plan that you are interested in teaching 2 weeks after you start your student teaching placement. This should be a rough copy that I will help you further develop when you get back.

Taking the time to look at and begin to understand the CCS for second grade language arts could be helpful when working on planning for the students that we see in the resource room. Specifically, in the areas of comprehension and phonics. Also, doing some reading on Dyslexia, suggested implementation teaching strategies, and how the state will begin to test students for this, since it will be an eligibility category come the first of the year, could also be worth while.

___ can review the Unique Learning Curriculum materials I provided her with. Our district relies on instructional strategies from Doug Lemov's Teach Like a Champion. I would suggest reading over this text, if she has time.

We have asked Jessica to review the curriculum and choose some life skills lessons to focus on for her student teaching.

Clinic Teachers - please feel free to provide additional comments or questions regarding the student's clinic experience:

There were times I wished I wrote in specific notes about certain events here in the classroom. ___ has intuitive skills that are evident and observed when she interacts with students with social needs. One day she saw a situation and just stepped up and took control, she was the teacher while I was called away to an impromptu meeting. The students did not miss out on their learning opportunity.

___ is an exceptional person-I have no doubt that she will be an effective teacher. She shows genuine care for our students and is always willing to help them. I am excited to see the lesson planning process this spring as Bailey steps into her role as student teacher.

___ is a very motivated teacher who often asks clarifying questions not only for what she is observing at the time but for activities and assessments for her courses. She clearly enjoys teaching and has a good handle on behavior management for a small group.

I look forward to watching ___ grow as an educator over the next few months.

___, each week you have shown growth and developed confidence professionally, observing and supporting student learning opportunities with teacher guidance. You have met expectations in all areas, and exceeded expectations in attendance. I look forward to continuing our journey in supporting and guiding your continued growth as a beginning special education teacher!

___ has done well in her fall experience. She went beyond observing by getting involved with helping individual students and even planning and implementing a lesson for a small math group. I look forward to working with ___ in the spring!

___ has been an asset to the group of students that I support. She has developed a rapport and relationship with ___ and they look forward to seeing her on Wednesdays.

___ has been an asset to our program. She works very well with our students. Even though she works with them one day a week she has made some nice connections.

Appendix H: World Language

Only 4 students. This is not disaggregated.