

Standard 3 Exhibit 6

**Assessments and Scoring Rubrics/Criteria
Used in Field Experiences and Clinical Practice
for Initial and Advanced Teacher Candidates
and Other School Professionals**

Exhibit 6a

Student Teaching Final Evaluation Data
Spring 2006- Spring 2011
Scale = 1 (Not Met), 2 (Met), 3 (Target)

Means were calculated for each item on the Student Teaching Final Evaluation. Means below are provided for the past 11 semesters.

	Spring 2006 (n=185)	Fall 2006 (n=130)	Spring 2007 (n=154)	Fall 2007 (n=95)	Spring 2008 (n=138)	Fall 2008 (n=111)	Spring 2009 (n=132)	Fall 2009 (n=100)	Spring 2010 (n=148)	Fall 2010 (n=66)	Spring 2011 (n=124)
I. Subject Matter Knowledge											
A. Demonstrates mastery of subject matter and its relationship to other	2.62	2.73	2.82	2.78	2.79	2.85	2.92	2.81	2.82	2.72	2.85
B. Presents subject matter in a logical, sequential matter	2.80	2.84	2.85	2.89	2.86	2.95	2.89	2.86	2.89	2.86	2.90
C. Presents multiple perspectives regarding how knowledge is developed	2.61	2.74	2.77	2.78	2.79	2.73	2.80	2.77	2.71	2.73	2.79
D. Promotes the development of critical and creative thinking and problem solving and decision making skills	2.60	2.71	2.74	2.77	2.73	2.68	2.67	2.73	2.68	2.69	2.74
E. Utilizes materials that are valid, effective and accurate	2.88	2.86	2.88	2.90	2.98	2.95	2.92	2.90	2.90	2.95	2.95
F. Applies learning theory to accommodate differences in student	2.64	2.66	2.72	2.73	2.66	2.74	2.69	2.59	2.58	2.70	2.67

intelligence, perception, cognitive style, and varying achievement levels											
II Classroom Learning Environment											
A. Creates a classroom environment that is conducive to learning for all learners	2.81	2.88	2.85	2.92	2.89	2.93	2.93	2.84	2.83	2.89	2.89
B. Establishes a positive classroom climate which is socially, emotionally and physically safe for all learners	2.87	2.88	2.91	2.94	2.9	2.94	2.94	2.90	2.90	2.97	2.92
C. Maintains a learning community in which learners assume responsibility for themselves and one another	2.75	2.80	2.82	2.90	2.89	2.92	2.84	2.79	2.81	2.77	2.83
D. Involves learners in decision making and working both cooperatively and independently	2.76	2.83	2.81	2.88	2.85	2.87	2.86	2.81	2.78	2.84	2.82
E. Establishes and maintains appropriate standards of behavior	2.74	2.75	2.81	2.80	2.81	2.86	2.78	2.83	2.77	2.84	2.75
F. Uses instructional time effectively	2.68	2.78	2.79	2.81	2.70	2.84	2.82	2.78	2.72	2.70	2.79
G. Engages all learners and monitors time on task	2.65	2.71	2.77	2.81	2.87	2.86	2.80	2.74	2.70	2.66	2.76
H. Constructs and utilizes learning centers	2.58	2.76	2.72	2.66	2.86	2.72	2.74	2.66	2.63	2.68	2.85
I. Constructs engaging bulletin boards that are linked to the curriculum	2.70	2.78	2.76	2.78	2.91	2.84	2.79	2.68	2.72	2.80	2.82
J. Uses supplementary print or non-print materials	2.81	2.84	2.88	2.86	2.95	2.91	2.90	2.95	2.90	2.91	2.93
K. Integrates technology into lessons	2.78	2.71	2.75	2.79	2.89	2.80	2.86	2.85	2.85	2.84	2.94

L. Engages all learners in smooth and appropriate transitions	2.69	2.75	2.70	2.71	2.8	2.81	2.79	2.72	2.77	2.84	2.75
III. Assessment, Planning and Instructional Strategies											
A. Plans instruction based on learners' needs, developmental progress, and prior knowledge	2.77	2.77	2.84	2.92	2.86	2.87	2.87	2.83	2.83	2.86	2.86
B. Learner outcomes and procedures are achieved in the identified time framework	2.70	2.84	2.99	23.86	2.80	2.87	2.77	2.758	2.77	2.80	2.80
C. Identifies appropriate learner outcomes that are measurable and aligned with national, state, and local standards	2.84	2.88	2.91	2.90	2.93	2.93	2.86	2.86	2.86	2.88	2.89
D. Identifies appropriate NJCCC Standards for all procedures and assessments.	2.87	2.88	2.95	2.92	2.95	2.97	2.95	2.93	2.92	2.91	2.96
E. Includes practical application of the content material and links it to real purposes in daily lives	2.70	2.70	2.80	2.82	2.89	2.83	2.82	2.78	2.93	2.81	2.83
F. Employs appropriate and varied strategies to accomplish learner outcomes during lessons	2.75	2.79	2.78	2.86	2.89	2.85	2.83	2.85	2.77	2.89	2.89
G. Monitors student progress throughout lessons	2.80	2.80	2.89	2.89	2.86	2.90	2.84	2.86	2.83	2.86	2.85
H. Provides effective and appropriate instructional support for all learners	2.74	2.81	2.82	2.91	2.82	2.87	2.92	2.87	2.81	2.86	2.85
I. Provides appropriate feedback to facilitate learner engagement and achievement	2.77	2.79	2.83	2.86	2.89	2.89	2.89	2.86	2.82	2.91	2.83
J. Provides ample teacher modeling and guided practice for all learners	2.76	2.79	2.79	2.83	2.73	2.84	2.80	2.73	2.67	2.77	2.75
K. Employs a variety of reading, writing, and speaking strategies for	2.74	2.81	2.82	2.86	2.88	2.94	2.87	2.79	2.83	2.89	2.88

addressing learner outcomes											
L. Indicates appropriate modifications/adaptations based on the demonstrated needs of all learners	2.68	2.80	2.70	2.077	2.80	2.74	2.68	2.68	2.76	2.64	2.66
M. Provides ample opportunities for P-12 student self-reflection	2.56	2.67	2.67	2.67	2.72	2.69	2.62	2.54	2.64	2.61	2.69
N. Demonstrates daily, weekly, and long range planning skills	2.77	2.83	2.88	2.80	2.91	2.90	2.89	2.79	2.85	2.80	2.85
O. Constructs, administers, and interprets appropriate, valid pre assessments and uses information to guide instruction for all learners	2.72	2.80	2.83	2.79	2.93	2.80	2.80	23.69	2.77	2.84	2.82
P. Constructs, administers, and interprets appropriate, valid formative assessment and uses information to guide instruction for all learners	2.75	2.83	2.84	2.84	2.91	2.84	2.89	2.82	2.78	2.89	2.89
Q. Constructs, administers, and interprets appropriate, valid post assessments and uses information to guide instruction for all learners	2.77	2.85	2.86	2.83	2.96	2.85	2.90	2.75	2.84	2.86	2.87
R. Provides evidence of P-12 student learning of NJCCCS or NJ Preschool Teaching and Learning Expectations: Standards of Quality	2.82	2.86	2.90	2.84	2.91	2.94	2.94	2.89	2.87	2.88	2.92
IV. Communication											
A. Uses written and spoken standard English proficiently	2.85	2.84	2.94	2.92	2.95	2.94	2.95	2.90	2.93	2.92	2.91
B. Models legible handwriting	2.86	2.86	2.88	2.90	2.93	2.98	2.93	2.89	2.90	2.97	2.97

C. Observes and uses effective communication tools for all learners	2.83	2.80	2.88	2.90	2.91	2.94	2.95	2.90	2.90	2.95	2.95
D. Articulates logical and sequential directions	2.80	2.82	2.85	2.89	2.84	2.91	2.87	2.82	2.83	2.95	2.88
E. Communicates in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender, and social differences	2.84	2.80	2.90	2.93	2.91	2.95	2.92	2.91	2.86	2.89	2.92
V. Professionalism											
A. Maintains a professional appearance and demeanor	2.94	2.95	2.97	2.99	2.98	3.0	2.97	2.98	2.97	2.97	2.97
B. Meets expectations regarding attendance, punctuality, assumption of responsibility, and initiative	2.88	2.94	2.92	2.94	2.95	2.90	2.87	2.86	2.91	2.91	2.94
C. Uses reflection and current research to inform instructional decisions	2.75	2.73	2.84	2.85	2.93	2.90	2.79	2.80	2.80	2.80	2.84
D. Cultivates positive, effective collaborative relationships with school personnel	2.88	2.91	2.91	2.98	2.89	2.96	2.94	2.94	2.91	2.92	2.95
E. Dialogues with school personnel regarding instructional decisions	2.84	2.91	2.90	2.96	2.95	2.87	2.92	2.93	2.92	2.89	2.97
F. Uses reflection to identify professional development goals	2.83	2.87	2.87	2.87	2.96	2.91	2.81	2.79	2.87	2.93	2.88
G. Demonstrates methods for creating a meaningful parent partnership that contribute to teaching and learning for all learners	2.69	2.82	2.84	2.85	2.86	2.81	2.70	2.70	2.77	2.68	2.71
H. Cooperates with university personnel	2.93	2.92	2.93	2.97	2.98	2.99	2.94	2.94	2.98	2.94	2.98

I. Demonstrates an ability to respond in a mature and professional manner	2.90	2.91	2.91	2.95	2.96	2.97	2.96	2.94	2.95	2.92	2.96
J. Responds positively to constructive criticism and feedback	2.87	2.87	2.87	2.97	2.96	2.30	2.95	2.90	2.96	2.95	2.95
K. Uses appropriate dispositions with students, colleagues, and families to create a positive learning environment. (New FA08)						2.95	2.94	2.93	2.92	2.94	2.93