

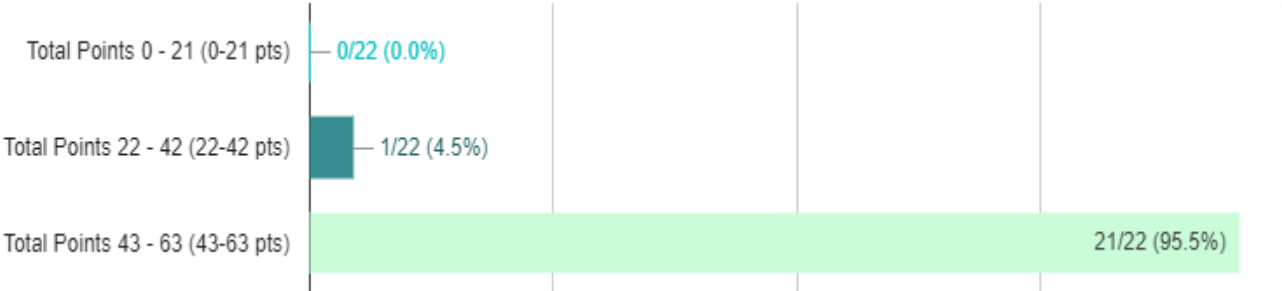
Fall 2023 Final CCAST and Addendums

Report Details: Aggregate Report

Scoring Guide:	CPAST and Addendums
Evaluations:	12 Evaluations:
Phase(s):	Initial
Generated on:	01/11/2024 8:25 AM EDT

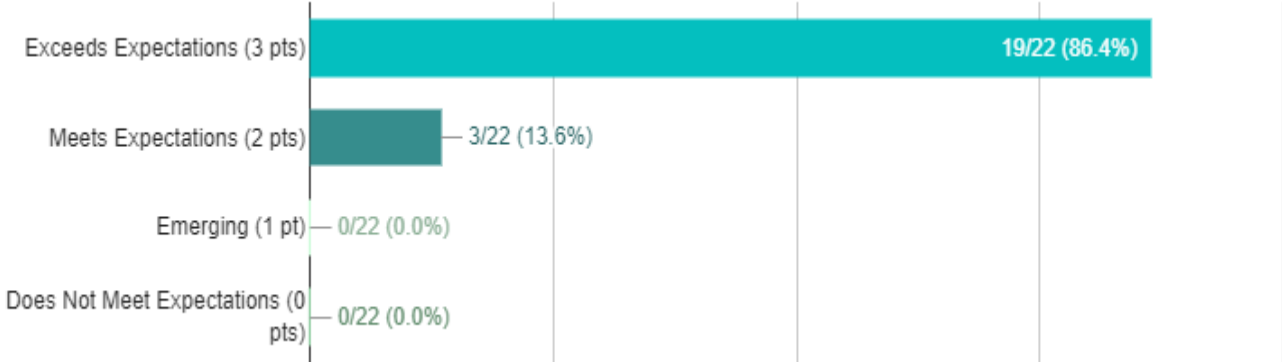
CPAST

average score: 57.91 | lowest score: 36 | highest score: 63



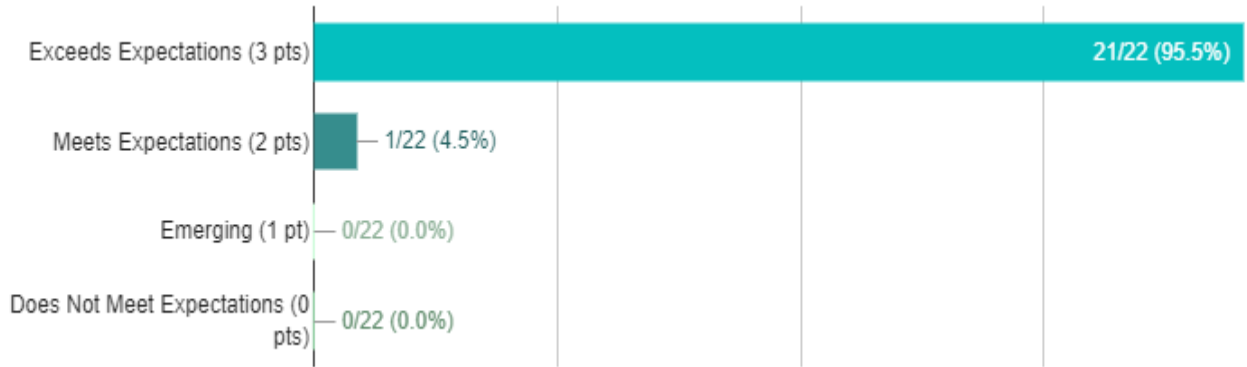
A. Focus for Learning: Standards and Objectives /Targets

average score: 2.86



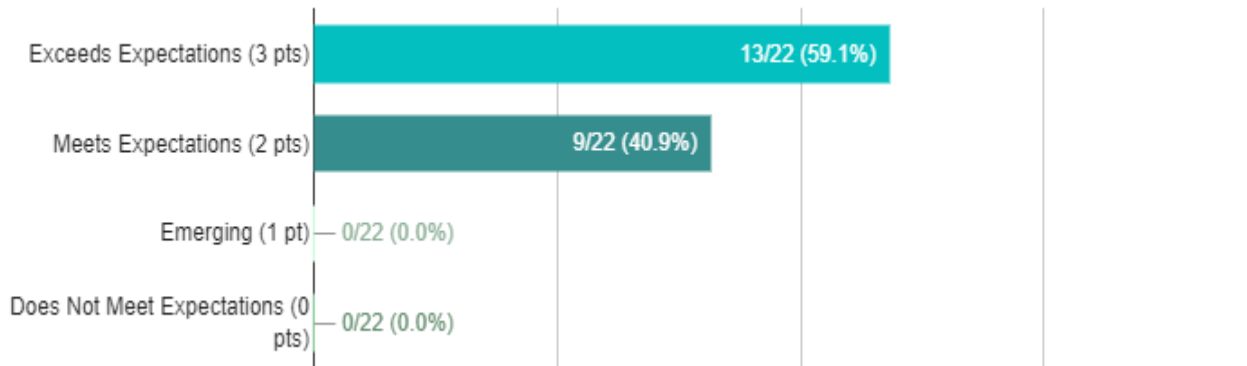
B. Materials and Resources

average score: 2.95



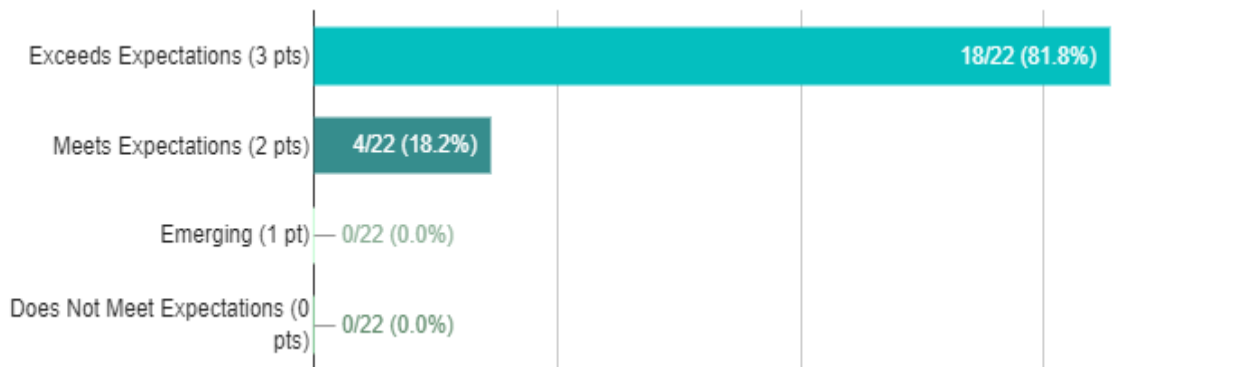
C. Assessment of P-12 Learning

average score: 2.59



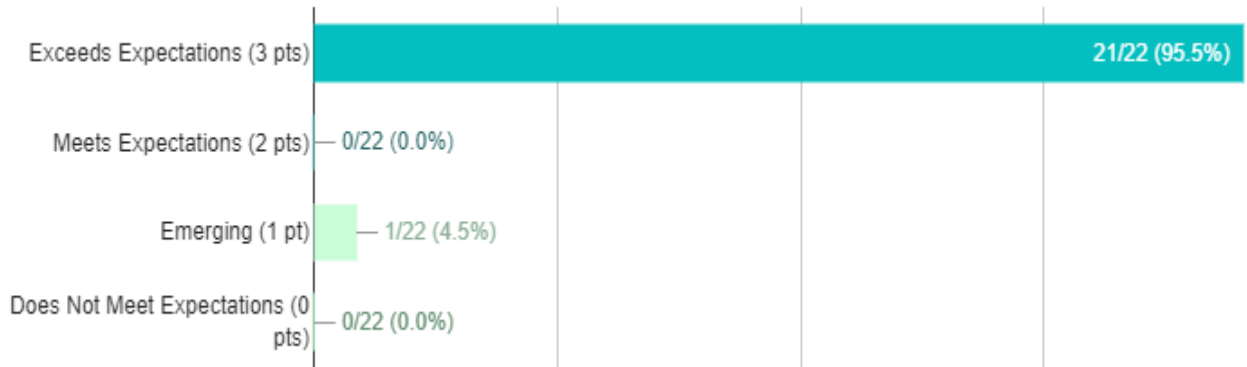
D. Differentiated Methods

average score: 2.82



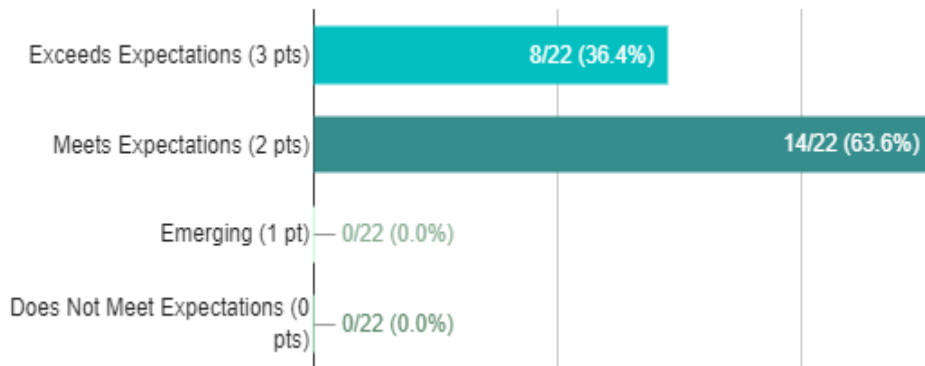
E. Learning Target and Directions

average score: 2.91



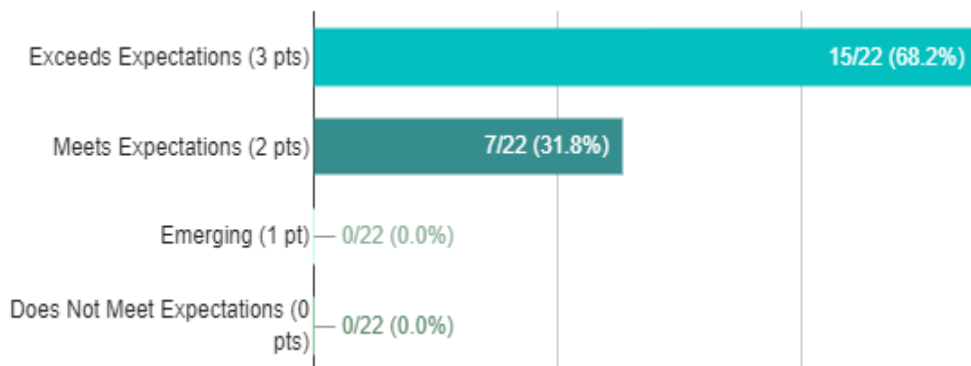
F. Critical Thinking

average score: 2.36



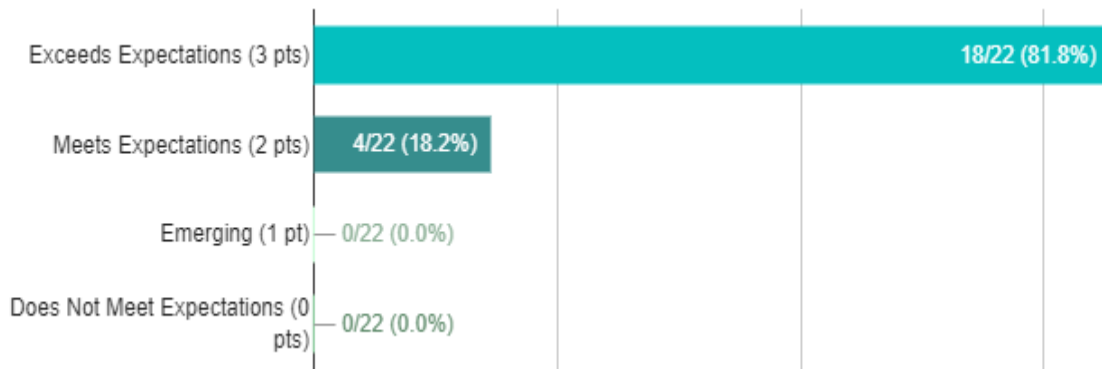
G. Checking for Understanding and Adjusting Instruction through Formative Assessment

average score: 2.68



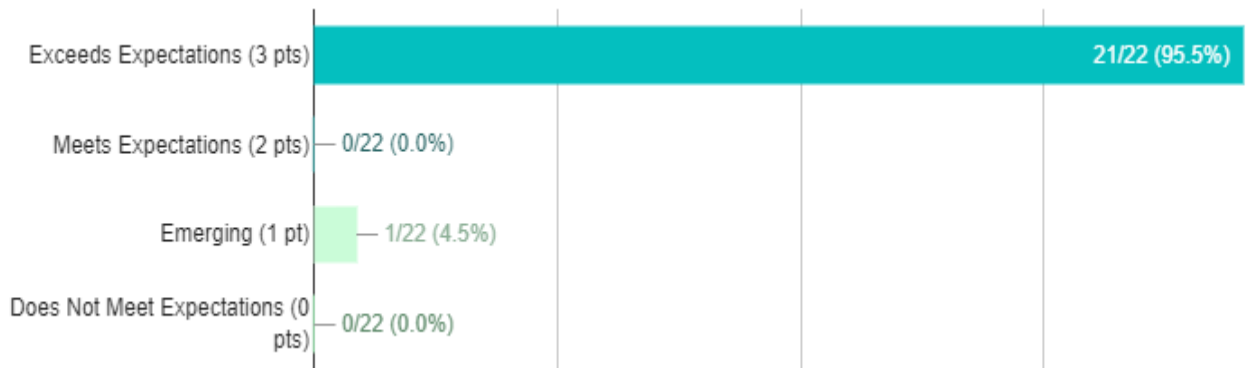
H. Digital Tools and Resources

average score: 2.82



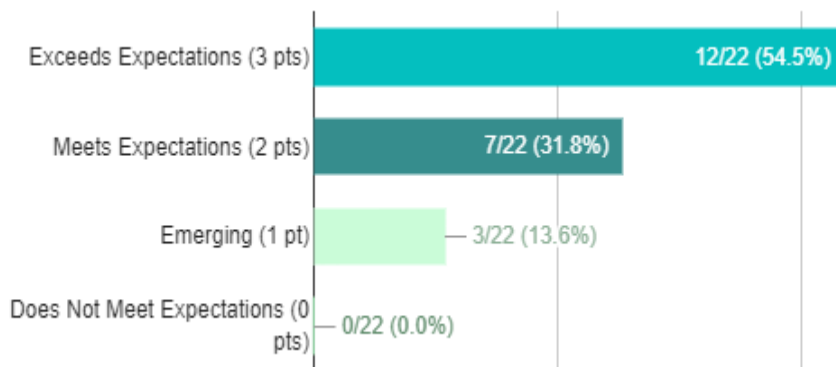
I. Safe and Respectful Learning Environment

average score: 2.91



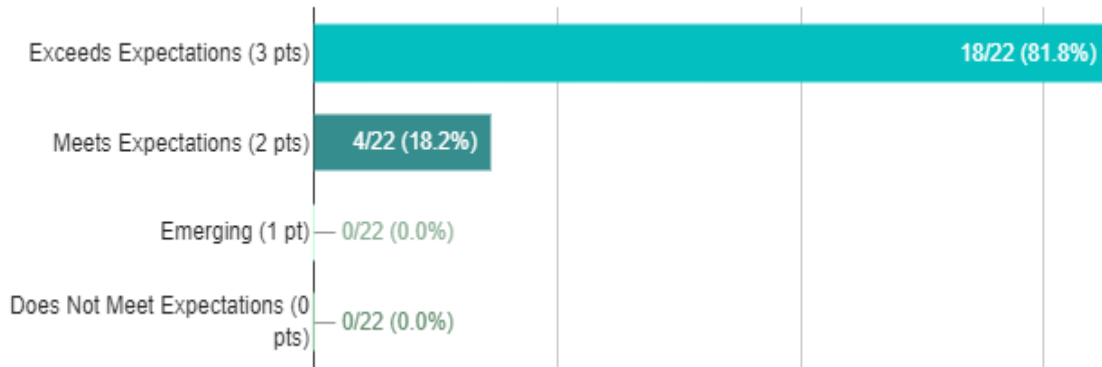
J. Data-Guided Instruction

average score: 2.41



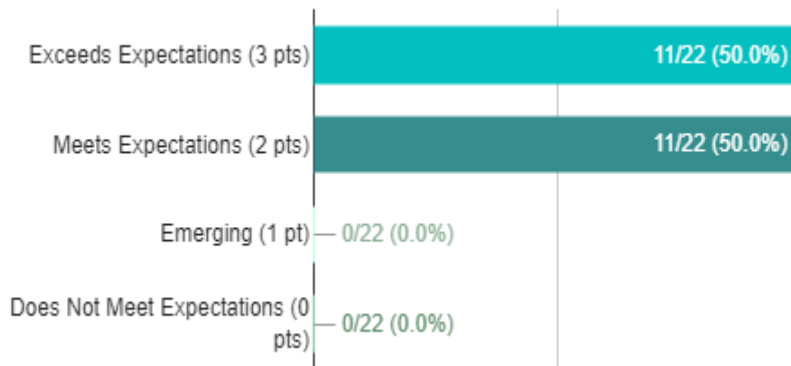
K. Feedback to Learners

average score: 2.82



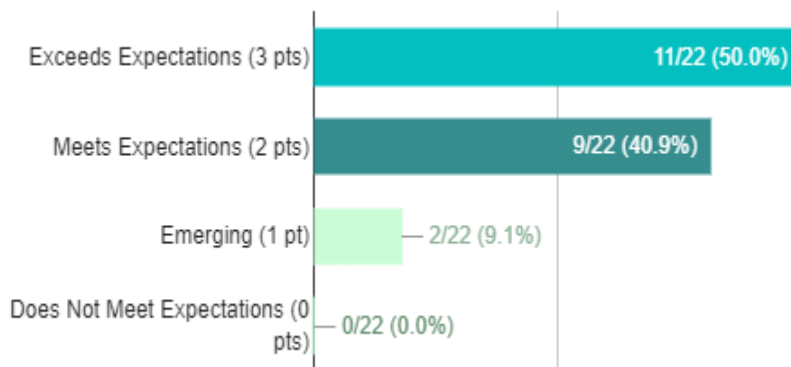
L. Assessment Techniques

average score: 2.50



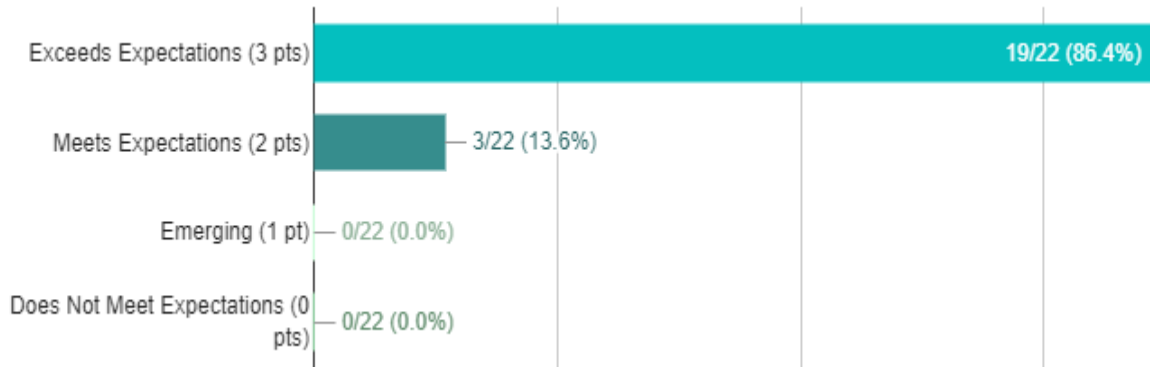
M. Connections to Research and Theory

average score: 2.41



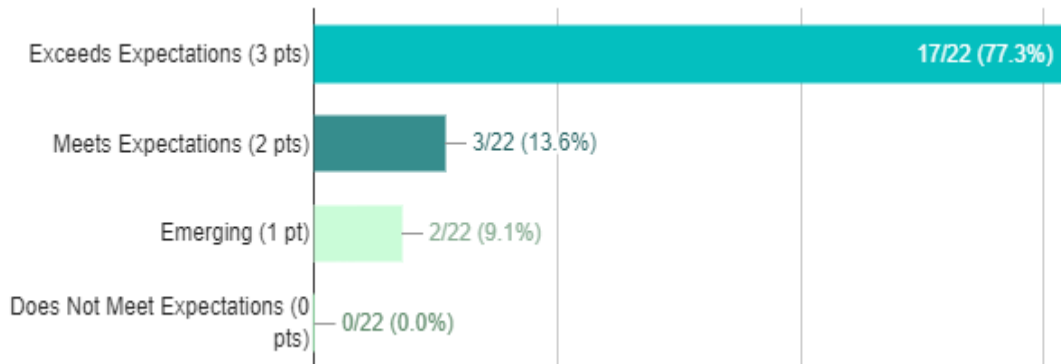
N. Participates in Professional Development (PD)

average score: 2.86



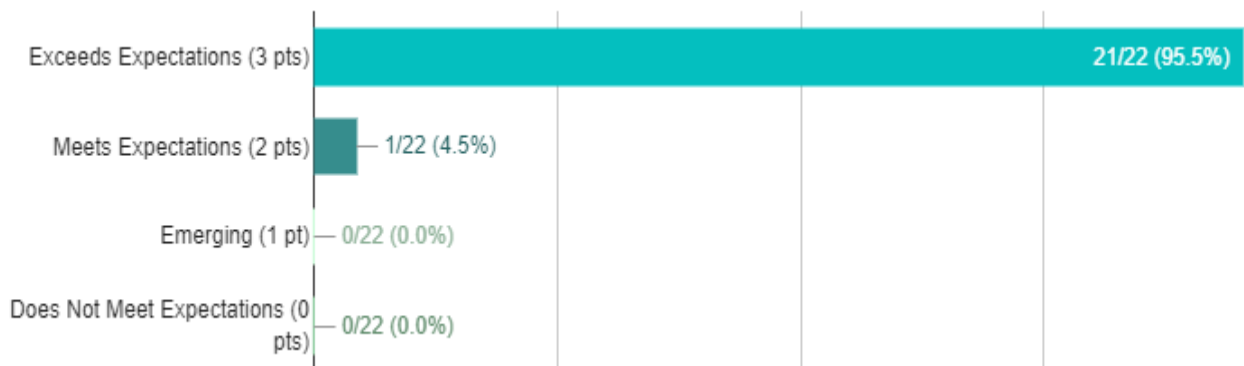
O. Demonstrates Effective Communication with Parents or Legal Guardians

average score: 2.68



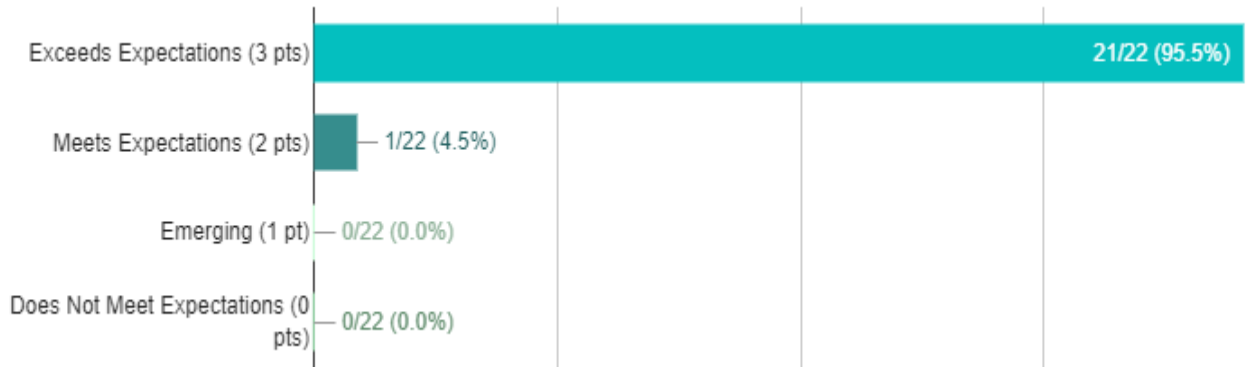
P. Demonstrates Punctuality

average score: 2.95



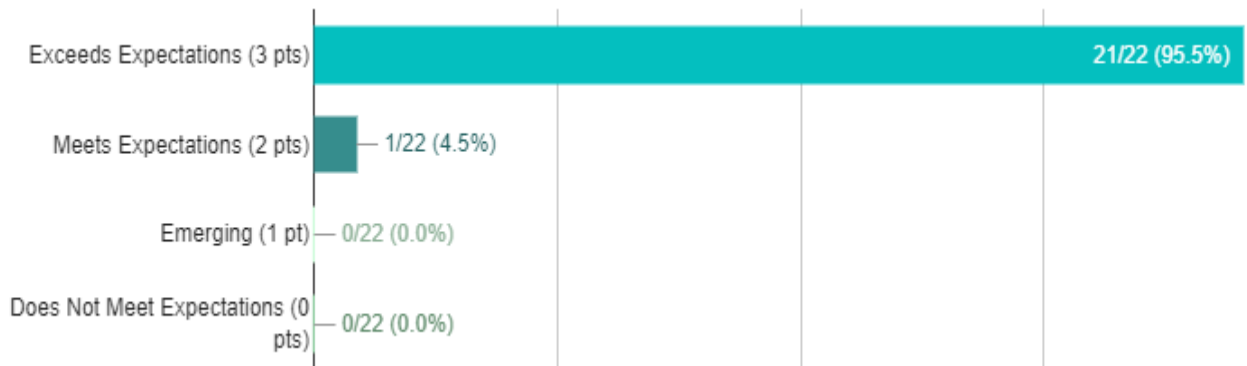
Q. Meets Deadlines and Obligations

average score: 2.95



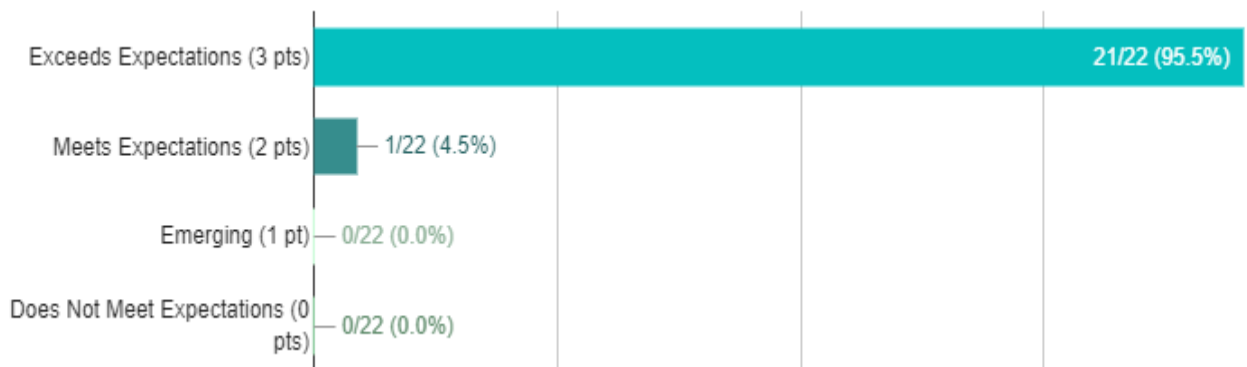
R. Preparation

average score: 2.95



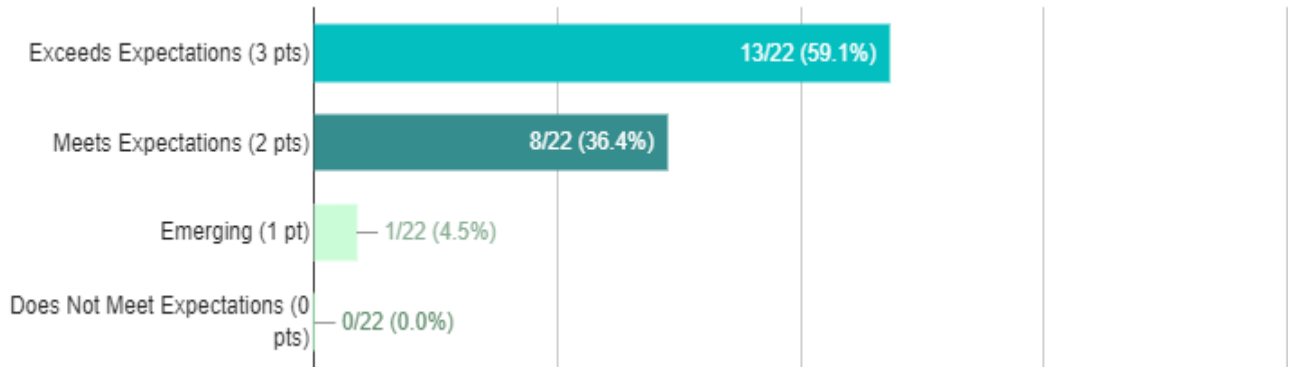
S. Collaboration

average score: 2.95



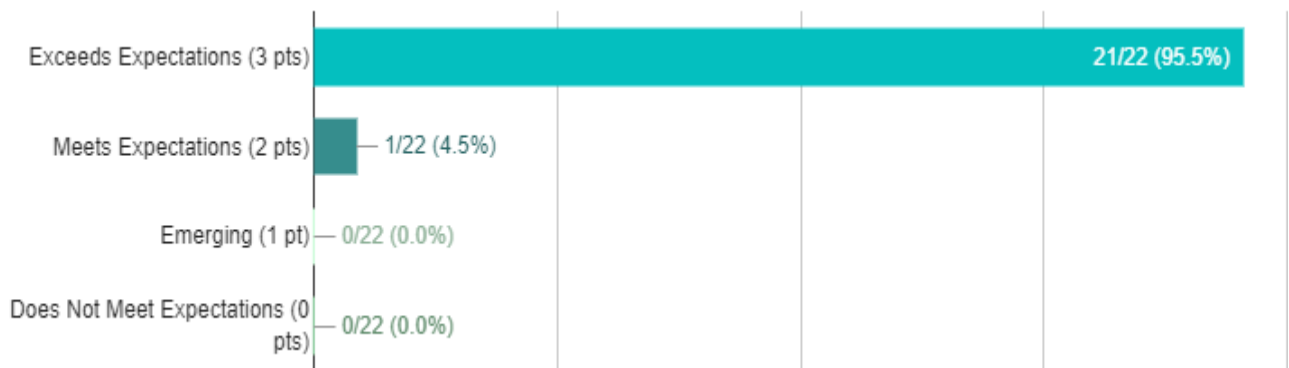
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession

average score: 2.55



U. Responds Positively to Feedback and Constructive Criticism

average score: 2.95



CEC - SPA Addendum

average score: 40.87 | lowest score: 29 | highest score: 45



[b]Standard 1: Learning Development & Individual Learning

Differences
 Understands how language, culture, and family background influence the learning of individuals with exceptionalities, as demonstrated in the context of the unit plan (teacher work sample)

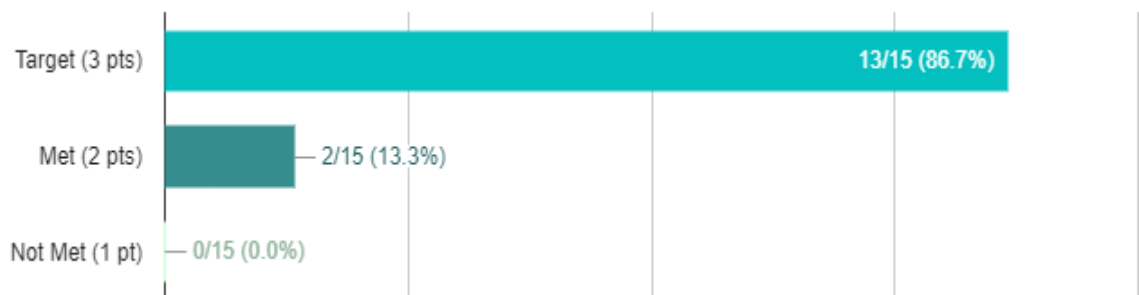
and through discussions with the clinical faculty and cooperating teacher CEC 1.1

average score: 2.80



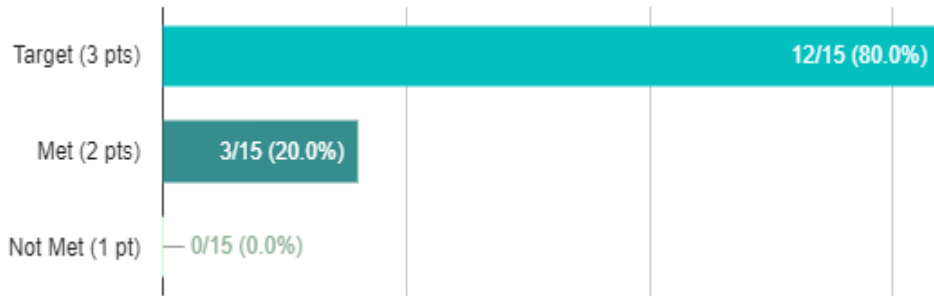
Uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities in planning of lessons with differentiated instruction CEC 1.2

average score: 2.87



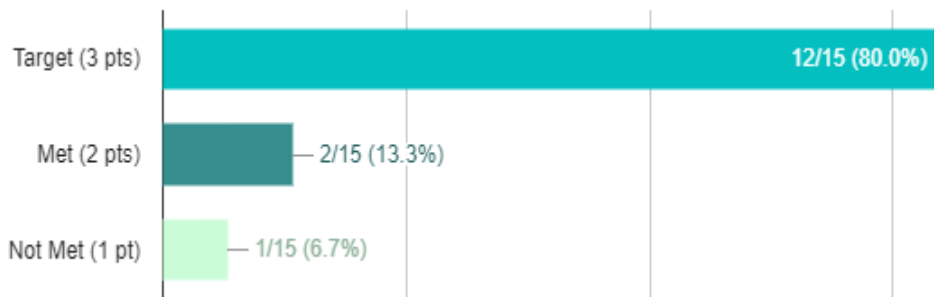
[b]Uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities in planning of lessons with differentiated instruction CEC 1.2[/b][br][br] Understands the central concepts, structures of the discipline, and tools of inquiry in the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities in the development and implementation of lessons and activities CEC 3.1

average score: 2.80



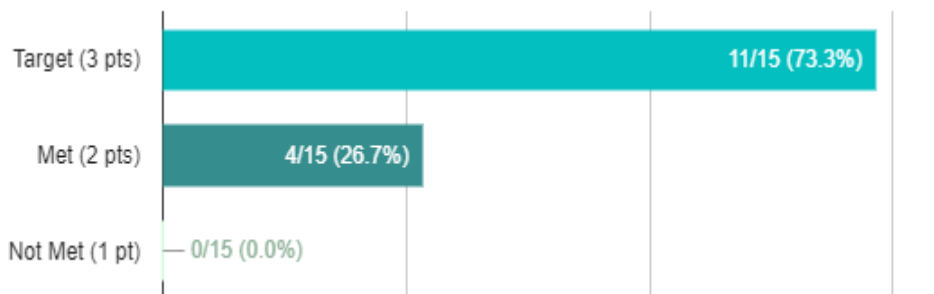
Understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities in the development and implementation of lessons and activities CEC 3.2

average score: 2.73



Modifies general and specialized curricula to make them accessible to students with individuals with exceptionalities in all lessons and activities CEC 3.3

average score: 2.73



[b]Standard 5: Instructional Planning & Strategies[/b][br][br] Considers and individual's abilities, interests, learning environments, and cultural

and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities CEC 5.1

average score: 2.80



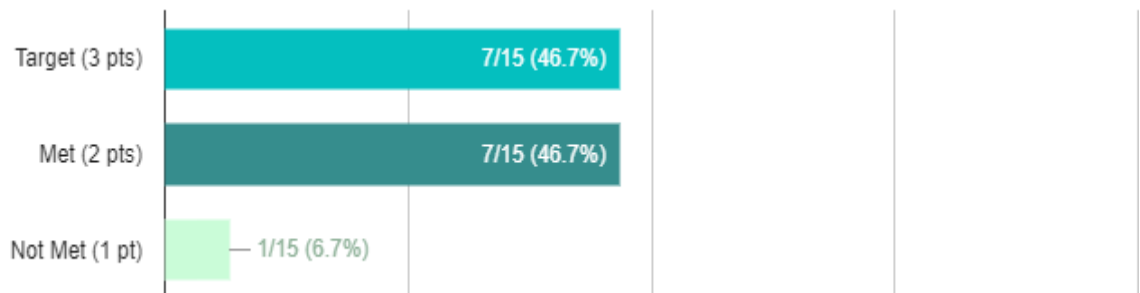
Uses technologies to support instructional assessment, planning and delivery for individuals with exceptionalities CEC 5.2

average score: 3.00



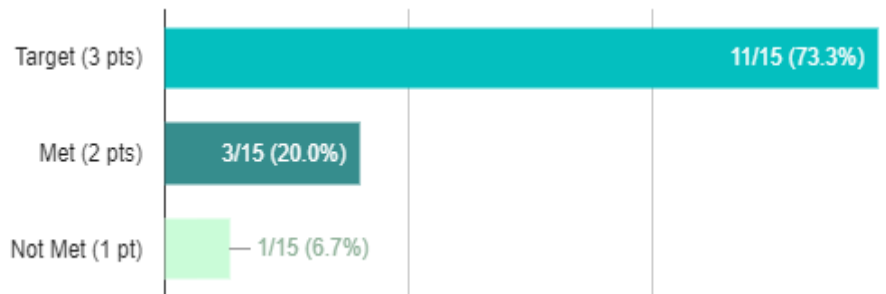
Is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities CEC 5.3

average score: 2.40



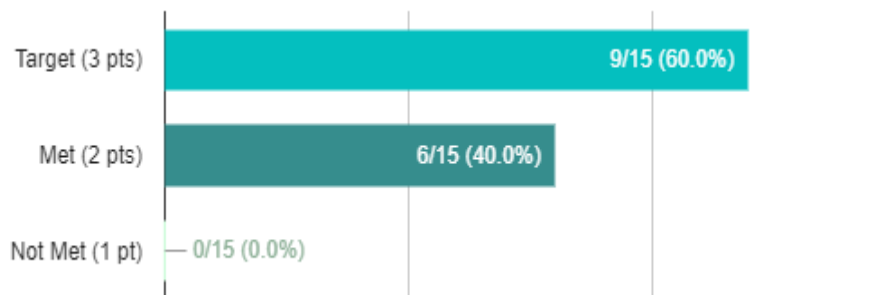
Uses strategies to enhance language development and communication skills of individuals with exceptionalities in lessons and activities CEC 5.4

average score: 2.67



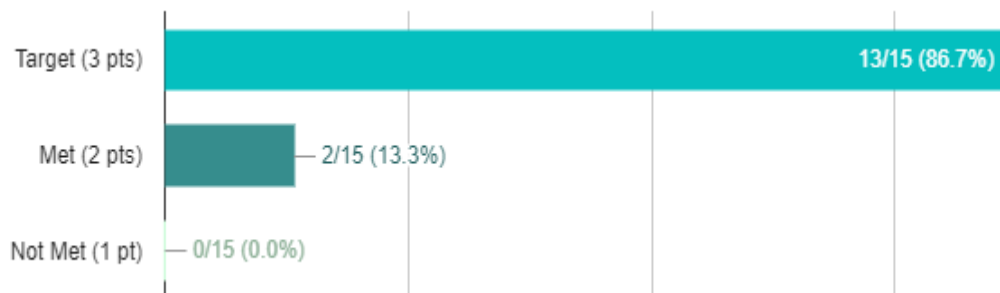
Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams CEC 5.5

average score: 2.60



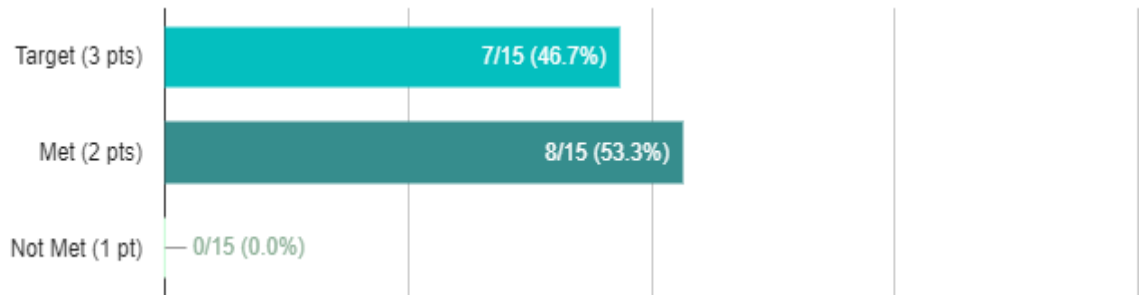
Teaches to mastery and promotes generalization of learning in the planning of curricular units CEC 5.6

average score: 2.87



Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities CEC 5.7

average score: 2.47



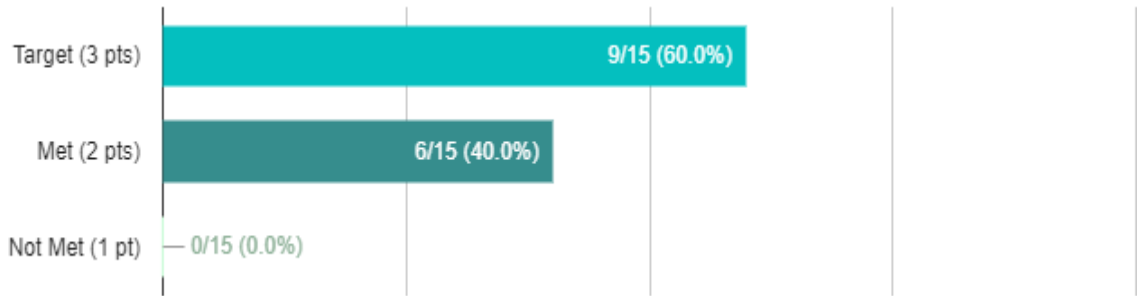
[b]Standard 7: Collaboration[/b][br][br] Uses the theory and elements of effective collaboration in interactions with the cooperating teacher, paraprofessionals, clinical faculty, school administrators, and other students CEC 7.1

average score: 2.67



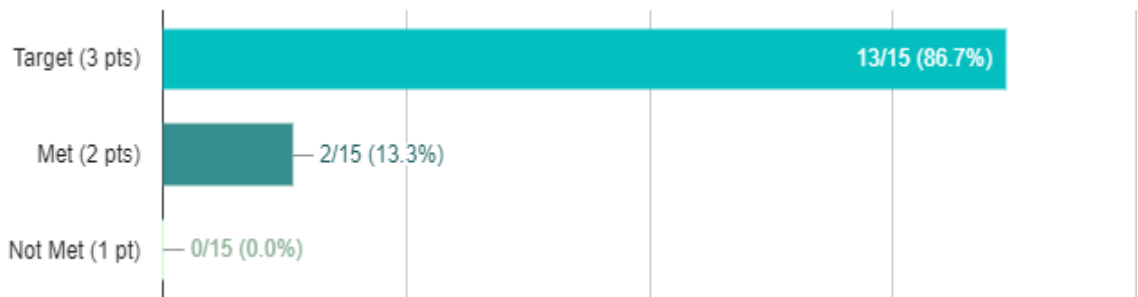
Serves as a collaborative resource to colleagues in the practicum school, by demonstrating current research-based practices and educational technology CEC 7.2

average score: 2.60



Uses collaboration to promote the well-being of individual with exceptionalities across a wide range of settings and collaborators throughout the student teaching experiences CEC 7.3

average score: 2.87



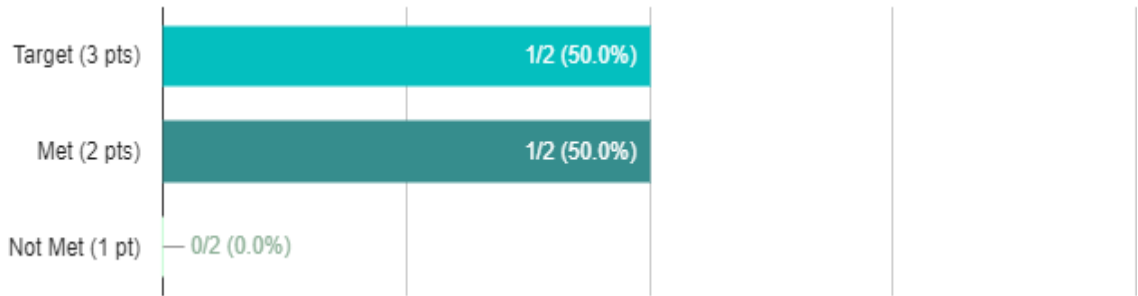
ACTFL - SPA Addendum

average score: 8.50 | lowest score: 8 | highest score: 9



1. Demonstrate a high level of proficiency in the target language in the classroom. ACTFL: 1a

average score: 2.50



2. Instructional practice reflects articulated program models and includes planned activities to allow exploration of the target-language, cultural practices, products, and/or perspectives in an integrated way. ACTFL: 2.a, 3.b, 4.b

average score: 3.00



3. Demonstrate an understanding of the value and role of literary and cultural texts and use them to help students explore the perspectives of the target culture; ACTFL: 2.b

average score: 3.00



average score: 83.00 | lowest score: 83 | highest score: 83



[b]I. Content Knowledge[/b][br][br] A. Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts and connections within and among mathematical domains. NCTM: 1.a

average score: 3.00



[b]II. Mathematical Practices[/b][br][br] A. Promotes the development of critical and creative thinking, fostering of conceptual understanding, and the use of a variety of problem-solving strategies when solving problems confronted within the field of mathematics and other contents. NCTM: 2.a

average score: 3.00



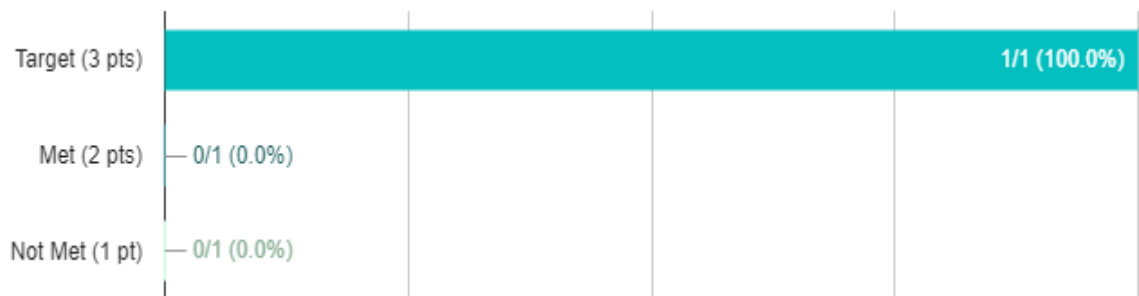
B. Demonstrates a commitment to fostering the NCTM Mathematical Practices throughout their short and long term planning: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, look for and make use of structure, use multiple representations to model and describe mathematics, and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others. NCTM: 2.b

average score: 3.00



C. Formulate, represent, analyze, and interpret mathematical models derived from real-world- contexts or mathematical problems. NCTM: 2.c

average score: 3.00



D. Organize mathematical thinking and the use of language of mathematics to express ideas precisely, both orally and in writing. NCTM: 2.d

average score: 3.00



E. Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world-contexts. NCTM: 2.e

average score: 3.00



F. Model how the development of how mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem-solving reasoning, communicating, connecting, and representing. NCTM: 2.f

average score: 3.00



[b]III. Content Pedagogy and the Fostering of Communication[/b][br][br] A. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. NCTM: 3.a

average score: 3.00



B. Analyze and consider research in planning for and leading students in rich mathematical experiences. NCTM: 3.b

average score: 2.00



C. Plans lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. NCTM: 3.c

average score: 3.00



D. Provides students with opportunities to communicate about mathematics and make connections among mathematical domains, other content areas, everyday life, and the workplace. NCTM: 3.d

average score: 3.00



E. Selects high-quality tasks, guides mathematical discussions, identifies key mathematical ideas, identifies and addresses student misconceptions, and employs a range of questioning strategies.

NCTM:3.e

average score: 3.00



F. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. NCTM: 3.f

average score: 3.00



G. Monitor student progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments. NCTM:3.g

average score: 3.00



H. Uses instructional time effectively

average score: 3.00



[b]IV. Mathematical Learning Environment and Dispositions[/b][br][br]

A. Exhibits knowledge of adolescent learning, development, and behavior and demonstrates a positive disposition toward mathematical processes and learning. NCTM: 4.a

average score: 3.00



B. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. NCTM:4.b

average score: 3.00



C. Incorporate knowledge of cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to engage and motivate students. NCTM: 4.c

average score: 3.00



D. Demonstrate equitable and ethical treatment of and high expectations for all students. NCTM:4.d

average score: 3.00



E. Select and use instructional tools such as: manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g. graphing tools, interactive geometry software, computer algebra systems and statistical packages) and make sound decisions about when such tools enhance learning and teaching. NCTM:4.e

average score: 3.00



F. Identifies appropriate learner outcomes that are measurable and that aligns with state standards.

average score: 3.00



G. Learner outcomes and procedures are achieved in the identified time framework.

average score: 3.00



H. Provides effective and appropriate support for all learners.

average score: 3.00



I. Provides appropriate feedback to facilitate learner engagement and achievement.

average score: 3.00



J. Provides ample teacher modeling and guided practice to ensure differentiated learning for all students.

average score: 3.00



K. Indicates appropriate modifications/adaptations for students of diversity based on the demonstrated needs of all learners.

average score: 3.00



L. Provides ample opportunities for student self-reflection.

average score: 3.00



M. Demonstrates daily, weekly, and long-range planning skills.

average score: 3.00



NCTM Standards V-VII - SPA Addendum

average score: 51.00 | lowest score: 51 | highest score: 51



[b]V. Impact on Student Learning[/b][br][br] A. Constructs, administers, and interprets appropriate valid pre/post assessments and uses information to guide instruction for all learners. NCTM:5.a

average score: 3.00



B. Provides evidence of student learning of the CCSS for mathematics.

average score: 3.00



C. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and [b]determine[/b] the extent to which students' mathematical proficiencies have increased as a result of their instruction. NCTM:5.c

average score: 3.00



[b]VI. Professional Knowledge and Skills[/b][br][br] A. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM:6.a

average score: 3.00



B. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice and involve colleagues, other school professionals, families, and various stakeholders advancing their development as a reflective practitioner. NCTM:6.b

average score: 3.00



C. Utilize resources from professional mathematics organizations such as print, digital and virtual resources/collections. NCTM:6.c

average score: 3.00



D. Demonstrates knowledge of and positive disposition toward the NJPTS & D.

average score: 3.00



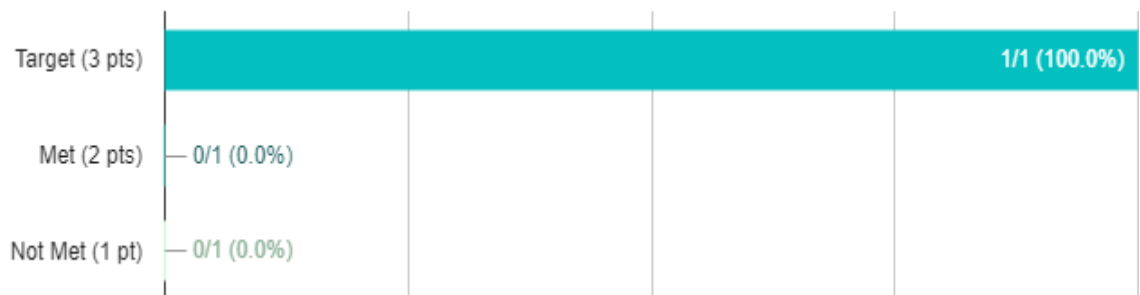
E. Models legible hand-writing.

average score: 3.00



F. Uses written and spoken standard-English proficiently.

average score: 3.00



G. Articulates logical and sequential directions.

average score: 3.00



H. Maintains a professional appearance and demeanor.

average score: 3.00



I. Meets expectations regarding attendance, punctuality, assumption of responsibility, and initiative.

average score: 3.00



J. Cooperates with university personnel.

average score: 3.00



K. Demonstrates an ability to respond in a mature and professional manner.

average score: 3.00



L. Responds positively to constructive criticism and feedback.

average score: 3.00



[b]VII. Field Experiences and Clinical Practice[/b][br][br] A. Experience full-clinical practice in secondary mathematics that is supervised by a highly-qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge-base. NCTM:7.b

average score: 3.00



B. Examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics by observing and analyzing a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment. NCTM: 7.c

average score: 3.00



NAEYC - SPA Addendum

average score: 14.00 | lowest score: 12 | highest score: 15



A. Demonstrates an understanding of young children's characteristics, needs, and development. NAEYC: 1a, 1b, 1c

average score: 3.00



B. Is able to utilize developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children, ages 3-8. NAEYC: 1c, 4a, 4b, 4c, 4d

average score: 2.75



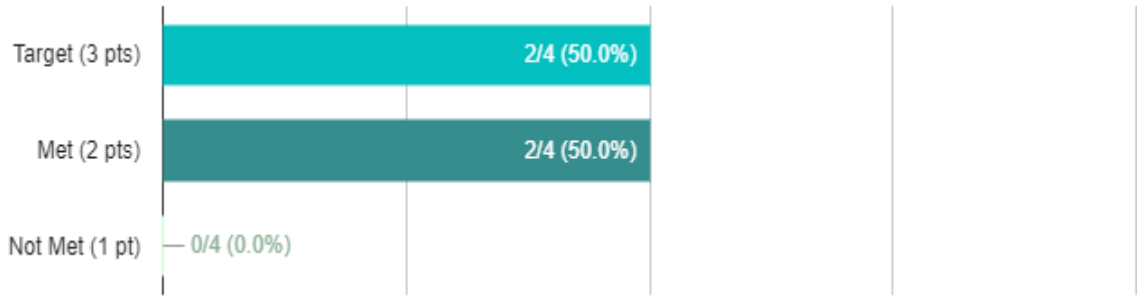
C. Demonstrates and exhibits an understanding of effective assessment tools, assessment partnerships, approaches, strategies, and materials for early childhood children. NAEYC: 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d

average score: 2.75



D. Exhibits appropriate dispositions and ethical standards as well as utilizes reflection and collaboration in the early childhood profession. NAEYC: 4a, 5b, 5c, 5d, 5e

average score: 2.50



E. Demonstrates knowledge and understanding of family and community characteristics when conveying information to parents through appropriate channels. NAEYC: 2a, 2b, 2c

average score: 3.00



NCSS - SPA Addendum

average score: 36.00 | lowest score: 36 | highest score: 36



[b]VI. NCSS Thematic Standards and NJCCCS Assessment[/b][br][br] A. Social Studies candidate demonstrates an understanding of and ability to apply NCSS thematic content standards 1.1 – 1.3, 1.5 – 1.7, and 1.9 to planning, instruction, and student assessment regarding

average score: 3.00



B. Social Studies candidate correctly identifies and uses correct NJCCCS in social studies (6.1 – 6.6) in Teacher Work Samples and all individual lesson plans and in other documents used to facilitate planning, instruction, and student assessment.

average score: 3.00



1.1 NCSS Theme I Culture and Cultural Diversity
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.
Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically

appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning

average score: 3.00



Evidence in teaching

average score: 3.00



1.2 NCSS Theme II Time, Continuity and Change
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time continuity and change.
Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past?

How has the world changed and how might it change in the future?
Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

average score: 3.00



Evidence in teaching

average score: 3.00



1.3 NCSS Theme III People, Places and Environments
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.
Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the

knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

average score: 3.00



Evidence in teaching

average score: 3.00



1.4 NCSS Theme IV Individual Human Development and Identity Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. *Description: Personal identity is*

shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

average score: 3.00



Evidence in teaching

average score: 3.00



1.5 NCSS Theme V Individuals, Groups and Institutions
Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.

[i]Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.[/i][br][br]Evidence in planning

average score: 3.00



Evidence in teaching

average score: 3.00



1.6 NCSS Theme VI Power, Authority, and Governance

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning

average score: 3.00



Evidence in teaching

average score: 3.00



[b]1.7 NCSS Theme VII Production, Distribution, Consumption[/b][br][br] Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.[br][br]

[i]Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.[/i][br][br]

Evidence in planning

average score: 3.00



Evidence in teaching

average score: 3.00



1.8 NCSS Theme VIII Science, Technology, Society

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning



Evidence in teaching



[b]1.9 NCSS Theme IX Global Connections and Interdependence[/b][br/>
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.[br/>
Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the

natural and physical sciences and the humanities.
Evidence in planning

average score: 3.00



Evidence in teaching

1.10 NCSS Theme X Civic Ideals and Practices
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.
Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.
Evidence in planning

average score: 3.00



Evidence in teaching

average score: 3.00

