

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Title II Teacher Quality Enhancement Grant
 Spring 2004 Student Teaching Evaluation Pilot Study

STUDENT TEACHER FEEDBACK SURVEY

Please complete and mail this survey upon completion of the final student teaching evaluation and no later than May 15, 2004, to:

Georgette Nemr
 Connecticut State Department of Education
 P.O. Box 150471 - Room 243
 Hartford, Connecticut 06115-0471

Student Teacher's Name: _____

University (check one box): Fairfield Sacred Heart UNH UCONN WCSU

1. Demographic Information:

Gender	Ethnicity	Teacher Preparation Level	Area of Certification or Endorsement (Please write in)
<input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Asian American <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American <input type="checkbox"/> White <input type="checkbox"/> Other _____ (please specify)	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Post-Baccalaureate (not leading to a master's) <input type="checkbox"/> Graduate/MAT program	

For each statement below, please indicate your level of agreement by circling one rating:

	RATINGS			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Using the new Student Teaching Evaluation Rubric (hereafter referred to as "ST rubric") was helpful to me in understanding the skills I needed to demonstrate.	4	3	2	1
2. The proficiency levels of the rubric statements (1, 2, 3) were clear and helpful in distinguishing at which level I was performing.	4	3	2	1
3. I had sufficient learning opportunities in my preparation program and clinical experiences, prior to student teaching, to demonstrate the planning competencies (#1-3) outlined in the ST rubric.	4	3	2	1
4. I had sufficient learning opportunities in my preparation program and clinical experiences, prior to student teaching, to demonstrate the teaching competencies (#4-12) outlined in the ST rubric.	4	3	2	1
5. I had sufficient learning opportunities in my preparation program and clinical experiences, prior to student teaching, to demonstrate the assessing and adjusting (#13-16) competencies outlined in the ST rubric.	4	3	2	1
6. I had sufficient learning opportunities in my program and in clinical experiences, prior to student teaching, to demonstrate the	4	3	2	1

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Title II Teacher Quality Enhancement Grant
 Spring 2004 Student Teaching Evaluation Pilot Study

STUDENT TEACHER FEEDBACK SURVEY

	<i>RATINGS</i>			
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
professional competencies (#17-20) outlined in the ST rubric.				
7. This ST rubric required me to demonstrate skills that will be essential to my success as a teacher.	4	3	2	1
8. The ST rubric contains competencies and three proficiency levels that are appropriate to student teaching.	4	3	2	1
9. The ST rubric is an important tool for me to use in improving my teaching practice.	4	3	2	1
10. My student teaching performance was measured <u>consistently</u> by my <u>cooperating teacher</u> using the ST rubric.	4	3	2	1
11. My student teaching performance was measured <u>consistently</u> by my <u>university supervisor</u> using the ST rubric.	4	3	2	1
12. The <u>cooperating teacher</u> effectively used the ST rubric to provide formative (developmental) and summative (summary) <u>feedback</u> to help me improve my performance.	4	3	2	1
13. The <u>university supervisor</u> effectively used the CCCT ST rubric to provide formative (developmental) and summative (summary) <u>feedback</u> to help me improve my performance.	4	3	2	1
14. The ST rubric was effectively used by my <u>cooperating teacher</u> to evaluate my teaching skills.	4	3	2	1
15. The ST rubric was effectively used by my <u>university supervisor</u> to evaluate my teaching skills.	4	3	2	1
16. The ST rubric was used to evaluate me <u>during observations</u> of my teaching.	4	3	2	1
17. The ST rubric was used to evaluate me <u>during discussions</u> of my work and my analysis of student learning.	4	3	2	1
18. The ST rubric outlined <u>realistic expectations</u> of me as a student teacher.	4	3	2	1
19. The ST rubric addresses the skills necessary for effective teaching.	4	3	2	1
20. My teacher preparation program (courses and clinical/field experiences) prepared me well for student teaching.	4	3	2	1
21. The ST rubric competencies are aligned with the knowledge, skills and dispositions covered in my teacher preparation program.	4	3	2	1
22. The three proficiency levels on the ST rubric were <u>fair</u> .	4	3	2	1
23. The three proficiency levels of the ST rubric were easy to <u>understand</u> .	4	3	2	1

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Title II Teacher Quality Enhancement Grant
 Spring 2004 Student Teaching Evaluation Pilot Study

STUDENT TEACHER FEEDBACK SURVEY

	<i>RATINGS</i>			
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
24. The three proficiency levels of the ST rubric were easy to <u>apply</u> .	4	3	2	1
25. The three proficiency levels of the ST rubric reflect competencies that would suggest <u>future success or performance</u> as an educator.	4	3	2	1
26. The competencies and three proficiency levels are <u>clearly described</u> .	4	3	2	1
27. I believe that more than one evaluator could come up with the same score for a student teacher when using this rubric to measure performance.	4	3	2	1
28. This ST rubric is appropriate for evaluating all student teacher candidates, regardless of demographic and cultural variables (i.e. age, gender, race/ethnicity)	4	3	2	1
29. I had sufficient opportunity during the student teaching semester to <u>demonstrate each competency</u> as outlined in the ST rubric.	4	3	2	1
30. The major pedagogical knowledge and skills that are taught in my teacher preparation program are reflected in this ST rubric.	4	3	2	1
31. I feel that my scores on the ST rubric accurately reflect my abilities as an educator.	4	3	2	1
32. I used the ST rubric to evaluate and reflect upon my own pedagogical knowledge and skills.	4	3	2	1
33. The rubric requires me to analyze my performance based on PK-12 student learning.	4	3	2	1
34. The rubric requires me to collect and analyze evidence of PK-12 student learning in order to determine my instructional effectiveness.	4	3	2	1
35. The rubric and the proficiency levels indicate that PK-12 student learning is an important factor in measuring the degree to which a student teacher is demonstrating teaching competence.	4	3	2	1

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Title II Teacher Quality Enhancement Grant
Spring 2004 Student Teaching Evaluation Pilot Study

STUDENT TEACHER FEEDBACK SURVEY

Open-ended items. Please answer the following questions by writing your response in the space provided. If you need additional space, please write on the back side of the page.

36. Are there any overall comments or suggestions you would like to make that might improve the student teaching ST rubric for future candidates?
37. Are there competencies in the student teaching ST rubric that need clarification for you? Please identify the competencies that are confusing or unclear and explain why.
38. Are there proficiency statements (1, 2, or 3 level) in the student teaching ST rubric that need clarification for you? Please identify the proficiency statements that are confusing or unclear and explain why.
39. How easy was it to use the ST rubric to describe your performance against the proficiency levels? Please explain.