

Workload Policies

We have two SPS teacher coordinators one of whom is a new hire. At present the workload is three courses per semester for one and one course for the other, but this is expected to resolve itself into two courses per semester for each.

Evaluation Forms

We do not have individual course evaluations forms, but I attach the evaluation forms related to student teaching.

Faculty Data

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Categories for ethnicity:

- 1) Nonresident alien/international, 2) Black non-Hispanic, 3) American Indian or Alaskan Native, 4) Asian or Pacific Islander, 5) Hispanic, 6) White non-Hispanic, 7) race/ethnicity unknown

Status definitions:

Full-time indicates full-time teaching professional education courses and *part-time* indicates part-time teaching professional education courses but the faculty member may teach other types of courses also making them full-time at the university but still part-time for our purposes here.)

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank (Professor, Associate Prof, Assistant Prof, Instructor, Lecturer, or No Rank)	Tenure Track (Tenured or Not tenured but on tenure track or Not on tenure track)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools	Ethnicity (Please use only the categories listed above)	Gender (male, female)	Status Full-time, Part-time, or Adjunct (see definition above)	Full-time faculty only: Number of courses taught in Fall 2009	Full-time faculty only: Number of credit hours taught in Spring 2009
Mary Ellen Hines	Ed.D. Curriculum & Instruction, Northern Illinois University	Mathematics Education Faculty	Associate Professor	Yes	<i>Scholarship:</i> Article: McMahon, M. & Hines, E. Lesson study with preservice teachers. <i>Mathematics Teacher</i> 102 (2008), 186-191. Professional Development Co-leadership: Application of	<i>Recent Experience:</i> Spring 2009: Observed instructional use of various technologies in classrooms of secondary Math teachers at DeKalb High	6	Female	Full-time	2	2

					<p>current research findings with middle school teachers in school-based settings.</p> <p><i>Service:</i> Article reviewer, <i>Journal for Researching in Mathematics Education</i>, summer & fall 2007;</p> <p><i>Mathematics Teaching in the Middle School</i>, summer & fall 2007.</p>	<p>School.</p> <p>Fall 2006: Co-lead Lesson Study with Middle School Mathematics Teachers, Cowherd Middle School, Aurora, IL;</p> <p>Spring 2007: Follow-up interviews.</p> <p>Spring 2007 – Spring 2008: Co-lead Professional Development sessions with Middle School Mathematics Teachers, and conducted classroom visits to observe teaching and interact with students, RESA Middle School, Rockford, Illinois.</p>					
--	--	--	--	--	---	---	--	--	--	--	--

						Illinois Teaching Certification : Type 9, Teaching Mathematics grades 6-12.					
Joseph Iantria	MA, Communication Science, Governors State University	University Supervisor of Student Teachers	Instructor	No	Tutor of high school mathematics	Four years Instructor of Mathematics, Aurora University 32 years teaching mathematics in Hinsdale District 86.	6	Male	Part-time		
Helen Khoury	Ph.D. Mathematics Education, Florida State University	Mathematics Education Faculty	Associate Professor	Yes	<u>Competitive Mathematics and Science Partnership Grant Received:</u> <i>Excellence in the Middle: Enhancing Mathematics Pedagogy with Connections in Science and Engineering.</i> Helen A. Khoury, Principal Investigator, Mary C. Shafer, Co-	(2009-present) Directing a Master's thesis in the department of Mathematical Sciences at NIU, for Ramona Baima, titled: Students' Performance and Reasoning in High School Geometry. As part of my work on	6	Female	Full-time	2	2

					<p>Principal Investigator;</p> <p>Illinois Mathematics and Science Partnership Program, #4936-70-16-019-5430-51, funded by U.S. Department of Education, NCLB, Title II, Part B, \$999,709 (over four years), to Northern Illinois University with Partnering School District Rockford Public Schools #205;</p> <p>Received (in June, 2007) a 4-year one-million dollars grant award for an Illinois Mathematics and Science Partnership project: "Excellence in the Middle: Enhancing mathematical pedagogy with connections to science and</p>	<p>the "Excellence in the Middle" project, I worked and visited with 25 middle school teachers in their classrooms as they implemented in team-teaching environments reform-based lessons.</p> <p>(2005-2007) Directed a doctoral dissertation in the department of Mathematical Sciences at NIU for Phillip Kisunzu, titled: "Teacher Instructional Practices, Student Mathematical Dispositions, and Mathematics Achievem</p>					
--	--	--	--	--	--	---	--	--	--	--	--

					<p>engineering".</p> <p>Received Funding: 2007–Present. FY07 (June – August, 2007) \$72,396 FY08 (Sep. 2007-Aug 2008) \$127,312 FY09 (Sep. 2008-Aug 2009) \$246,972</p> <p>Continued funding expected of about \$250,000 yearly to be awarded for FY 2010 through FY 2011.</p> <p>Research in progress on teachers' content knowledge for teaching mathematics, their teaching practices, mathematical dispositions of teachers and</p>	<p>ts".</p> <p>Co-Chaired in 2006-2007, the Middle School Task Force at NIU, organized by the Provost's Office at NIU.</p> <p>As part of my work on Project REAL (a US-DoE project) during 2004 through 2007, I spent hundreds of hours at RESA middle school in Rockford (the largest urban middle school in Rockford), Illinois, working with their teachers of mathematics and science on professional developmen</p>					
--	--	--	--	--	---	--	--	--	--	--	--

				<p>their students, and on students' mathematical problem solving, reasoning, and knowledge of mathematics within professional development models.</p> <p>Submitted for Publication in research-based journals three articles.</p> <p><u>Professional Papers/Talks/</u> <u>ngs:</u> <u>Attended and Presented during the last three years:</u></p> <p>March, 2009. Attended <i>The U.S. Department of Education Mathematics and Science Partnership Conference</i>, in Chicago, IL.</p> <p>March, 2009. Presented. (with Shafer, M., Hilgert, P., and Downey,</p>	<p>t experiences and working with RESA's middle school students during their mathematics classes.</p>					
--	--	--	--	---	---	--	--	--	--	--

					<p>P.) <i>Effective Professional Development in Middle School Mathematics Education: Sustainability Within and Beyond a PDS</i>, at the annual conference of the National Association for Professional Development Schools, in Daytona Beach, FL.</p> <p>March, 2009. Presented. (with Patty Nugent, Helja A. Crowe, Sherrie Pardieck, Robert Wolffe (from Bradley University), and JoNancy Warren (from Illinois State University) at the National Association of Professional Development Schools Annual Conference: <i>Experiencing PDS</i>, Daytona Beach, FL.</p>						
--	--	--	--	--	---	--	--	--	--	--	--

				<p>April, 2009. Presented. (With H. Blau, and M. Shafer) Excellence in the Middle: Curriculum and Implementatio n, at <i>The U.S. Department of Education Mathematics and Science Partnership Conference</i>, in San Francisco, CA.</p> <p>April, 2009. Attended. <i>The National Council Teachers of Mathematics annual Research Pre-session</i>, in Washington, D.C.</p> <p>January, 2008. Attended <i>The Illinois Mathematics and Science Partnerships Meeting: IMSP Evaluation and Research Design</i>, in Springfield, IL.</p> <p>February, 2008. Attended <i>The</i></p>					
--	--	--	--	---	--	--	--	--	--

					<p><i>U.S. Department of Education Mathematics and Science Partnership Conference, in San Francisco, CA.</i></p> <p>February, 2008. Attended a workshop, at Harvard University, on <i>The use of the LMT instrument to assess middle school teachers' mathematical knowledge,</i> Cambridge, MA.</p> <p>March, 2008. Attended <i>The U.S. Department of Education Mathematics and Science Partnership Conference,</i> in Chicago, IL.</p> <p>March, 2008. Presented. (with Brankin, K., Johnson, M., Picket, J. & Hines, E.)</p>					
--	--	--	--	--	--	--	--	--	--	--

					<p>(April, 2008). <i>Sustaining our professional growth in the mathematics classrooms at RESA</i>. A paper presented at the annual conference of the National Association for Professional Development Schools, in Orlando, Florida.</p> <p>March, 2008. Attended <i>The American Education Research Association annual conference</i>, in New York City, NY.</p> <p>April, 2008. Attended <i>The National Council Teachers of Mathematics annual convention and Research Pre-session</i>, in Salt Lake City, UT.</p> <p>October, 2008. Attended <i>The Illinois Mathematics and Science</i></p>						
--	--	--	--	--	--	--	--	--	--	--	--

					<p><i>Partnerships Meeting: New IMSP Guidelines</i>, in Springfield, IL.</p> <p>In 2007, Presented at national conferences: at the National Association of Professional Development Schools, and at the Association of Teacher Educators (ATE, San Diego, in 2007).</p>						
Raymond Klein	M.A.T. Mathematics Education The University of Chicago	Mathematics Education Faculty	Instructor	No	<p>Conf. Co-chair USACAS4 in Aurora, IL Publicity Committee co-chair NCTM Regional conf. in Chicago, IL Board of Directors MEECAS Board of Directors MMC</p>	<p>Math teacher 1972-97 Niles North H.S. Skokie, IL Math teacher 1975-2005 Glenbard West H.S. Glen Ellyn, IL Math teacher 2005-2006 Illinois Math & Science Academy</p>	6	Male	Part-time		

						Aurora, IL On-going technology workshops for middle and high school teachers for the past 3 years.					
Chris Nelson	MS, Secondary Education, Northern Illinois University	University Supevisor of Student Teachers	Instructor	No	Member of Board of Regents at Concordia University, Chicago Participated as a co-leader presenting seminars for student teachers at NIV. Participated as co-leader presenting seminars for students teachers at National Louis University.	1999 - current Supervising student teachers at NIU and NLU 1999 – current Adjunct Faculty in the math department at Benedictine University. 1974 – June 2007 Adjunct Faculty in the math department at Waubonsee Community College 1999 – 2005 Supervised student	6	Male	Part-time		

						<p>teachers at Aurora University.</p> <p>1962 – 1999 Math Instructor, Math Department Chair, Head Basketball Coach, Athletic Director, various extra-curricular leadership roles in 9-12 high schools including Altamont, Sandwich, Oswego, & Yorkville, Illinois.</p>					
Patricia Reisdorf	MS+82, Mathematics Curriculum & Instruction, University of Wisconsin-Madison	Teacher Certification Coordinator	Support Professional Staff	No	(1) Texas Instruments Grant for NIU Mathematics Education Pre-Service Teachers; includes Technology hardware, software & professional development in Technology & Mathematics Education (2) Wrote	22 years experience high school mathematics teaching, includes 3 years teaching ELL/ESL students; 11 years administrative experience as K-12 Mathematics Curriculum	6	Female	Full-time	0	0

					successful grant for D303 Blackboard Professional Development, K-12 District Training & Implementation (3) Vice President Education, Fox Valley Toastmasters	Coordinator, developing & providing 500+ hours of professional development inservices, courses & workshops; grant-writing coach & mentor for \$750,000+ in successful K-12 grants; initiated middle school math camps for at-risk students					
Mary Shafer	Ph.D. Mathematics Education, University of Wisconsin-Madison	Mathematics Education Faculty	Associate Professor	Yes	<i>Publications:</i> Romberg, Thomas A., & Shafer, Mary C. (Eds.). (2008). <i>The impact of reform instruction on student mathematics achievement: An example of a summative evaluation of a standards-based curriculum</i> (contract signed with	<i>RECENT:</i> Currently working with middle school mathematics teachers and administrators in Rockford Public Schools #205 as part of a grant funded by NCLB, Title II, Part B, U.S.	6	Female	Full-time	2	On sabbatical leave

					<p>Routledge Publishers)</p> <p>Shafer, Mary C., & Hill, Annette. (2006). <i>Relating classroom interaction to student assessment results</i>. In J. O. Masingila (Ed.), <i>Teachers engaged in research: Inquiry into mathematics practice grades 6-8</i>, 219-246. Greenwich, CT: Information Age/National Council of Teachers of Mathematics.</p> <p><i>Service:</i> Evaluation and Research Board for the Learning Partnership, Board Member</p>	<p>Department of Education through the Illinois State Board of Education</p> <p><i>PAST:</i></p> <p>Worked with middle school teachers and administrators in four school districts as part of two grants funded by the National Science Foundation, 5 years</p> <p>High school mathematics teacher, Diocese of Gary School District, Andrean High School, Merrillville, IN, 6 years</p> <p>Elementary school teacher specializing in junior high school mathematics</p>					
--	--	--	--	--	--	---	--	--	--	--	--

						<p>s and science, Diocese of Gary School District, Saint Bridget School, Hobart, IN, 5 years</p> <p>Elementary school teacher specializing in junior high school mathematics, Diocese of Gary School District, St. Mark School, Gary, IN, 4 years</p> <p>Elementary school teacher, Hanover Community School District, Jane Ball School, Cedar Lake, IN, 1 year</p>					
Cynthia Stecher	MS in Mathematics, Northwestern University	Teacher Certification Coordinator	Supported Professional Staff	No	Chief Proof Reader for ICTM State Math Contest Questions 2004-2009.	University Supervisor for Student Teachers in Fall 2005, Spring	6	Female	Full-time	1	1

					<p>Member of the ICTM State Math Contest Committee 2004-2009</p> <p>Reviewer for articles submitted for publication for NCTM's publication "Mathematics Teacher" 2004-2009</p>	<p>2006, Fall 2006, and Fall 2008.</p> <p>Visited 100 certification candidate (each once) during their MATH 401 clinical experience to verify each candidate was ready to start student teaching.</p> <p>TEACHING EXPERIENCE:</p> <p>1970-1983 taught math at Naperville North H.S. in Naperville, IL</p> <p>1968-1970 taught math at Evanston Township H.S. in Evanston, IL.</p>					
Diana Steele	Ph.D. Mathematics Education, University	Mathematics Education Faculty	Professor	Yes	ARTICLES: Steele, Diana F. (2008).	Public school teacher for 13 years,	6	Female	Full-time	On leave of absence	2

	of Florida-Gainesville				<p>Seventh-grade students' representations for pictorial growth and change problems. (ZDM) <i>Zentralblatt fur Didaktik der Mathematik: The International Journal on Mathematics Education</i>, 40, 97-110.</p> <p>Steele, Diana F., Levin, Amy K., Blecksmith, Richard, & Shahverdian, Jill. (2008). Women in calculus: The effects of a supportive setting. <i>Journal of College Reading and Learning</i>, 39, 7-24.</p> <p>Steele, Diana F. (2007). Understanding students' problem-solving knowledge through their writing.</p>	<p>West Virginia.</p> <p>Conducted workshops with teachers in Lincoln, Nebraska; Wheaton, Illinois; West Chicago, Illinois; and DeKalb, Illinois in the past 10 years.</p> <p>Taught two College Within a College courses for DeKalb School District in the past 10 years.</p> <p>Co-PI on four Eisenhower Development grants for teachers in the past 10 years.</p>					
--	------------------------	--	--	--	--	--	--	--	--	--	--

				<p><i>Mathematics Teaching in the Middle School</i>, 13, 102-109.</p> <p>PROFESSIONAL DEVELOPMENT:</p> <p>In 2009 my article, "Assessment in Action: Mrs. Grant's Measurement Unit," was chosen as NCTM to put on the website as a way to use a journal article for professional development of K-8 teachers. This article originally was published in <i>Mathematics Teaching in the Middle School</i> in 2002.</p> <p>In 2008 my article "Learning Mathematical Language in the Zone of Proximal Development,:"</p>							
--	--	--	--	---	--	--	--	--	--	--	--

					originally published in <i>Teaching Children Mathematics</i> , was chosen as the first article to appear in the book published by NCTM, <i>Getting in to the Mathematics Conversation</i> . This book was published to demonstrate how research on teaching and learning can be used in real-life classrooms.						
Elaine B. Stefanos	Masters in Education Northern Illinois University	University Supervisor of Student Teachers	Instructor	No		Taught for 33 years and has continued to teach for District 86 as a long term substitute.	6	Female	Part-time		
Leslie Trautvetter	MS, Educational Administration, Northern Illinois University	University Supervisor of Student Teachers	Instructor	No	Attended and participated in many seminars working I with student teachers. Worked with Project Real in the Rockford	Taught Math at Kishwaukee College for the past 9 years. Taught the higher level Math at	6	Male	Part-time		

					Schools for 2 and ½ years.	<p>Malta High School for 6 year. I have been teaching Math for 47 years.</p> <p>Retired from the public schools 15 years ago</p> <p>Taught math and physics for 6 years at Orion High School</p> <p>Taught math and science at Huntley Middle School for 26 years and was the asst. Principal for 3 years.</p>					
Rich Wyllie	Ed.D, Curriculum & Instruction – Secondary Education, Northern Illinois University	University Supervisor of Student Teachers	Instructor	No	<p>Treasurer, IL Council of Teachers of Math (ICTM)</p> <p>Evaluator for major grant involving middle school mathematics</p>	<p>Supervised student teachers.</p> <p>32 years teaching Math in District 99, high school district in Downers Grove.</p>	6	Male	Part-time		

						13 years teaching Math at North Central College in Naperville, IL.					
Alan Zollman	Ph.D. Mathematics Education, Indiana University	Mathematics Education Faculty	Associate Professor	Yes	Cappetta, R.W., & Zollman, A. (in press). Creating a Discourse-Rich Classroom on the Concept of Limits in Calculus: Initiating Shifts in Discourse to Promote Reflective Abstraction. In Knott, L., (Ed.) <i>The Role of Mathematics Discourse in Producing Leaders of Discourse</i> . (pp. 17-39). Charlotte, NC: Information Age Publishing. Zollman, A. (2007). Revisiting The Needs Of The Gifted Mathematics	Seventy-three national presentations on methods of teaching mathematics in the states of AL, AZ, CA, CO, CT, FL, GA, IL, IN, KS, KY, MA, MD, MI, MN, MO, NC, NJ, NM, NV, NY, OH, OK, PA, RI, SC, TN, TX, VA, and WI, for approximately 15,000 middle school teachers and administrators. Fifty-three presentations on mathematics for state	6	Male	Full-time	3	3

					<p>Students: Are Students Surviving Or Thriving? <i>Mediterranean Journal for Research in Mathematics Education</i> 6 (1&2), 139-147.</p> <p><i>President of School Science and Mathematics Association, 2008- (Chartered in 1901, SSMA is one of the oldest international educational association dedicated to improving instruction in science and mathematics.)</i></p>	<p>education associations meetings of Illinois, Michigan, Ohio, Kentucky, Indiana, Pennsylvania, and Wyoming</p> <p>Twenty conference keynote addresses. Twenty preservice workshops on mathematical manipulatives and tools at Northern Illinois University</p> <p>Forty inservice presentations & workshops on elementary, middle, and high school mathematics education and computer education</p> <p>Sixty inservices</p>						
--	--	--	--	--	--	---	--	--	--	--	--	--

						working as a mathematics education consultant for school systems						
						2 years high school mathematics teacher in Ghana, West Africa						
						1 year middle school mathematics teacher in Indiana.						

NORTHERN ILLINOIS UNIVERSITY
College of Liberal Arts & Sciences - Department of Mathematical Sciences
Mid-Term Evaluation of Student Teacher Performance by Cooperating Teacher

Student's Name _____
 School Name _____ Grade Levels Taught _____
 Specific Courses Taught (include academic level) _____

Place an **X** under the rating that indicates your appraisal of the student teacher in each of the categories listed. [Note: 9 = Outstanding student teacher, 10 = Exemplary s. t., and Insufficient Evidence means too little basis for rating] **Please attach a narrative evaluation of the student teacher's performance indicating areas of strength and areas in need of improvement with suggestions to make improvements.**

(Poor) (Satisfactory) (Outstanding)
 1 2 3 4 5 6 7 8 9 10 IE

A. GENERAL AND CONTENT MASTERY

1. Effectively used general knowledge in all professional duties
2. Effectively used content knowledge in teaching decisions

B. PLANNING SKILLS

1. Stated clear performance-based objectives that articulated with course goals.
2. Made subject content meaningful to students
3. Planned lessons that were well paced, logically sequenced & focused
4. Integrated a variety of instructional techniques
5. Measured students' on-going & cumulative learning in lessons

C. INSTRUCTIONAL SKILLS

1. Set & kept deadlines that were concrete, clear & reasonable
2. Engaged students in higher-order learning tasks
3. Observed & appropriately responded to student signals
4. Gave individual students frequent positive feedback
5. Used checks for understanding to measure on-going learning

D. ASSESSMENT

1. Integrated assessment and instruction
2. Changed plans & teaching methods to respond to measured on-going learning
3. Used a variety of assessment methods

E. MANAGEMENT SKILLS

1. Created & maintained a productive, respectful & positive learning environment
2. Enforced clear & reasonable behavioral expectations
3. Kept students focused during classroom activities
4. Managed student behavior consistently & professionally

F. PROFESSIONALISM

1. Performed duties promptly & professionally
2. Behaved professionally with students, colleagues & parents
3. Demonstrated continuing professional growth

Cooperating Teacher's Signature _____ Date _____

Student Teacher's Signature (I have read the evaluation.) _____ Date _____

Narrative for Midterm Evaluation for Student Teaching

(May be Handwritten)

Please evaluate the student teacher's present performance, indicating areas of strength and areas in need of improvement with suggestions to make improvements.

Student Name _____ Class _____

Lesson Topic _____ Date _____ Cooperating Teacher _____

Note: Please complete this sheet for at least four lessons taught by your student teacher (evenly spread over the course of the student teaching experience). Share this evaluation with your student teacher. Thank you.

For each category, please assign one of the following ratings:

“1” = “in need of improvement”. If you assign a “1” to a category, please give specific comments for improvement

“2” = “meets expectations (see evaluation rubric in Section VII of S.T. Handbook)” at this stage of pre-service development

“3” = “exceeds expectations (see evaluation rubric) of performance” at this stage of pre-service development. Please explain why your student teacher exceeds the expectations.

“0” = “not observed in this lesson”

Lesson Preparation:

- ___ Provided clear & realistic objectives that connected new lesson to previous learning
- ___ Included an introductory activity that motivated the topic and/or reviewed pre-requisite knowledge
- ___ Activities that developed the topic were focused on objectives, logically sequenced and well paced
- ___ Activities were student centered & provided chances for student feedback as “checks for understanding”
- ___ Lesson addressed the diverse learning styles of students with variety of instructional methods
- ___ Lesson contained multiple representations of the topic & motivating applications
- ___ Examples were sequenced to give students confidence & to provide informal assessment
- ___ Closing activity summarized lesson & assessed students’ meeting of the lesson’s objective

Comments on above ratings: _____

Implementation of Lesson:

- ___ Followed the lesson plan
- ___ Made students aware of the lesson’s objective at beginning of lesson
- ___ Motivated the students as to the importance of this lesson in the opening activity
- ___ Made smooth transition between different parts of the lesson
- ___ Connected new lesson to previous knowledge
- ___ Used correct terminology that was appropriate for students’ age and developmental level
- ___ Used accurate and detailed mathematics throughout the lesson
- ___ Effectively solicited feedback from individual students throughout lesson by asking pre-planned questions
- ___ Consistently made eye contact with students (class and individual students)
- ___ Adjusted lesson (inc. examples & pacing) according to student feedback
- ___ Provided students with chances for practice & moved among students to check progress
- ___ During closing activity gained feedback from maximum number of students as to their progress toward objective

Comments on above ratings: _____

Professionalism:

- ___ Interacted with students in a professional manner
- ___ Dressed professionally
- ___ Showed enthusiasm for the students’ learning and for the mathematics being taught
- ___ Handled any disruptions professionally

Comments on above ratings: _____

D. ASSESSMENT

1. Integrated assessment and instruction

2. Changed plans & teaching methods to respond to measured on-going learning

3. Used a variety of assessment methods

E. MANAGEMENT SKILLS

1. Created & maintained a productive, respectful & positive learning environment

2. Enforced clear & reasonable behavioral expectations

3. Kept students focused during classroom activities

4. Managed student behavior consistently & professionally

F. PROFESSIONALISM

1. Performed duties promptly & professionally

2. Behaved professionally with students, colleagues & parents

3. Demonstrated continuing professional growth

Explanation of any rankings of 8 or above and any rankings of 4 or below with suggestions for these categories:

NORTHERN ILLINOIS UNIVERSITY
College of Liberal Arts & Sciences - Department of Mathematical Sciences
EVALUATION OF STUDENT TEACHER PERFORMANCE

Student's Name _____
 School Name _____ Dates Taught _____
 School Address _____ Grade Levels Taught _____
 Specific Courses Taught (include academic level) _____

Place an **X** under the rating that indicates your appraisal of the student teacher in each of the categories listed. **Please attach a narrative evaluation of the student teacher's performance.** [9 = outstanding student teacher, 10 = exemplary s. t.]

(Poor) (Satisfactory) (Outstanding)

A. GENERAL AND CONTENT MASTERY

1. Effectively used general knowledge in all professional duties
2. Effectively used content knowledge in teaching decisions

	1	2	3	4	5	6	7	8	9	10
1.										
2.										

B. PLANNING SKILLS

1. Stated clear performance-based objectives that articulated with course goals.
2. Made subject content meaningful to students
3. Planned lessons that were well paced, logically sequenced & focused
4. Integrated a variety of instructional techniques
5. Measured students' on-going & cumulative learning in lessons

1.										
2.										
3.										
4.										
5.										

C. INSTRUCTIONAL SKILLS

1. Set & kept deadlines that were concrete, clear & reasonable
2. Engaged students in higher-order learning tasks
3. Observed & appropriately responded to student signals
4. Gave individual students frequent positive feedback
5. Used checks for understanding to measure on-going learning

1.										
2.										
3.										
4.										
5.										

D. ASSESSMENT

1. Integrated assessment and instruction
2. Changed plans & teaching methods to respond to measured on-going learning
3. Used a variety of assessment methods

1.										
2.										
3.										

E. MANAGEMENT SKILLS

1. Created & maintained a productive, respectful & positive learning environment
2. Enforced clear & reasonable behavioral expectations
3. Kept students focused during classroom activities
4. Managed student behavior consistently & professionally

1.										
2.										
3.										
4.										

F. PROFESSIONALISM

1. Performed duties promptly & professionally
2. Behaved professionally with students, colleagues & parents
3. Demonstrated continuing professional growth

1.										
2.										
3.										

Cooperating Teacher _____

Printed Name _____

Please check one: _____

University Supervisor _____

Signature _____

Date _____

Phone number (optional) _____

NORTHERN ILLINOIS UNIVERSITY
College of Liberal Arts & Sciences - Department of Mathematical Sciences
EVALUATION OF STUDENT TEACHER PERFORMANCE

Student's Name _____
School Name _____ Dates Taught _____
School Address _____ Grade Levels Taught _____
Specific Courses Taught (include academic level) _____

Please explain the ratings given as well as other strengths and weaknesses. Please indicate if any weakness is due to inexperience or might be a continuing problem. Comments addressing the following attributes of the student teacher would be helpful: (1) organization and lesson planning; (2) level of mathematical content knowledge & the ability to apply this knowledge to exploring connections within mathematics and with other subject areas; (3) use of mathematical discussions and a variety of activities to involve and to assess students in problem solving, communicating, making connections, reasoning and working with multiple representations; (4) methods used to create and maintain a positive, productive & mutually respectful learning environment; and (5) growth as a professional & reflective educator throughout the course of the student teaching experience. **Note: Any ranking below 5 or a ranking of 10 needs to be explained in this narrative.**

Printed Name _____ Please check one: _____
Cooperating Teacher _____
University Supervisor _____

Signature _____ Date _____ Phone number (optional) _____