

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>Essay on dispositions</b>  Responsible Person: AEM Coordinator  Time of Submission: Application to Teacher Education Program	Poorly organized essay. No awareness of the teaching dispositions needed by an educator. No indication that there is a desire to teach secondary mathematics. The essay contains inappropriate material.	Clear, organized essay that demonstrates some of the essential dispositions needed as an educator and indicates a desire to teach secondary mathematics. The essay may contain some minor spelling and/or grammatical errors.	Exceptionally well written and logically organized essay that demonstrates a deep understanding of the essential dispositions needed as an educator and indicates a strong desire to teach secondary mathematics. The essay is free of spelling, syntax, and grammatical errors.
<b>Sample fieldwork assignment</b>  Responsible Person: Course Instructor  Time of Submission: AED 392, AED 492	Poorly organized written assignment. Not all objectives in the assignment were addressed. Many spelling or grammatical errors.	Clear, organized written assignment with complete and coherent explanations. The assignment may contain some minor spelling and/or grammatical errors.	Exceptionally well written and logically organized written assignment that draws insights and conclusions from observations. The assignment is free of spelling, syntax, and grammatical errors.
<b>Artifacts which demonstrate planning for instruction (e.g. lesson plan)</b>  Responsible Person: Course Instructor  Time of Submission: AED 392, AED 492	The candidate demonstrates inadequate mathematical and/or pedagogical knowledge and skills in developing instructional materials based on the NYS Learning Standards and NCTM Principles and Standards.	The candidate demonstrates adequate mathematical and/or pedagogical knowledge and skills in developing instructional materials based on the NYS Learning Standards and NCTM Principles and Standards.	The candidate demonstrates highly developed mathematical and pedagogical knowledge and skills in developing instructional materials based on the NYS Learning Standards and NCTM Principles and Standards.
<b>Technology lesson plan</b>  Responsible Person: Course Instructor  Time of Submission: AED 392	The candidate developed a lesson plan that integrates no technology or minimal technology (e.g. mentions a web site). The lesson contains no instructions on how to use the technology.	The candidate developed a lesson plan that integrates technology and demonstrated an adequate level of understanding of the use of the technology. The lesson contains minimal instructions on how to use the technology.	The candidate developed a lesson plan that integrates technology and demonstrated superior understanding of the use of the technology. The lesson contains detailed instructions on how to use the technology.
<b>Presentation software</b>  Responsible Person: Course Instructor  Time of Submission: MAT 480, AED 392	The candidate demonstrates little or no understanding of how presentation software should be used to present information effectively (e.g. too much information on one slide, little or no use of graphs, lack of presentation software features in slide show, etc.)	The presentation is organized and presents the content in an appropriate format. The candidate demonstrates understanding of how to use the basic features of presentation software effectively.	The presentation is well organized, creative, and very effective in communicating the content in an appropriate format. The candidate demonstrates understanding of how to use advanced features of presentation software effectively.
<b>Technology content assignment 1 – Technology assignment from a content course</b>  Responsible Person: Course Instructor  Time of Submission: MCS 186, MAT 135, MAT 236, MAT 237, MAT 375, or MAT 446	The candidate does not demonstrate knowledge of the technology used in the assignment.	The candidate demonstrates adequate knowledge of the technology used in the assignment.	The candidate demonstrates thorough knowledge of the technology used in the assignment.

<p><b>Technology content assignment 2 – Technology assignment from a content course different from technology assignment 1</b></p> <p>Responsible Person: Course Instructor</p> <p>Time of Submission: MCS 186, MAT 135, MAT 236, MAT 237, MAT 375, or MAT 446</p>	<p>The candidate does not demonstrate knowledge of the technology used in the assignment.</p>	<p>The candidate demonstrates adequate knowledge of the technology used in the assignment.</p>	<p>The candidate demonstrates thorough knowledge of the technology used in the assignment.</p>
<p><b>Statement of teaching philosophy – Portfolio includes a description of an educational vision that clearly presents the beliefs of the candidate</b></p> <p>Responsible Person: Course Instructor</p> <p>Time of Submission: AED 392</p>	<p>Lacks basic organization or is missing. Lacks relevance, insight, or depth. Essay makes few or no connections to experience or observation. Many spelling or grammatical errors.</p>	<p>Clearly written and organized. Essay is focused and uses examples based on experience or observation. Essay is educationally sound. Few spelling or grammatical errors.</p>	<p>Exceptionally well written and logically organized. Essay is focused and uses examples based on experience or observation. Essay is educationally sound. Essay reflects original or creative thinking and/or in-depth insight into educational issues. No spelling or grammatical errors.</p>
<p><b>Resume – Portfolio includes a resume that clearly presents the education and experience of the candidate</b></p> <p>Responsible Person: AEM Coordinator &amp; FPO</p> <p>Time of Submission: Application for Student Teaching</p>	<p>Resume has several spelling or grammatical errors or the resume is missing or incomplete.</p>	<p>Resume contains the education and experience of the candidate, but the information is not current. Resume is formatted in a way that makes it difficult to identify the key elements.</p>	<p>Resume is current and is free of errors. It clearly presents the education and experience of the candidate.</p>
<p><b>Final portfolio assessment – Advisor’s overall assessment of the artifacts selected for inclusion in the portfolio</b></p> <p>Responsible Person: Advisor</p> <p>Completed: Time of Graduation</p>	<p>The candidate has <u>not</u> completed all components of the portfolio at the <i>Acceptable</i> level or higher.</p> <p>Note: The candidate cannot be approved for graduation.</p>	<p>The candidate has completed all components of the portfolio at either the <i>Acceptable</i> or <i>Target</i> level, but does not satisfy the requirement for the <i>Target</i> level.</p>	<p>The candidate has completed all components of the portfolio with <u>at least six of the nine</u> components at the <i>Target</i> level and the remaining components at the <i>Acceptable</i> level.</p>

Approved by the Mathematics Department: 02/06/07