

Intro

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a midterm evaluation of a student's performance in order to facilitate the student's professional growth as a teaching candidate in the first year of the clinical experience. This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). The following CCCT standards are communicated for your reference. Additionally, the form is aligned to standards in your field as articulated in the displayed rubric.

A. Teachers apply knowledge by:

1. Planning - Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community, and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
2. Instructing - Teachers create a positive learning environment, use effective verbal, nonverbal, and media communication techniques, and create and facilitate instructional opportunities to support students' academic, social, and personal development.
3. Assessing and Adjusting - Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

B. Teachers demonstrate professional responsibility through:

1. Professional and Ethical Practice - Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
2. Reflection and Continuous Learning - Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
3. Leadership and Collaboration - Teachers demonstrate a commitment to their students and a passion for improving their profession.

When you are through reading this page, please click the "next" arrow located at the bottom of this screen.

Directions

There will be a three-way meeting among the student, cooperating teacher, and university supervisor. Student Teacher - Should come prepared with a self-assessment of your own progress. Cooperating Teacher - Should come prepared to discuss the progress of the student. University Supervisor - Will facilitate discussion and reaching of consensus at the meeting in relation to student teacher's scores for each of the standards. The university supervisor will enter student scores electronically into Qualtrics. As part of the three-way meeting, this form, which is in three sections, will be completed. The first section of the form answers some general questions about placement. The second section asks you to indicate a score for the candidate's performance on each standard. The third section requests background information.

For each of the students, the following scale will be used to evaluate the teaching candidate:

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.

2 = Student is making satisfactory progress by making deliberate attempts to address this standard.

1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

N/A = For use only in the mid-term: means "not applicable" because this standard is yet to be covered.

Follow-Up

Within two weeks after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email within two weeks and you have checked your junk mail folder, please contact teachered-surveys@uconn.edu.

Grading

Midterm: A letter grade is not issued on the midterm evaluation, but if a teacher candidate has more than five ratings of "1," the university supervisor and cooperating teacher need to work together with the student to create an Action Plan. Also, Dr. John Zack must be contacted at john.zack@uconn.edu with this information.

Final: Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for a minimum rating of "2" as they seek to meet each standard. On the final, if the teacher candidate has mostly "2's" and five or more "3's," s/he will receive a letter grade of A. If the candidate has predominantly "2's," a grade of A- is awarded. If the candidate has mostly "2's" and three "1's," s/he will receive a B+. If the candidate has four "1's," s/he will receive a grade of B. If there are five or more "1's," the teacher candidate will receive a grade of B- or below.

General Questions

Please indicate the program component in which the student is enrolled:

- IB/M Storrs
- TCPCG Avery Point
- TCPCG Hartford
- TCPCG Waterbury
- Curriculum & Instruction (Not IB/M)

Please indicate the student's year of entrance to the Teacher Education Program:

2015-2016



Student Teacher/Candidate Name:

First

Last

Cooperating Teacher Name:

First

Last

University Supervisor Name:

First

Last

Advisor Name:

First

Last

Location of Student Teaching

District

School

Grade Level Placement (check all that apply).

 K 3 6 9 12 1 4 7 10 Ungraded 2 5 8 11**Performance Areas**

CT Common Core of Teaching II - Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.

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	1	2	3	N/A
1. Plans and implements instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts. (NCATE 1.a, 1.b, 1.d; CCT 1.1, 1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Plans and implements instruction based on local, state, and national curricula, frameworks, and standards. (NCATE 1.a, 1.c; CCT 1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Plans and implements instruction based on knowledge and consideration of school, family, and community contexts. (NCATE 1.c; CCT 2.1, 3.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Constructs lessons adapted to student needs based on different developmental levels, learning needs, and personal and career interests. (NCATE 1.b, 1.c, 1.d, 4.a; CCT 2.1, 3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Plans and implements instruction based on awareness of students' prior knowledge and experiences in order to promote active learning. (NCATE 1.c, 1.d; CCT 2.1, 3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes lessons for initiation, development, and closure. (NCATE 1.b, 1.d; CCT 3.2, 4.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Monitors and questions for understanding and responds to group and individual levels of understanding by adjusting teaching strategies. (NCATE 1.d; CCT 4.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Applies concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real-world problems. (NCATE 1.c; CCT 3.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Provides opportunities for students to develop and improve problem-solving skills and to think critically and creatively. (NCATE 1.c; CCT 3.5, 3.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Seeks out and uses a variety of resources and applications from multiple sources - including students, school, community, and agricultural industries - to create meaningful and interesting activities to support learning. (NCATE 1.b, 1.d; CCT 3.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Plans and implements instructions using appropriate and varied strategies and methods, including effective use of technology, to promote learning. (NCATE 1.b, 1.c; CCT 1.4, 3.5, 4.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Creates a respectful, safe, and challenging classroom climate that supports a productive learning environment for all students. (NCATE 1.c, 1.g, 4.a; CCT 2.1, 2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement, and behavior. (NCATE 1.c; CCT 2.4, 2.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCATE 1.b, 1.c; CCT 1.2, 2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Uses a variety of informal and formal assessment data to plan, implement, and adjust instruction and learning activities based on expectations and monitoring of student learning. (NCATE 1.b, 1.c; CCT 1.3, 2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Plans and implements instruction and chooses learning activities that reflect current practices and anticipated needs in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CT Common Core of Teaching II - Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection, and Continuous Learning, Leadership, and Collaboration

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.

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	1	2	3	N/A
1. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. (NCATE 1.c, 1.g; CCT 6.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Creates opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning. (NCATE 1.c; CCT 5.6, 6.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Conducts self in a professional manner and collaborates with colleagues, administrators, students, and families to sustain a positive school climate. (NCATE 1.c, 1.g; CCT 6.3, 6.11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Seeks professional development opportunities to improve knowledge, skills, and effectiveness for teaching all students. (NCATE 1.c, 4.a; CCT 6.1, 6.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers have knowledge of students, content, and pedagogy regarding planning, instructing, assessing, and adjusting.

What 2-4 strengths did the student teacher candidate possess in this area?

What are 2-4 areas for improvement for the student teacher candidate in this area?

Teachers have knowledge of students, content, and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership, and collaboration.

What 2-4 strengths did the student teacher candidate possess in this area?

What are 2-4 areas for improvement for the student teacher candidate?