Default Question Block

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

<u>Follow-Up</u>

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

<u>Grading</u>

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

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline of	Knowledge and use of ELA academic content, essential concepts, and appropriate learning strategies are weak; language diversity is not respected.	Makes deliberate attempts to implement instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline of English Language Arts (ELA.)	Effectively implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline of English Language Arts (ELA).

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
English Language Arts (ELA). (NCTE/NCATE 3.1.4, 3.1.6)			
2. Responds to the group or individual student's levels of ELA understanding while teaching. (NCTE/NCATE 3.1.4, 3.1.6)	Finds it challenging to respond to the group or individual student's levels of ELA understanding while teaching.	Increasingly responds to the group or individual student's levels of ELA understanding while teaching.	Regularly responds to the group or individual student's levels of ELA understanding while teaching.
3. Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4)	Does not plan and implement ELA instruction based on knowledge of the community context and of students as a group and as individuals.	Makes deliberate attempts to plan and implement ELA instruction based on knowledge of the community context and of students as a group and as individuals.	Effectively plans and implements ELA instructionbased on knowledge of the community context and of students as a group and as individuals.
4. Constructs ELA lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCTE/NCATE 2.1)	Shows lack of understanding of students' different developmental levels and approaches to learning, and rarely constructs ELA lessons that are adapted to meet diverse student needs.	Shows increasing understanding of students' different developmental levels and approaches to learning, and often constructs ELA lessons that are adapted to meet diverse student needs.	Demonstrates accurate understanding of students' different developmental levels and approaches to learning, and routinely constructs ELA lessons that are adapted to meet diverse student needs.
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3)	Has difficulty connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems.	Is working on connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems.	Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems.

3 = Student is making <u>outstanding progress</u> by effectively planning/implementing instruction to address this standard.
2 = Student is making <u>satisfactory progress</u> by making deliberate attempts to address this standard.
1 = Student is <u>not making satisfactory progress</u> and still remains weak in addressing this standard.
N/A = <u>For use only in the mid-term</u>: means "not applicable" because this standard is yet to be covered.

	1	2	3	N/A
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline of English Language Arts (ELA). (NCT/NCATE 3.1.4, 3.1.6)	○	○	○	○
2. Responds to the group or individual student's levels of ELA understanding while teaching. (NCTE/NCATE 3.1.4, 3.1.6)	○	○	○	○
3. Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4)	○	○	○	○
4. Constructs ELA lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCTE/NCATE 2.1)	○	○	○	○
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3)	○	○	○	○

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
6. Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2)	Has difficulty planning instruction based on ELA national and state curriculum frameworks and classroom curricular goals.	In most instances, plans instruction based on ELA national and state curriculum frameworks and classroom curricular goals.	Consistently plans instruction based on ELA national and state curriculum frameworks and classroom curricular goals.
7. Activates students' prior ELA knowledge and experiences. (NCTE/NCATE 3.3.2)	Seldom activates students' prior ELA knowledge and experiences.	Often activates students' prior ELA knowledge and experiences.	Regularly activates students' prior ELA knowledge and experiences.
8. Asks questions and implements methods that encourage students to think critically. (NCTE/NCATE 2.4)	Rarely asks questions and implements methods that encourage students to think critically.	Works diligently to ask questions and implement methods that encourage students to think critically.	Habitually asks questions and implements methods that encourage students to think critically.
9. Provides opportunities for students to solve	Randomly and rarely provides opportunities for students to solve	Attempts to provide some opportunities for students to solve	Purposefully and frequently provides opportunities for

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4)	problems, explain their thinking, and evaluate their own performance.	problems, explain their thinking, and evaluate their own performance.	students to solve problems, explain their thinking, and evaluate their own performance.
10. Seeks out and uses resources from a variety of soruces to create meaningful and challenging curriculum to support students' learning in ELA. (NCTE/NCATE 3.3.3, 4.1)	Demonstrates little initiative in seeking out and using resources from a variety of soruces to create meaningful and challenging curriculum to support students' learning in ELA.	In some insances, seeks out and uses resources from a variety of soruces to create meaningful and challenging curriculum to support students' learning in ELA.	Actively seeks out and uses resources from a variety of soruces to create meaningful and challenging curriculum to support students' learning in ELA.

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.

	1	2	3	N/A
6. Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2)	○	○	○	○
7. Activates students' prior ELA knowledge and experiences. (NCTE/NCATE 3.3.2)	○	○	○	○
8. Asks questions and implements methods that encourage students to think critically. (NCTE/NCATE 2.4)	○	○	○	○
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4)	○	○	○	○
10. Seeks out and uses resources from a variety of soruces to create meaningful and challenging curriculum to support students' learning in ELA. (NCTE/NCATE 3.3.3, 4.1)	○	○	○	○

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA knowledge, and motivation to learn; in doing so,	Has difficulting creating a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development	Usually creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of	Routinely creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on ELA learning. (NCTE/NCATE 2.1)	and understanding of the multiple interacting influences on ELA learning.	child and/or adolescent development and understanding of the multiple interacting influences on ELA learning.	of child and/or adolescent development and understanding of the multiple interacting influences on ELA learning.
12. Uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.4.10)	Rarely uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations.	On some occasions, uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations.	Consistently uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations.
13. Sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning. (NCATE/NCATE 2.4)	Does not intentionally sequence learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning.	Attempts to deliberately sequence learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning.	Purposely and effectively sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning.
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCTE/NCATE 2.1, 4.2)	Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.	Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.	Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.
15. Documents student ELA learning in both ongoing and summative ways, and provides students with this feedback. (NCTE/NCATE 4.2, 4.10)	Is not systematically documenting student ELA learning in both ongoing and summative ways, and rarely provides students with this feedback.	Is beginning to systematically document student ELA learning in both ongoing and summative ways, and often provides students with this feedback.	Systematically documents student ELA learning in both ongoing and summative ways, and provides students with this feedback.

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1 = Student is <u>not making satisfactory progress</u> and still remains weak in addressing this standard.
N/A = <u>For use only in the mid-term</u>: means "not applicable" because this standard is yet to be covered.

	1	2	3	N/A
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on ELA learning. (NCTE/NCATE 2.1)	○	○	○	○
12. Uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.4.10)	○	○	○	○
13. Sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning. (NCATE/NCATE 2.4)	○	○	○	○
14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCTE/NCATE 2.1, 4.2)	○	○	○	○
15. Documents student ELA learning in both ongoing and summative ways, and provides students with this feedback. (NCTE/NCATE 4.2, 4.10)	○	○	○	○

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text. (NCTE/NCATE 3.6.1, 3.6.2, 3.6.3, 4.6)	Rarely implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text.	Is learning to implement effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text.	Consistently implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text.
17. Uses literary works representing a broad spectrum of historical and contemporary US, British, World, and young adult literature. (NCTE/NCATE 2.2, 3.1.5, 3.5.1, 3.5.2, 3.5.3	Shows little knowledge of varied works representing US, British, World, or young adult literature.	Demonstrates adequate knowledge of varied works representing both historical and contemporary US, British, World, or young adult literature.	Demonstrates an in-depth knowledge of and ability to teach works representing a broad historical and contemporary spectrum of US, British, World, and young adult literature.

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
18. Draws upon a range of works and literary criticism to enhance students' understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading. (NCTE/NCATE 3.1.3, 3.2.5, 3.3.1, 3.5.4)	Shows little knowledge or application of literary theory or criticism and the impact each has on students' understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading.	Knows and uses a variety of teaching applications for a range of works of literary theory and criticism to enhance students' understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading.	Demonstrates an in-depth knowledge of and ability to use various applications of literary theory and criticism to enhance students' understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading.
19. Articulates using acceptable and appropriate oral and written expressions. (NCTE/NCATE 3.1.7)	Spoken or written language contains grammatical and/or syntactical errors; vocabularly is developmentally inappropriate or vague.	Spoken and written language is grammatically and syntactically correct; vocabularly is developmentally appropriate and enhances student understanding of the content.	Spoken and written language is grammatically and syntactically correct; vocabularly is developmentally appropriate, prescriptive, and specifically enhances student understanding of the content.
20. Draws on composing processes to enable students to create various forms of oral, visual, and written literacy for a variety of audiences and purposes. (NCTE/NCATE 3.2.3, 3.2.4, 3.4.1, 3.4.2)	Demonstrates infrequent use of composing processes to teach students how to create various forms of oral, visual, and written literacy for a variety of audiences and purposes.	Demonstrates some ways to teach students composing processes to enable them to create various forms of oral, visual, and written literacy for a variety of audiences and purposes.	Demonstrates a variety of ways to teach students composing processes that enable them to create various forms of oral, visual, and written literacy for a variety of audiences and purposes.

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1 = Student is <u>not making satisfactory progress</u> and still remains weak in addressing this standard.
N/A = <u>For use only in the mid-term</u>: means "not applicable" because this standard is yet to be covered.

	1	2	3	N/A
16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration amongst students, and responses to varied forms of media, print, and non-print text. (NCTE/NCATE 3.6.1, 3.6.2, 3.6.3, 4.6)	○	○	○	○
17. Uses literary works representing a broad spectrum of historical and contemporary US, British, World, and young adult literature. (NCTE/NCATE 2.2, 3.1.5, 3.5.1, 3.5.2, 3.5.3	○	○	○	○
18. Draws upon a range of works and literary criticism to enhance students' understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading. (NCTE/NCATE 3.1.3, 3.2.5, 3.3.1, 3.5.4)	○	○	○	○
19. Articulates using acceptable and appropriate oral and written expressions. (NCTE/NCATE 3.1.7)	○	○	○	○
20. Draws on composing processes to enable students to create various forms of oral, visual, and written literacy for a variety of audiences and purposes. (NCTE/NCATE 3.2.3, 3.2.4, 3.4.1, 3.4.2)	○	○	○	○

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
21. Teaches students a variety of strategies to comprehend, interpret, appreciate, and respond to written and visual texts, including personal response. (NCTE/NCATE 3.1.2, 3.3.3, 4.9)	Reflects limited knowledge of reading processes and teaches few reading strategies to students.	Reflects knowledge of a variety of reading processes and strategies (including reader response) and teaches students to use these strategies with a variety of texts.	Engages students in a wide variety of reading strategies (including reader response) to interpret, evaluate, and appreciate a broad spectrum of texts.
22. Demonstrates the interrelation of reading, writing, speaking, listening, viewing, and thinking in learning ELA. (NCTE/NCATE 3.1.2, 3.2.2, 4.7)	Shows little understanding of interrelation of reading, writing, speaking, listening, viewing, and thinking in learning ELA.	Demonstrates interrelation between reading, writing, speaking, listening, viewing, and thinking in learning ELA.	Engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of learning ELA.
23. Exhibits an understanding of the influence of language and visual images on thinking and composing. (NCTE/NCATE 3.2.1, 4.8)	Demonstrates a lack of understanding of the influence that language and visual images have on thinking and composing.	Reflects an understanding of the influence that language and visual images have on thinking and composing.	Creates opportunities for students to demonstrate the influence that language and visual images have on their thinking and composing.

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1 = Student is <u>not making satisfactory progress</u> and still remains weak in addressing this standard.
N/A = <u>For use only in the mid-term</u>: means "not applicable" because this standard is yet to be covered.

	1	2	3	N/A
21. Teaches students a variety of strategies to comprehend, interpret, appreciate, and respond to written and visual texts, including personal response. (NCTE/NCATE 3.1.2, 3.3.3, 4.9)	○	○	○	○
22. Demonstrates the interrelation of reading, writing, speaking, listening, viewing, and thinking in learning ELA. (NCTE/NCATE 3.1.2, 3.2.2, 4.7)	○	○	○	○
23. Exhibits an understanding of the influence of language and visual images on thinking and composing. (NCTE/NCATE 3.2.1, 4.8)	○	○	○	○

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

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
1. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' ELA learning. (NCTE/NCATE 4.10)	Does not take initiative to communicate with families in supportive and empowering ways, establish respectful and collaborative relationships with families, or involve families in students' ELA learning.	Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students' ELA learning.	Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and invovles families in students' ELA learning.
2. Collaborates with a variety of faculty members in the school community to support students' ELA learning and well-being. (NCTE/NCATE 3.7.2, 4.5)	Seldom collaborates with faculty members in the school community to support students' ELA learning and well-being.	Occasionally collaborates with faculty members in the school community to support students' ELA learning and well-being.	Regularly collaborates with faculty members in the school community to support students' ELA learning and well-being.
3. Reflects critically on his/her own practice and uses reflections to grow and change practice; is willing to	Rarely reflects critically on his/her own practice and infrequently uses reflection to grow	Often reflects critically on his/her own practice and regularly uses reflection to grow and change practice; is often willing	Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice. (NCTE/NCATE 2.3, 3.7.1)	and change practice; is seldom willing to ask probing questions or consult ELA research or theory.	to ask probing questions and occasionally draws upon ELA research or theory in an effort to inform practice.	probing questions and regularly draws upon ELA research or theory in an effort to inform practice.
4. Seeks out and participates in opportunities to grow professionally. (NCTE/NCATE 2.3, 3.7.2)	Rarely seeks out and participates in opportunities to grow professionally.	Usually seeks out and participates in opportunities to grow professionally.	Exceeds expectations in seeking out and participating in opportunities to grow professionally.

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1 = Student is <u>not making satisfactory progress</u> and still remains weak in addressing this standard.
N/A = <u>For use only in the mid-term</u>: means "not applicable" because this standard is yet to be covered.

	1	2	3	N/A
1. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' ELA learning. (NCTE/NCATE 4.10)	○	○	○	○
2. Collaborates with a variety of faculty members in the school community to support students' ELA learning and well-being. (NCTE/NCATE 3.7.2, 4.5)	○	○	○	○
3. Reflects critically on his/her own practice and uses reflections to grow and change practice; is willing to ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice. (NCTE/NCATE 2.3, 3.7.1)	○	○	○	○
4. Seeks out and participates in opportunities to grow professionally. (NCTE/NCATE 2.3, 3.7.2)	○	○	○	○

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?