

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).

- | | | | | |
|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | <input type="checkbox"/> 9 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 | <input type="checkbox"/> 10 | <input type="checkbox"/> Ungraded |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 | <input type="checkbox"/> 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
<i>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</i>	Knowledge and use of H/SS 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 History/Social Studies (H/SS.)	Effectively implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity, and learning strategies appropriate to the discipline of History/Social Studies (H/SS).

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

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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
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 History/Social Studies (H/SS). (NCTE/NCATE 3.1.4, 3.1.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Responds to the group or individual student's levels of H/SS understanding while teaching. (NCTE/NCATE 3.1.4, 3.1.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCTE/NCATE 2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2)	Has difficulty planning instruction based on H/SS national and state curriculum frameworks and classroom curricular goals.	In most instances, plans instruction based on H/SS national and state curriculum frameworks and classroom curricular goals.	Consistently plans instruction based on H/SS national and state curriculum frameworks and classroom curricular goals.
7. Activates students' prior H/SS knowledge and experiences. (NCTE/NCATE 3.3.2)	Seldom activates students' prior H/SS knowledge and experiences.	Often activates students' prior H/SS knowledge and experiences.	Regularly activates students' prior H/SS 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 problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4)	Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance.	Attempts to provide some opportunities for students to solve problems, explain their thinking, and evaluate their own performance.	Purposefully and frequently provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance.
10. Seeks out and uses resources from a variety	Demonstrates little initiative in seeking out and using resources from	In some instances, seeks out and uses resources from a	Actively seeks out and uses resources from a variety of sources to

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
<i>of sources to create meaningful and challenging curriculum to support students' learning in H/SS. (NCTE/NCATE 3.3.3, 4.1)</i>	a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS.	variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS.	create meaningful and challenging curriculum to support students' learning in H/SS.

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

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
<i>11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning.</i>	Has difficulty creating a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning.	Usually creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning.	Routinely creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning.

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

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	1	2	3	N/A
11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning. (NCTE/NCATE 2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.4.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. (NCATE/NCATE 2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Documents student H/SS learning in both ongoing and summative ways, and provides students with this feedback. (NCTE/NCATE 4.2, 4.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)	Rarely prepares students for active participation in American society through the study of social studies/history.	At times prepares students for active participation in American society through the study of social studies/history.	Successfully prepares students for active participation in American society through the study of social studies/history.
17. Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)	Does not use technology or uses technology ineffectively.	Is beginning to use technology such as online resources, classroom technology, simulations, etc. to enhance student learning of H/SS.	Effectively uses technology such as online resources, classroom technology, simulations, etc. to enhance student learning of H/SS.
18. Makes connections between social studies domains (US History, World History, government/civics /political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge.	Shows little understanding intra- and inter-disciplinary connections and how they enrich students' understanding of H/SS.	Demonstrates some ability to make intra- and inter-disciplinary connections to enhance students' understanding of H/SS.	Engages all students in intra- and inter-disciplinary connections to enhance their understanding of H/SS.

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
(NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)			
19. Develops students' ability to effectively analyze primary and secondary sources. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	Does not use primary and/or secondary sources, or does not support student analysis of these sources.	Attempts to support students in effectively analyzing primary and secondary sources.	Expertly develops students' ability to effectively analyze primary and secondary sources in order to better understand H/SS.

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	1	2	3	N/A
16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Uses technology to enhance students' learning of H/SS. (NCSS 3.1, 1.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Makes connections between social studies domains (US History, World History, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Develops students' ability to effectively analyze primary and secondary sources. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)	<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

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in	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' H/SS learning.	Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students' H/SS learning.	Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning.

	Score 1: Not Making Satisfactory Progress	Score 2: Making Satisfactory Progress	Score 3: Making Outstanding Progress
students' H/SS learning. (NCSS 3.1)			
21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being. (NCSS 3.1, 3.2)	Seldom collaborates with faculty members in the school community to support students' H/SS learning and well-being.	Occasionally collaborates with faculty members in the school community to support students' H/SS learning and well-being.	Regularly collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being.
22. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice. (NCSS 3.1)	Rarely reflects critically on his/her own practice and infrequently uses reflection to grow and change practice; is seldom willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice.	Often reflects critically on his/her own practice and uses reflection to grow and change practice; is often willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice.	Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice.
23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)	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	2	3	N/A
20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning. (NCSS 3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being. (NCSS 3.1, 3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice. (NCSS 3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)	<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?