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.

Special Directions: At the midterm, you will be given the option of an N/A in the "standard" box to indicate that the teacher candidate has not yet had an opportunity to address the standard.
Teacher Candidate: In preparation for the final three-way meeting, the teacher candidate will use the rubric and the CT Common Core of Teaching to evaluate his/her own progress.
Cooperating Teacher: Prior to the final three-way meeting, the cooperating teacher will complete a hard copy of the Practicum Final Evaluation with Summary Comments for each CT Common Core of Teaching Standard.
University Supervisor: At the final three-way meeting, the university supervisor will facilitate discussion and reaching of consensus in relation to the teacher candidate's scores for each standard below, as well as a holistic score for each of the three CT Common Core of Teaching Standards. The university supervisor will enter the intern's scores electronically on a form that will come in an email from the Neag School of Education's Assessment Office.

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 <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.*

<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. The Action Plan needs to be sent to Directors: IB/M: robin.hands@uconn.edu or TCPCG: john.zack@uconn.edu

Final: Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 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 ("Making Outstanding Progress"), she/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, she/he will receive a B+. If the candidate has four 1's, she/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

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

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 ⬍

Choose one:

◉ Midterm

○ Final

Performance Areas

CT COMMON CORE OF TEACHING:
Teachers Apply This Knowledge by: Planning, Instructing, Assessing, and Adjusting

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. Creates a classroom environment that is responsive to, holds high standards for, and is respectful of students with a variety of learning needs including mathematical backgrounds, performance styles, interests, and linguistic proficiency. (CCT 2.1, 2.3)	○	○	○	○
2. Maximizes the amount of time spent on learning by effectively managing routines and transitions as well as overall allocation and organization of time and resources. (CCT 2.5)	○	○	○	○
3. Classroom environment supports and encourages mathematical reasoning, making conjectures, experimenting with alternative approaches, and constructing and responding to mathematical arguments, as well as student questioning and inquiry. (NCTM 8.8; CCT 2.3)	○	○	○	○
4. Consistently demonstrates conceptual understanding and procedural fluency with core mathematical content, as well as proficiency with a variety of modes of reasoning including: proportional, algebraic, geometric, and deductive and inductive reasoning. (CCT 1.2)	○	○	○	○
5. Plans lessons, units, and courses that address appropriate learning goals, including local, state, and national mathematics standards, as well as legislative mandates. (NCATE/NCTM 8.4)	○	○	○	○
6. Determines students' prior knowledge and uses this to plan lessons that account for students' varied backgrounds. (NCATE/NCTM 7.1, 8.1)	○	○	○	○
7. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning.	○	○	○	○
8. Selects and uses appropriate technological tools (e.g. spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software) for building understanding of mathematical concepts and developing important mathematical ideas. (NCATE/NCTM 6.1, 8.9)	○	○	○	○
9. Plans and implements lessons that make appropriate use of concrete manipulative and other technologies to support identified objectives and to encourage student engagement. (NCATE/NCTM 7.6, 8.2, 8.1)	○	○	○	○
10. Plans and implements lessons that make use of stimulating curricula using a wide variety of materials and resources, including attention to real-world connections, modeling and applications [note: ideally #1 is a subset of this]. (NCATE/NCTM 7.2)	○	○	○	○
11. Plans and implements lessons that account for students' varied backgrounds in terms of language proficiency (both native and non-native English speakers), providing access to the core content for all students. (NCATE/NCTM 7.1, 8.1, 8.6)	○	○	○	○
12. Plans and implements lessons that promote students' procedural fluency for important mathematical ideas and algorithms, with attention to using reasoning and sense as a way to catch errors and check one's work. (NCTM/NCATE 7.4)	○	○	○	○
13. Plans and implements lessons that target the development of students' conceptual understanding and/or problem-solving skills. (NCTM/NCATE 4.3, 7.4)	○	○	○	○
14. Plans lessons that engage students in *justification* and *sense-making*, for the purposes of building new knowledge, promoting				

CT COMMON CORE OF TEACHING:
Teachers Demonstrate Professional Responsibility Through: Professional and Ethical Practice Reflection and Continuous Learning Leadership and Collaboration

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. Consistently engages in professional and ethical practice: Conducts self as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators. (CCT 6.11)	○	○	○	○
2. Continually engages in reflection, self-evaluation (informed by classroom artifacts) to enhance understanding of mathematics, student thinking, and pedagogical actions. (CCT 6.1)	○	○	○	○
3. Collaborates with colleagues and administrators, as appropriate, to examine student learning data and develop student success plans for individual students as needed. (CCT 6.10)	○	○	○	○
4. Actively seeks to augment pedagogical repertoire to support *all* students' learning, including being open and responsive to feedback from others. (NCATE/NCTM 7.1; CCT 6.2)	○	○	○	○
5. Actively seeks to enhance cultural awareness of one's own culture and other cultures and reflect on the role of culture in teaching and learning interactions, as well as other communications required in a school setting. (NCATE/NCTM 7.1; CCT 6.8, 6.2)	○	○	○	○
6. Demonstrates a strong commitment to teach towards equity. (NCATE/NCTM 7.1)	○	○	○	○

Cooperating teacher writes a summary comment about student teacher's progress toward each standard in preparation for final 3-way meeting. University supervisor inserts holistic score and summary comment for each standard:

I. Teacher candidate has knowledge of students content and pedagogy regarding the 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?

II.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?

Additional Comments:

Final Grade: (leave blank if midterm)

Guide for Final Grade: *Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 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 ("Making Outstanding Progress"), she/he will receive a 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, she/he will receive a B+. If the candidates four #1's, she/he will receive a grade of B and if five or more #1's, the teacher candidate will receive a grade of B- or below.