UCONN Neag English Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Council of Teachers of English (NCTE), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT). The CCCT has been summarized here for your reference.

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.

Directions

Student teachers will have a formal review of their progress at the midterm and final using a **hard copy** of the TCPCG Student Teaching Evaluation Form. **It is the responsibility of the student teacher and cooperating teacher to complete this form before the university supervisor arrives for the midterm evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the student teacher. At the midterm evaluation, the cooperating teacher and student teacher will walk the university supervisor through the evaluation form noting the student teacher's strengths and areas of growth. The university supervisor will also note the strengths and weaknesses they have observed, make additional comments on the form, and negotiate any disagreements in scores between the cooperating teacher and the student teacher. The university supervisor will complete and submit the on-line evaluation form based on that consensus.

A three-point scale will be used to evaluate the teacher candidate:

1 = Teacher Candidate is not making satisfactory progress in meeting this standard.
2 = Teacher Candidate is making satisfactory progress in meeting this standard.
3 – Teacher Candidate is making outstanding progress in meeting this standard.

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 in 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 #1's, 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 the Director of TCPCG: john.zack@uconn.edu.

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 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 and if five or more #1's, the teacher candidate will receive a grade of B- or below.

Participating Individuals: *(Signatures are not required on electronic form submitted by the University Supervisor)*

Student Teacher/Candidate (please print): _____   Signature: _____

Cooperating Teacher (please print): _____   Signature: _____

University Supervisor (please print): _____   Signature: _____

School District: _____ School: _____ Grade Level Placement: _____

Program (select one): TCPCG Hartford _____   TCPCG Avery Point _____   TCPCG Waterbury ____

Concentration Area/Field of Study: _____

Circle or Highlight One: Midterm   Final   Grade **(only enter for Final)**: _____

English Education Student Teaching Evaluation Form

CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting	Level 1 Not Making Satisfactory Progress	Level 2 Making Satisfactory Progress	Level 3 Making Outstanding Progress	Not Observed
1. Candidate plans standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. NCTE 3.1	Candidate plans standards-based learning experiences, but uses a **limited** range of different texts.	Candidate **increasingly** plans standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media.	Candidate **purposefully** plans standards-based, coherent and relevant learning experiences **consistently** utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media.	
2. Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory. NCTE 3.3	Candidate plans standards-based learning experiences in reading with **little** connection to current theory.	Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect **some** knowledge of current theory.	Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect **an expensive** knowledge of current theory.	
3. Candidate plans learning experiences that utilize a variety of reading strategies both individual and collaborative. NCTE 3.3	Candidate plans learning experiences that utilize **a few** reading strategies.	Candidate plans learning experiences that **often** utilize a variety of reading strategies both individual and collaborative.	Candidate **habitually** plans learning experiences that utilize a variety of reading strategies both individual and collaborative.	
4. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension	Candidates plan instruction to facilitate students' comprehension and interpretation of print and non-print texts, but **rarely** incorporates knowledge of	Candidates plan instruction that **increasingly** incorporates knowledge of language—structure, history, and conventions—to facilitate students'	Candidates plan instruction that incorporates **extensive** knowledge of language—structure, history, and conventions—to facilitate students' comprehension	

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and interpretation of print and non-print texts. NCTE 3.5	the structure, history, and conventions of language.	comprehension and interpretation of print and non-print texts.	and interpretation of print and non-print texts.	
5. Candidate plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. NCTE 3.6	Candidate **has difficulty** planning instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	Candidate **often** plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	Candidate **regularly** plans instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	
6. Candidate plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies. NCTE 4.1	Candidate plans standards-based composing experiences with **little** variation in approach.	Candidate plans standards-based, coherent and relevant composing experiences that **often** utilize individual and collaborative approaches and contemporary technologies.	Candidate **systematically** plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies.	
7. Candidate plans composing experiences that reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. NCTE 4.1	Candidate plans composing experiences that reflect a **limited** understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	Candidate **usually** plans composing experiences that reflect **some** understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	Candidate plans composing experiences that reflect an **extensive** understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	
8. Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different	Candidate designs instruction of language conventions (grammar, usage, and mechanics), but the instruction is **decontextualized** from students' writing.	Candidate **works diligently to** design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students'	Candidate **actively** designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different	

audiences, purposes, and modalities. NCTE 4.3		writing for different audiences, purposes, and modalities.	audiences, purposes, and modalities.	
9. Candidate designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. NCTE 4.4	Candidate designs instruction that works to **simply** move students' home and community languages to the standard form.	Candidate **attempts to** design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	Candidate **faithfully** designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	
10. Candidate plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. NCTE 5.1	Candidate **struggles to** plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.	Candidate **shows increasing ability** to plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.	Candidate **effectively** plans and implements instruction based on **extensive** knowledge of ELA curricular requirements and standards, school and community contexts, and students' linguistic and cultural backgrounds.	
11. Candidate plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and	Candidate **finds it challenging to** plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community	Candidate **is beginning to** plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and	Candidate **holistically** plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community	

languages/dialects as they affect students' opportunities to learn in ELA. NCTE 6.2	environment), and languages/dialects as they affect students' opportunities to learn in ELA.	languages/dialects as they affect students' opportunities to learn in ELA.	environment), and languages/dialects as they affect students' opportunities to learn in ELA.	
12. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. NCTE 6.1	Candidate **struggles to** plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate **shows increasing ability** to plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	Candidate **skillfully** plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	
13. Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. NCTE 5.4	Candidate selects and uses a instructional strategies and teaching resources, but **seldom** incudes contemporary technologies and digital media.	Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, **increasingly** including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	Candidate **strategically** selects, creates, and uses a variety of instructional strategies and teaching resources, **purposefully** including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.	
14. Candidate responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. NCTE 4.2	Candidate **only** responds to students' finished texts.	Candidate **shows increasing ability to** responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	Candidate **consistently** responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.	

15. Candidate uses instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. NCTE 3.1	Candidate **finds it challenging** to implement instructional strategies that are motivating and accessible to all students. **There is no significant attempt to differentiate lessons**.	Candidate **is working on** using instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	Candidate **comprehensively** uses instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	
16. Candidate communicate with students about their performance in ways that actively involve them in their own learning. NCTE 5.3	Candidate provides summative evaluations about their students performance.	Candidate communicate with students about their performance in ways that **attempts to** involve them in their own learning.	Candidate **routinely** communicates with students about their performance in ways that actively involve them in their own learning.	
17. Candidate uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. NCTE 5.2	Candidate **rarely** uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	Candidate **usually** uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	Candidate **strategically** uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	
18. Candidate differentiates instruction based on	Candidate **finds it challenging to** differentiate	Candidate **attempts to** differentiate instruction	Candidate **systematically** differentiates instruction	

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students' self-assessments and formal and informal assessments of learning in English language arts. NCTE 5.3	instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.	based on students' self-assessments and formal and informal assessments of learning in English language arts.	based on students' self-assessments and formal and informal assessments of learning in English language arts.	
19. Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE 3.2	Candidate **struggles to** design a range of authentic assessments.	Candidate **shows increasing ability to** design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that **sometimes** address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	Candidate **expertly** designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	
20. Candidate designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. NCTE 3.4	Candidate **randomly** selects reading assessments that provide data about student interests, reading proficiencies, and reading processes.	Candidate **is beginning to** design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	Candidate **purposefully** designs or **knowledgeably** selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	
21. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing	Candidate designs a **limited** range of assessments for students that offer summative	Candidate **is working on** designing a range of assessments for students that promote their development as writers, are	Candidate **consistently** designs a range of assessments for students that promote their development as writers, are	

task, and are consistent with current research and theory. NCTE 4.2	assessments of writing tasks.	appropriate to the writing task, and are consistent with current research and theory.	appropriate to the writing task, and are consistent with current research and theory.	
CT COMMON CORE OF TEACHING: **Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration**	**Level 1** **Not Making Satisfactory Progress**	**Level 2** **Making Satisfactory Progress**	**Level 3** **Making Outstanding Progress**	**Not Observed**
22. Candidate models literate and ethical practices in ELA teaching. NCTE 7.1	Candidate **struggles to** model literate and ethical practices in ELA teaching.	Candidate **models** literate and ethical practices in ELA teaching.	Candidate **always** models literate and ethical practices in ELA teaching.	
23. Candidate engages in/reflects on a variety of experiences related to ELA. NCTE 7.1	Candidate reflections on a variety of experiences related to ELA l**ack detail** and **fail to** offer solutions to classroom challenges.	Candidate **increasingly** engages in/reflects on a variety of experiences related to ELA.	Candidate **thoughtfully** engages in/reflects on a variety of experiences related to ELA, focusing on pedagogical choices that show a commitment to student learning.	
24. Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. NCTE 7.2	Candidate **is hesitant** regarding issues of leadership, collaboration, ongoing professional development, and community engagement.	Candidate demonstrates **understanding of and readiness for** leadership, collaboration, ongoing professional development, and community engagement.	Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. **Candidate actively seeks out leadership roles.**	

English Education Student Teaching Evaluation Form

Cooperating Teacher writes summary comments about the teacher candidate's progress in preparation for final three-way meeting. University Supervisor adds summary comments at the meeting.

CT Common Core of Teaching	Summary Comments
1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting. What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas? 2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning. What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas?	