

UCONN Neag Special Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the Council for Exceptional Children (CEC), 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**): _____

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. Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. CEC 1.1	Rarely considers how language, culture, and family background influence the learning of individuals with exceptionalities when planning, instructing, and assessing.	Understands how language, culture, and family background influence the learning of individuals with exceptionalities when planning, instructing, and assessing.	Consistently considers how language, culture, and family background influence the learning of individuals with exceptionalities when planning, instructing, and assessing.	
2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. CEC 1.2	Has a weak understanding of development and individual differences, making it difficult to respond to the needs of individuals with exceptionalities.	Possesses an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Possesses a strong understanding of development and individual differences to effectively respond to the needs of individuals with exceptionalities.	
3. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. CEC 2.1	Little or no collaboration with special and general education teachers.	Appropriately collaborates with special and general education teachers	Contributes own ideas and/or knowledge of best practices with special and general education teachers.	
4. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to	Poorly planned or failed execution of transitions from one teaching activity to another.	Transitions from one activity to another are well planned and executed in terms of both instruction and group socio-behavioral needs.	Transitions student physical movement from one activity to another or from one setting to another in a smooth, well planned and executed manner.	

adapt to different environments. CEC2.2				
Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. CEC 2.3	Inconsistently manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality).	Manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality).	Manages disruptive behavior fairly and consistently in a way that minimizes disruptions to instruction and/or to classroom order.	
5. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities CEC 3.1	Partial selection or unclear prioritization of critical content from general curriculum to meet the needs of the group.	Selects and prioritizes critical content from general curriculum based on the needs of the group.	Selects and prioritizes critical content from general curriculum that demonstrates differentiation by regarding the needs of individual pupils.	
6. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities CEC 3.2	Incomplete or inappropriate enhancements, accommodations, or modifications.	Provides appropriate individual instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations / modifications when teaching critical content.	Provides multiple appropriate instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations / modifications when teaching critical content.	
7. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. CEC 3.3	Modifies lessons or activities for individual students in inappropriate or unclear ways.	Appropriately modifies lessons/activities for individual students.	Appropriately modifies lessons/activities for individual students in ways designed to maximize interest/learning.	

8. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. CEC 4.1	Inappropriate or incomplete use of assessments to determine relevant background information and/or skills necessary to meet lesson objectives.	Uses appropriate assessments to determine relevant background information and/or skills necessary to meet lesson objectives (e.g., vocabulary, conceptual understanding, or related prior knowledge)	Uses appropriate assessments to determine relevant background information and/or skills necessary to meet course objectives (e.g., unit or related lesson content).	
9. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. CEC 4.2	Unable to select, administer, score, and interpret individual assessments appropriately.	Selects, administers, scores, and interprets individual assessments appropriately.	Selects, administers, scores, and appropriately interprets findings of individual assessments and makes suitable recommendations.	
10. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. CEC 4.3	Rarely collaborates with colleagues and families concerning assessment information when making decisions about individuals with exceptionalities.	Collaborates with colleagues and families concerning assessment information when making decisions about individuals with exceptionalities.	Initiates collaboration with colleagues and families concerning assessment information when making decisions about individuals with exceptionalities.	
11. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. CEC 4.4	To meet quality learning goals, candidate provides generic non-specific feedback or delivers feedback in ways which distract from learning.	To meet quality learning goals, candidate provides specific and appropriate performance based feedback to individual students	To meet quality learning goals, candidate provides in-depth specific and appropriate performance based feedback to students individually throughout the lesson.	
12. Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the	Fails to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and	Increasingly, considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and	Thoroughly considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and	

selection, development, and adaptation of learning experiences for individual with exceptionalities. CEC 5.1	adaptation of learning experiences for individual with exceptionalities.	adaptation of learning experiences for individual with exceptionalities.	adaptation of learning experiences for individual with exceptionalities.	
13. Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. CEC 5.2	Incomplete or unclear facilitation of technology for students	Facilitates the use of instructional technology in order to deliver effective instruction, communicate critical content, and/or accommodate group needs.	Facilitates the use of instructional technology for and by students in order to deliver effective instruction, communicate critical content, and/or accommodate individual student needs.	
14. Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. CEC 5.3	Does not appropriately or completely facilitate the use of assistive technology for students in order to meet IEP or 504 Plan requirements.	Facilitates the use of assistive technology for students in a way that meets IEP or 504 Plan requirements.	Knowledgeably and seamlessly integrates the use of appropriate assistive technology for students into lesson plan activities and/or other school activities and responsibilities	
15. Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. CEC 5.4	Seldom uses strategies to enhance language development and communication skills of individuals with exceptionalities.	Increasingly uses strategies to enhance language development and communication skills of individuals with exceptionalities.	Regularly uses strategies to enhance language development and communication skills of individuals with exceptionalities.	
16. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning	Does not develop or implement transition plans for individuals with exceptionalities.	Works with colleagues to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration	Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration	

experiences in collaboration with individuals, families, and teams. CEC 5.5		with individuals, families, and teams.	with individuals, families, and teams.	
17. Beginning special education professionals teach to mastery and promote generalization of learning. CEC 5.6	Struggles with planning and implementing lessons that teach to mastery and promote generalization of learning.	Is beginning to plan and implement lessons that teach to mastery and promote generalization of learning.	Purposefully plans and implements lessons that teach to mastery and promote generalization of learning.	
18. Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. CEC 5.7	Has difficulty teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Is working on teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Faithfully teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	
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
19. Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. CEC 6.1	Does not consistently use verbal, non-verbal, and written language in a professional manner in all school based/related settings, activities, and communications.	Uses verbal, non-verbal, and written language in an appropriate manner in all school based/related settings, activities, and communications	Uses verbal, non-verbal, and written language in a professional and polished manner in all school based/related settings, activities, and communications.	
20. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. CEC 6.2	Rarely uses foundational knowledge and current issues when planning, instructing and assessing.	Increasingly uses foundational knowledge and current issues when planning, instructing and assessing.	Systematically uses foundational knowledge and current issues when planning, instructing and assessing.	
21. Beginning special education professionals	Has little understanding that diversity is a part of families,	Has a basic understanding that diversity is a part of	Has a strong understanding that diversity is a part of	

understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. CEC 6.3	cultures, and schools, and that complex human issues can interact with the delivery of special education services.	families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	
22. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. CEC 6.4	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.	
23. Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. CEC 6.5	Inappropriately or unethically advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	Advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	Teaches students to self-advocate for appropriate services as detailed in the student's IEP/504 and/or promotes student self-advocacy as appropriate for the age group.	
24. Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. CEC 6.6	Limited or ineffective leadership and/or communication when collaborating with paraeducators.	Demonstrates appropriate leadership and effective communication when collaborating with paraeducators	Demonstrates polished leadership and communication when collaborating with paraeducators.	
25. Beginning special education professionals use the theory and elements of effective collaboration. CEC 7.1	Limited or ineffective collaboration with colleagues, families, support staff, and students.	Collaborates with colleagues, families, support staff, and students.	Consistently initiates collaboration with colleagues, families, support staff, students and the larger school community.	
26. Beginning special education professionals serve as a collaborative resource to colleagues. CEC 7.2	Fails to collaborate with colleagues.	Collaborates with colleagues.	Consistently initiates collaboration with colleagues.	
27. Beginning special education professionals use	Struggles to promote the well-being of individuals with	Works diligently to promote the well-being of individuals	Purposefully and systematically promotes the	

collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC 7.3	exceptionalities across a wide range of settings and collaborators.	with exceptionalities across a wide range of settings and collaborators.	well-being of individuals with exceptionalities across a wide range of settings and collaborators.	
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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
<p>1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas?</p> <p>2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning.</p> <p>What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas?</p>	