

## Default Question Block

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a final 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.

## 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 the Office of Assessment at [NSOE\\_Assessment@uconn.edu](mailto:NSOE_Assessment@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. Robin Hands must be contacted at [robin.hands@uconn.edu](mailto:robin.hands@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.

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:

- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021

Student Teacher/Candidate Name:

First

Last

Cooperating Teacher Name (First and Last):

Name:

University Supervisor Name (First and Last):

Name:

Advisor Last Name:

District of Student Teaching:

- Bolton
- East Hartford
- Glastonbury
- Hartford
- Killingly
- Manchester
- Plainfield
- Regional School District #19
- South Windsor
- Tolland
- Vernon
- West Hartford
- Willington
- Windham
- Windsor
- Woodstock
- Other (please specify):

Name of School:

Grade Level Placement (check all that apply).

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Ungraded

### CT Common Core of Teaching: Teachers Apply Knowledge by Planning, Instructing, Assessing, and Adjusting

	Score 3: Making Outstanding Progress	Score 2: Making Satisfactory Progress	Score 1: Not Making Satisfactory Progress
1. Implements instruction based on knowledge of English language arts and applies reading and language/child development concepts to teach reading, writing, speaking, viewing, listening, and thinking skills in myriad situations, using a variety of materials and ideas (ACEI 2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Designs and implements age-appropriate inquiry lessons based on knowledge of fundamental concepts of physical, life and/or earth/space sciences to promote student social and personal applications, and to convey the nature of science (ACEI 2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Engages students in problem-solving, reasoning/proof, communication, connections and representation by implementing instruction based on knowledge of major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability (ACEI 2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Promotes students' ability to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world by implementing instruction based on major concepts, modes of inquiry and integrated study of the social studies (history, geography, etc.) (ACEI 2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Integrates into instruction the content, functions and achievements of the visual and performing arts as primary media for communication, inquiry and engagement ACEI 2.5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Creates opportunities for student development and practice of skills that contribute to good health by integrating into instruction the major concepts of health education (ACEI 2.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Fosters active, healthy life styles and enhanced quality of life for students by integrating into instruction human movement and physical activity (ACEI 2.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Responds to the group or individual student's levels of understanding while teaching (ACEI 3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Plans and implements instruction based on knowledge of the community context and of students as a group and as individuals (ACEI 1, 3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Constructs lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning (ACEI 3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems (ACEI 3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### CT Common Core of Teaching: Teachers Apply Knowledge by Planning, Instructing, Assessing, and Adjusting

	Score 3 - Making Outstanding Progress	Score 2 - Making Satisfactory Progress	Score 1 - Not Making Satisfactory Progress
12. Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals ACEI 3.1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Activates students' prior knowledge and experience ACEI 3.3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Asks questions and implements methods that encourage students to think critically ACEI 3.3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance ACEI 3.3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum ACEI 5.2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of 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 learning ACEI 1, 3.4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Uses informal and formal assessment data to modify instruction and to plan appropriate lessons, including purposeful choices regarding group formations ACEI 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Sequences learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning ACEI 3.1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques ACEI 3.5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Documents student learning in both ongoing and summative ways ACEI 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students ACEI 3.5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Score 3 - Making Outstanding Progress	Score 2 - Making Satisfactory Progress	Score 1 - Not Making Satisfactory Progress
23. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' learning ACEI 5.2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Collaborates with a variety of faculty members in the school community to support students' learning and well-being ACEI 5.1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions ACEI 5.1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Seeks out and participates in opportunities to grow professionally ACEI 5.1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Makes efforts to deepen his/her own knowledge of subject matter and curriculum materials ACEI 5.1	<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?

Final Grade:

**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"), 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.

A      A-      B+      B      B-      C+      C      C-      D+      D      D-      F  
                                

**By clicking the button below to continue, your response will be recorded and submitted as a final response. Please take a moment to check your answers before proceeding.**