

Default Question Block

Guide for Midterm Grade: 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 Directors: IB/M: robin.hands@uconn.edu or TCPCG: john.zack@uconn.edu.

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.

The development of this form was based on the Connecticut Common Core of Teaching and standards promoted by the Council for exceptional Children (CEC). The following critical information has been communicated and is recorded here for your reference.

1. Teachers apply knowledge by:

a. 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.

b. 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.

c. Assessing and Adjusting – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

2. Teachers demonstrate professional responsibility through:

a. Professional and Ethical Practice – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.

b. Reflection and Continuous Learning – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.

c. Leadership and Collaboration – Teachers demonstrate a commitment to their students and a passion for improving their profession.

We use a teacher candidate evaluation rubric with the content-specific standards embedded for all subject areas.

Directions for Final Grade Submission:

University Supervisor: At the final 3-way meeting, the university supervisor will facilitate discussion and reaching of consensus in relation to teacher candidate's scores for each standard below. ***The university supervisor will enter the candidate's scores on a form that will be sent to his/her email address. Once the form is electronically submitted, an electronic copy will be sent to the emails of the following people: teacher candidate, cooperating teacher, university supervisor, seminar leader, faculty advisor, and TE office.

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 3-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 3-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 3-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.

Scoring: Scoring of each standard should be guided by referring to the "Professional Practices Observation Tool"

3 – Teacher Candidate is making outstanding progress in meeting this standard.

2 - Teacher Candidate is making satisfactory progress in meeting this standard.

1 - Teacher Candidate is not making satisfactory progress in meeting this standard.

Semester/Year (For Example: Fall 2014)

Student Teacher/Candidate Name:

Cooperating Teacher Name:

University Supervisor Name:

School District:

School:

Grade Level Placement:

Program:

- IB/M Storrs
- TCPCG Hartford
- TCPCG Avery Point
- TCPCG Waterbury

Concentration Area/Field of Study:

Typical size of group:

- 1-3 10-12 19-21
 4-6 13-15 22-24
 7-9 16-18 Other (please specify):

Typical number of paraprofessionals worked with:

- 0 3 6 or more
 1 4 Other (please specify):

 2 5

Number of formal observations by university supervisor:

- 0 4 7
 1 5 8
 2 6 Other (please specify):

 3

Classifications of students encountered (check all that apply):

- Attention Deficit Disorder (ADD) Gifted/Talented Specific Learning Disabilities
 Autism Spectrum Disorder (ASD) Hearing Impairments Speech and Language Disorders
 Communication Disorders Intellectual Disability (ID) Traumatic Brain Injury (TBI)
 Deaf-Blindness Multiple Disabilities Visual Impairments
 Developmental Delays Orthopedic Impairments General Education
 Emotional/Behavioral Disorders (EBD) Other Health Impairments (OHI) Other (please specify):

Descriptions of areas of instruction observed (check all that apply):

- General Education Curriculum: English/Language Arts Cognitive Strategies: Expression (Writing) Functional Curriculum: Life Skills
 General Education Curriculum: Mathematics Cognitive Strategies: Self-assessment & Problem-solving Functional Curriculum: Cooking
 General Education Curriculum: Science Cognitive Strategies: Communication Skills Functional Curriculum: Self-care
 Cognitive Strategies: Acquisition (Reading) Behavioral Curriculum Other (please specify):

 Cognitive Strategies: Storage (Remembering) Functional Curriculum: Self-determination

Domain 1

1a. Physically prepare space and create lessons/materials needed to deliver instruction.

	Exceeds Expectations	Meets Expectations	Below Expectations
Lesson plan is submitted to the university supervisor by 12am the day in advance of observation and/or is submitted to the cooperating teacher in a manner that meets district guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All lesson related materials are disseminated during the lesson as noted in lesson plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical space(s) is set up to facilitate meeting instructional objectives including that necessary items are organized and placed for easy access by the teacher and/or students, as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Physically prepares space and creates lessons/materials needed to deliver instruction."

1b. Design lesson plans to provide access to the general curriculum as appropriate to the pupil population.

	Exceeds Expectations	Meets Expectations	Below Expectations
Creates instructional plans that include all required program components as appropriate to the student population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the use of instructional technology in order to deliver effective instruction, communicate critical content, and/or accommodate group needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writes lesson objectives (observable) for the individual or group that contain each of the four parts (learner, criteria, conditions, behavior) and are directly linked to assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selects and prioritizes critical content from general curriculum based on the needs of the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly communicates the critical content (i.e., big ideas) of relevant curriculum (e.g., academic, social behavioral, life skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides appropriate individual instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations / modifications when teaching critical content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Designs lesson plans to provide access to the general curriculum as appropriate to the pupil population."

1C. Modifies lesson plans to address needs of students with disabilities (as needed).

	Exceeds Expectations	Meets Expectations	Below Expectations
Uses developmentally appropriate activities and assignments throughout the lesson plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately adapts lessons/activities for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes in the lesson plan related IEP/504 information and how will address with individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the use of assistive technology for students in a way that meets IEP or 504 Plan requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed lesson plans and their presentation appropriately address necessary affective, social, and or life skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Modifies lesson plans to address needs of students with disabilities (as needed)."

Domain 1: Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

Domain 2

2A. Maintain a structured learning environment

	Exceeds Expectations	Meets Expectations	Below Expectations
Appropriately manages daily classroom routines to meet group needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes or maintains a safe, equitable, positive and supportive classroom atmosphere in which diversities are valued and active participation is encouraged. (Group dynamics or physical atmosphere)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitions from one activity to another are well planned and executed in terms of both instruction and group socio-behavioral needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaks clearly and with a positive tone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Maintain a structured learning environment"

2B. Use a small number of positively stated expectations

	Exceeds Expectations	Meets Expectations	Below Expectations
Student behavior expectations are clearly defined, communicated to students and consistently monitored throughout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Use a small number of positively stated expectations"

2C. Reinforce appropriate behavior

	Exceeds Expectations	Meets Expectations	Below Expectations
Manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Reinforce appropriate behavior"

2E. Implement individualized behavior strategies for students with disabilities

	Exceeds Expectations	Meets Expectations	Below Expectations
Implements all elements of an individual behavior Intervention Plan and positive behavior supports with some fidelity or across some applicable students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses the most appropriate behavior management strategy consistent with the identified needs of the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain 2: Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

Domain 3

3A. Introduce lesson content.

	Exceeds Expectations	Meets Expectations	Below Expectations
States the learning objectives and orient students to associated learning outcomes (via an advance organizer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes clear directions and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviews skills necessary to understand lesson related concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Introduce lesson content"

3B. Maximize student engagement.

	Exceeds Expectations	Meets Expectations	Below Expectations
Presents engaging lessons which provide students with some opportunities to respond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides differentiated opportunities for students to practice newly presented and/or acquired skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate objective data to guide instructional pace, content, and/or teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Maximize student engagement"

3C. Teach relevant lesson content.

	Exceeds Expectations	Meets Expectations	Below Expectations
Understanding of subject/grade appropriate curriculum is demonstrated in lesson presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Teach relevant lesson content"

3D. Provide performance-based feedback.

	Exceeds Expectations	Meets Expectations	Below Expectations
Provides specific and appropriate performance based feedback to individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Provide performance-based feedback"

3E. Review lesson content.

	Exceeds Expectations	Meets Expectations	Below Expectations
Provides reviews that clearly reinforce critical lesson content at the end of a lesson or transition to a new activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Review lesson content"

Domain 3: Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

Domain 4

4A. Assess student ability and/or knowledge prior to instruction.

	Exceeds Expectations	Meets Expectations	Below Expectations
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate assessments to determine relevant background information and/or skills necessary to meet individual student IEP objectives and/or state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Assess student ability and/or knowledge prior to instruction."

4B. Assess student response to intervention.

	Exceeds Expectations	Meets Expectations	Below Expectations
Uses appropriate assessments to determine if lesson objectives were met individually and/or group-wide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses effective assessment strategies to monitor student learning throughout the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Assess student response to intervention."

4C. Administer relevant individual special education assessments.

	Exceeds Expectations	Meets Expectations	Below Expectations
Selects, administers, scores, and interprets individual assessments appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Administer relevant individual special education assessments."

Domain 4: Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit. Students must complete all bold Descriptors to indicate Satisfactory Progress in Student Teaching in each domain.

General Comments/Observations:

Domain 5

5A. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.

	Exceeds Expectations	Meets Expectations	Below Expectations
Displays adequate knowledge and demonstrates that s/he has acquired skills needed to be successful in this placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses verbal, non-verbal, and written language in an appropriate manner in all school based/related settings, activities, and communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately handles discretionary matters and/or confidential information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates leadership in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession."

5B. Demonstrates working knowledge of classroom/school procedures.

	Exceeds Expectations	Meets Expectations	Below Expectations
Is knowledgeable of and Independently handles routine classroom procedures on a day-to-day basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is knowledgeable of school/district wide policies as appropriate to the classroom (e.g., SRBI, health care plans, seclusion and restraint, bullying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Demonstrates working knowledge of classroom/school procedures."

5C. Demonstrates collaboration skills.

	Exceeds Expectations	Meets Expectations	Below Expectations
Appropriately collaborates with special and general ed teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate leadership and effective communication when collaborating with para-educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately implements IEP or 504 plans, and related service provider recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate communication and collaboration skills during interactions with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is well prepared for student related conferences and presents in a clear/constructive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes on "Demonstrates collaboration skills"

Domain 5: Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

Section 2: University Supervisor Summary. To be completed by the University Supervisor and given to Student Teacher prior to writing reflection.

Student Teacher Areas of Greatest Strength:

Student Teacher Areas of Greatest Need for Growth: (Please draw from bold list of Satisfactory Progress not yet observed)



Section 3: Formal Student Teacher Reflection

This section is completed by the Student Teacher and returned to the University Supervisor. The University Supervisor can enter this information below if it is available:

