

## **UCONN Neag Mathematics Education Student Teaching Evaluation Form**

The development of this form was based on standards promoted by the National Council of Teachers of Mathematics (NCTM), 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.

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**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](mailto: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](mailto: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**): \_\_\_\_\_

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<b>CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting</b>	<b>Level 1 Not Making Satisfactory Progress</b>	<b>Level 2 Making Satisfactory Progress</b>	<b>Level 3 Making Outstanding Progress</b>	<b>Not Observed</b>
1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. NCTM 3a	<b>Has difficulty</b> applying knowledge of curriculum standards for secondary mathematics and understanding their relationship to student learning within and across mathematical domains.	<b>Often</b> applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and <b>sometimes</b> across mathematical domains.	<b>Effectively</b> applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	
2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences. NCTM 3b	<b>Rarely</b> analyzes or considers research in planning for and leading students in rich mathematical learning experiences.	<b>Usually</b> analyzes and considers research in planning for and leading students in rich mathematical learning experiences.	<b>Systematically</b> analyzes and considers research in planning for and leading students in rich mathematical learning experiences.	
3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. NCTM 3c	<b>Has difficulty</b> planning lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	<b>Shows increasing ability</b> to plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	<b>Consistently</b> plans lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	
4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content	<b>Seldom</b> provides students with opportunities to communicate about mathematics and make connections among mathematics, other content	<b>Increasingly</b> provides students with opportunities to communicate about mathematics and make connections among mathematics, other content	<b>Routinely</b> provides students with opportunities to communicate about mathematics and make connections among mathematics, other content	

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areas, everyday life, and the workplace. NCTM 3d	areas, everyday life, and the workplace.	areas, everyday life, and the workplace.	areas, everyday life, and the workplace.	
5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. NCTM 3e	<b>Struggles to</b> implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	<b>Works diligently to</b> implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	<b>Actively</b> implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	
6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. NCTM 3f	<b>Randomly</b> plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction.	<b>Is working on</b> planning, selecting, implementing, interpreting, and using formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	<b>Purposefully</b> plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	
7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments. NCTM 3g	<b>Only</b> monitors students' progress and measures students' mathematical understanding and ability through summative assessments.	Monitors students' progress, makes instructional decisions, and measures students' mathematical understanding and ability using summative assessments, and <b>is beginning to</b> use formative assessments.	<b>Consistently</b> monitors students' progress, makes instructional decisions, and measures students' mathematical understanding and ability using formative and summative assessments.	
8. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive	Exhibits <b>little</b> knowledge of adolescent learning, development, and behavior and <b>struggles to</b> demonstrate a	<b>Increasingly</b> exhibits knowledge of adolescent learning, development, and behavior and <b>often</b>	Exhibits knowledge of adolescent learning, development, and behavior and <b>effectively</b> demonstrates a	

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disposition toward mathematical processes and learning. NCTM 4a	positive disposition toward mathematical processes and learning.	demonstrates a positive disposition toward mathematical processes and learning.	positive disposition toward mathematical processes and learning.	
9. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. NCTM 4b	Plans and creates learning opportunities that are often <b>unsuitable and routine</b> . Students are passively engaged and learn from rote.	Plans and creates developmentally appropriate, sequential, and challenging learning opportunities <b>often</b> grounded in mathematics education research in which students are <b>usually</b> actively engaged in building new knowledge from prior knowledge and experiences.	<b>Habitually</b> plans and creates developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are <b>always</b> actively engaged in building new knowledge from prior knowledge and experiences.	
10. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. 4c	<b>Rarely</b> incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and <b>has difficulty</b> including culturally relevant perspectives as a means to motivate and engage students.	<b>Attempts</b> to incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and <b>increasingly</b> includes culturally relevant perspectives as a means to motivate and engage students.	<b>Expertly</b> incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms and includes culturally relevant perspectives as a means to motivate and engage students.	
11. Demonstrate equitable and ethical treatment of and high expectations for all students. NCTM 4d	Demonstrates <b>bias</b> treatment of students and holds <b>average</b> expectations for students.	<b>Usually</b> demonstrates equitable and ethical treatment of and high expectations for all students.	<b>Always</b> demonstrates equitable and ethical treatment of and high expectations for all students.	
12. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual	<b>Struggles to</b> apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings,	<b>Shows increasing ability to</b> apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings,	<b>Purposefully</b> applies mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings,	

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<p>environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. NCTM 4e</p>	<p>virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages).</p>	<p>virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.</p>	<p>virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.</p>	
<p>13. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains. NCTM 4a</p>	<p><b>Seldom</b> verifies that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.</p>	<p><b>Works diligently to</b> verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.</p>	<p><b>Routinely</b> verifies that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.</p>	
<p>14. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific</p>	<p>Engages students in developmentally <b>unsuitable</b> mathematical activities and investigations that are <b>passive</b> and include <b>general</b></p>	<p><b>In most instances</b> engages students in developmentally appropriate mathematical activities and investigations that require engagement and include mathematics-specific</p>	<p><b>Purposefully</b> engages students in developmentally appropriate mathematical activities and investigations that require <b>active</b> engagement and include mathematics-specific</p>	

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technology in building new knowledge. NCTM 5b	technology in building new knowledge.	technology in building new knowledge.	technology in building new knowledge.	
15. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. NCTM 5c	<b>Inconsistently</b> collects, organizes, analyzes, and reflects on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	<b>Increasingly</b> collects, organizes, analyzes, and reflects on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	<b>Systematically</b> collects, organizes, analyzes, and reflects on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	
<b>CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration</b>	<b>Level 1 Not Making Satisfactory Progress</b>	<b>Level 2 Making Satisfactory Progress</b>	<b>Level 3 Making Outstanding Progress</b>	<b>Not Observed</b>
16. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM 6a	<b>Rarely</b> takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.	<b>Often</b> takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.	<b>Always</b> takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.	
17. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development;	<b>Does little</b> to continue learning to inform practice, thereby <b>reducing</b> learning opportunities for students' mathematical knowledge development; <b>rarely</b> involves colleagues, other school professionals, families, and	<b>Often</b> engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; <b>in most instances</b> enhances learning opportunities for all students' mathematical knowledge	<b>Effectively</b> engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; <b>systematically</b> enhances learning opportunities for all students' mathematical	

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involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. NCTM 6b	various stakeholders; and reflects on practice at a <b>superficial</b> level.	development; <b>increasingly</b> involves colleagues, other school professionals, families, and various stakeholders; and advances their development as a reflective practitioner.	knowledge development; <b>regularly</b> involves colleagues, other school professionals, families, and various stakeholders; and advances their development as a reflective practitioner.	
18. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. NCTM 6c	<b>Never</b> uses resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	<b>Makes deliberate attempts to</b> utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	<b>Systematically</b> utilizes resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	

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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?</p> <p>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?</p> <p>What improvement can the student teacher candidate make in these areas?</p>	