

UCONN Neag History/Social Studies Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Council of Teachers of Social Studies (NCSS), 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.

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**): _____

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CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting	Level 1 Unacceptable	Level 2 Acceptable	Level 3 Target
1. Candidates plan learning sequences that demonstrate alignment with the C3 Framework, state required content standards, and theory and research. NCSS 2a; InTASC 7a; CCT 3.1, 3.2; CP 1, 2.	Candidates plan learning sequences.	Candidates plan learning sequences that demonstrate general alignment with the C3 Framework, state-required content standards, and theory and research.	Candidates plan learning sequences that demonstrate an explicit and specific alignment with the C3 Framework, state required content standards, and theory and research.
2. Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate learning for civic life. NCSS 2b	Candidates plan learning sequences that use disciplinary concepts, facts, and tools.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines that enable students to understand the world around them.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to foster everyday literacies, disciplinary literacies, and inquiry literacies.
3. Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life. NCSS 2c	Candidates plan learning sequences that use inquiry.	Candidates plan learning sequences that engage learners in the discipline specific ways of knowing that characterize social studies subject matter that enable students to understand the world around them.	Candidates plan learning sequences that engage learners in the discipline specific ways of knowing that characterize social studies subject matter that enable students to investigate issues in the world around them.
4. Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that conveys social studies knowledge and civic competence. NCSS 2d	Candidates plan learning sequences that include forms of representation.	Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry.	Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that fosters political knowledge, self-interested investment in political engagement, and a disposition toward a more

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			inclusive, just, and equitable society.
5. Candidates use theory and research to plan learning sequences that integrate social studies content, disciplinary sources, digital learning, and contemporary technologies to foster inquiry and civic competence. NCSS 2e	Candidates plan learning sequences that do not use technology.	Candidates plan learning sequences that use technology to investigate questions.	Candidates plan learning sequences that use technology to investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society.
6. Candidates design a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life and demonstrate alignment with state-required content standards. NCSS 3a	Candidates design assessments that measure learning.	Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of <i>disciplinary knowledge, inquiry, and forms of representation</i> . AND Candidates align assessments with state required content standards.	Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of <i>disciplinary knowledge, inquiry, and forms of representation</i> that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society. AND Candidates align assessments with state required content standards.
7. Candidates design coherent and relevant learning experiences and engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life and demonstrate	Candidates design learning experiences.	Candidates design coherent and relevant learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation. AND	Candidates design coherent and relevant learning experiences that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable

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alignment with state-required content standards. NCSS 3b		Candidates align learning experiences with state-required content standards.	society. AND Candidates align assessments with state-required content standards.
8. Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life. NCSS 3c	Candidates implement instructional practices and assessments.	Candidates implement a variety of instructional practices and authentic assessments that draw upon general concepts from theory and research.	Candidates use principles from theory and research to justify implementation of a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.
9. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life. NCSS 3d	Candidates collect student assessment data.	Candidates collect, analyze, and interpret various types of data including student-learning outcomes to help determine instructional decision-making.	Actively seeks out and uses resources from a variety of sources to create meaningful and challenging H/SS curriculum
10. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life. NCSS 3e	Candidates utilize assessment practices in the classroom.	Candidates engage learners in self-assessment practices that monitor and evaluate the quality of their thinking and behavior when learning.	Candidates engage learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life.
11. Candidates use knowledge of learners' socio-cultural assets,	Candidates plan and implement pedagogy that acknowledges	Candidates use knowledge of learners' socio-cultural assets,	Candidates use knowledge of learners' socio-cultural assets,

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<p>learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies. NCSS 4a</p>	<p>learners’ socio-cultural assets, learning demands, and individual identities.</p>	<p>learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences.</p> <p>AND</p> <p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands.</p>	<p>learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</p> <p>AND</p> <p>Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</p>
<p>12. Candidates facilitate collaborative, learning environments in which learners use <i>disciplinary facts, concepts, and tools</i>, engage in <i>disciplinary inquiry</i>, and create <i>disciplinary forms of representation</i> across the social studies disciplines. NCSS 4b</p>	<p>Candidates direct learning environments that support teacher-dependent learning.</p>	<p>Candidates facilitate collaborative learning environments that feature knowledge, practices, and forms of representation across social studies disciplines to explore civic life.</p>	<p>Candidates facilitate collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of representation across social studies disciplines to become informed advocates for an inclusive and equitable society.</p>

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<p>13. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society. NCSS 4c</p>	<p>Candidates acknowledge social, political, and economic issues with learners.</p>	<p>Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions that identify potential opportunities for informed action.</p>	<p>Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions and take informed action that challenges the effects of injustice in schools, community, or society.</p>
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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.

<p>CT Common Core of Teaching</p> <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>Summary Comments</p>
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<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>	
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