

UCONN Neag Elementary Education Student Teaching Evaluation Form

The development of this form was based on the Connecticut Common Core of Teaching and standards promoted by the Association for Childhood Education International (ACEI), 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.

C. Items identified in the CT Common Core of Teaching that are common to all student in the Neag School of Education teacher preparation programs.

Directions

Teacher candidates will have a formal review of their progress at the midterm and final using a **hard copy** of the IB/M Student Teaching Evaluation Form. **It is the responsibility of the teacher candidate and cooperating teacher to complete this form before the university supervisor arrives for the evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the teacher candidate. At the midterm and final evaluation, the cooperating teacher and teacher candidate will walk the university supervisor through the evaluation form noting the teacher candidate'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 teacher candidate. 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:

Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
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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, and there will be a column added to indicate that the practice being evaluated may not yet have been observed. However, if a teacher candidate has more than five #1's, the University Supervisor and/or Cooperating Teacher need to contact Robin Hands, Ed.D., Director of School-University Partnerships (robin.hands@uconn.edu) in order to work with the teacher candidate to create an Action Plan.

Final: *"Target" is developmentally appropriate for this learning experience; therefore, 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)

Teacher Candidate (please print): _____ Signature: _____

Cooperating Teacher (please print): _____ Signature: _____

University Supervisor (please print): _____ Signature: _____

School District: _____ School: _____ Grade Level Placement: _____

Program: *IB/M, Storrs*

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: Teachers Apply This Knowledge By: Planning, Instructing, Assessing and Adjusting	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
<p>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</p>	<p>Does not implement instruction based on knowledge of English language arts and is not able to apply reading and language/child development concepts to teach reading, writing, speaking, viewing, listening, and thinking skills in myriad situations; does not use a variety of materials and ideas</p>	<p>Makes deliberate attempts to implement 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</p>	<p>Effectively 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</p>
<p>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</p>	<p>Does not design and implement 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</p>	<p>Makes deliberate attempts to design and implement 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</p>	<p>Effectively 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</p>

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<p>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</p>	<p>Has difficulty engaging students in problem-solving, reasoning/proof, communication, connections and representation when implementing mathematics instruction, and lacks knowledge of major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability</p>	<p>In most instances, 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</p>	<p>Consistently 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</p>
<p>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</p>	<p>Randomly and rarely, 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.)</p>	<p>Attempts to promote 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.)</p>	<p>Purposefully and regularly, 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.)</p>
<p>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</p>	<p>Rarely integrates into instruction the content, functions and achievements of the visual and performing arts as primary media for communication, inquiry and engagement</p>	<p>Is working on integrating into instruction the content, functions and achievements of the visual and performing arts as primary media for communication, inquiry and engagement</p>	<p>Regularly integrates into instruction the content, functions and achievements of the visual and performing arts as primary media for communication, inquiry and engagement</p>

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<p>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</p>	<p>Does not attempt to create opportunities for student development and practice of skills that contribute to good health by integrating into instruction the major concepts of health education</p>	<p>Sometimes creates opportunities for student development and practice of skills that contribute to good health by integrating into instruction the major concepts of health education</p>	<p>Often creates opportunities for student development and practice of skills that contribute to good health by integrating into instruction the major concepts of health education</p>
<p>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</p>	<p>Does not attempt to foster active, healthy life styles and enhanced quality of life for students by integrating into instruction human movement and physical activity</p>	<p>Attempts to foster active, healthy life styles and enhanced quality of life for students by integrating into instruction human movement and physical activity</p>	<p>Consistently fosters active, healthy life styles and enhanced quality of life for students by integrating into instruction human movement and physical activity</p>
<p>8. Responds to the group or individual student's levels of understanding while teaching ACEI 3.2</p>	<p>Finds it challenging to respond to the group or individual student's levels of understanding while teaching</p>	<p>Increasingly responds to the group or individual student's levels of understanding while teaching</p>	<p>Regularly responds to the group or individual student's levels of understanding while teaching</p>
<p>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</p>	<p>Does not plan and implement instruction based on knowledge of the community context and of students as a group and as individuals</p>	<p>Makes deliberate attempts to plan and implement instruction based on knowledge of the community context and of students as a group and as individuals</p>	<p>Effectively plans and implements instruction based on knowledge of the community context and of students as a group and as individuals</p>
<p>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</p>	<p>Shows lack of understanding of students' different developmental levels and approaches to learning by rarely constructing lessons that are adapted to meet diverse student needs</p>	<p>Shows increasing understanding of students' different developmental levels and approaches to learning by sometimes constructing lessons that are adapted to meet diverse student needs</p>	<p>Demonstrates accurate understanding of students' different developmental levels and approaches to learning by routinely constructing lessons that are adapted to meet diverse student needs</p>

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<p>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</p>	<p>Has difficulty connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems</p>	<p>Is working on connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems</p>	<p>Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems</p>
<p>12. Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals ACEI 3.1</p>	<p>Has difficulty planning instruction based on national and state curriculum frameworks and classroom curricular goals</p>	<p>In most instances, plans instruction based on national and state curriculum frameworks and classroom curricular goals</p>	<p>Consistently plans instruction based on national and state curriculum frameworks and classroom curricular goals</p>
<p>13. Activates students' prior knowledge and experience ACEI 3.3</p>	<p>Seldom activates students' prior knowledge and experience</p>	<p>Often activates students' prior knowledge and experience</p>	<p>Regularly activates students' prior knowledge and experience</p>
<p>14. Asks questions and implements methods that encourage students to think critically ACEI 3.3</p>	<p>Rarely asks questions and implements methods that encourage students to think critically</p>	<p>Works diligently to ask questions and implement methods that encourage students to think critically</p>	<p>Habitually asks questions and implements methods that encourage students to think critically</p>
<p>15. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance ACEI 3.3</p>	<p>Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>	<p>Attempts to provide some opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>	<p>Purposefully and frequently provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</p>
<p>16. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum ACEI 5.2</p>	<p>Demonstrates little initiative in seeking out and using resources from a variety of sources to create meaningful and challenging curriculum</p>	<p>In some instances, seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum</p>	<p>Actively seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum</p>

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<p>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</p>	<p>Has difficulty creating a respectful, supportive, and challenging environment that supports individual student's development, construction of knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on learning</p>	<p>Usually creates a respectful, supportive, and challenging environment that supports individual student's development, construction of knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of child and/or adolescent development and beginning understanding of the multiple interacting influences on learning</p>	<p>Routinely 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</p>
<p>18. Uses informal and formal assessment data to modify instruction and to plan appropriate lessons, including purposeful choices regarding group formations ACEI 4</p>	<p>Rarely uses informal and formal assessment data to modify instruction, to plan appropriate lessons, or to make purposeful decisions about group formations</p>	<p>On some occasions, uses informal and formal assessment data to modify instruction, to plan appropriate lessons, and to make purposeful decisions about group formations</p>	<p>Consistently uses informal and formal assessment data to modify instruction, to plan appropriate lessons, and to make purposeful decisions about group formations</p>
<p>19. Sequences learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning ACEI 3.1</p>	<p>Does not intentionally sequence learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning</p>	<p>Attempts to deliberately sequence learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning</p>	<p>Purposely and effectively sequences learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning</p>
<p>20. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques ACEI 3.5</p>	<p>Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques</p>	<p>Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques</p>	<p>Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques</p>

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21. Documents student learning in both ongoing and summative ways ACEI 4	Is not systematically documenting student learning in both ongoing and summative ways	Is beginning to systematically document student learning in both ongoing and summative ways	Systematically documents student learning in both ongoing and summative ways
22. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students ACEI 3.5	Rarely uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students	Is learning to use effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students	Consistently uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students

CT COMMON CORE OF TEACHING: Teachers Demonstrate Professional Responsibility Through: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
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	Does not take initiative to communicate with families in supportive and empowering ways, establish respectful and collaborative relationships with families, and involve families in students' learning	Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students' learning	Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' learning
24. Collaborates with a variety of faculty members in the school community to support students' learning and well-being ACEI 5.1	Seldom collaborates with faculty members in the school community to support students' learning and well-being	Occasionally collaborates with faculty members in the school community to support students' learning and well-being	Regularly collaborates with a variety of faculty members in the school community to support students' learning and well-being

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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	Rarely reflects critically on his/her own practice and infrequently uses reflection to grow and change practice; is seldom willing to ask probing questions	Often reflects critically on his/her own practice and regularly uses reflection to grow and change practice; is often willing to ask probing questions	Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask probing questions
26. Seeks out and participates in opportunities to grow professionally ACEI 5.1	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
27. Makes efforts to deepen his/her own knowledge of subject matter and curriculum materials ACEI 5.1	Seldom makes efforts to deepen own knowledge of subject matter and curriculum materials; rarely seeks more information	Frequently makes efforts to deepen his/her own knowledge of subject matter and curriculum materials; occasionally seeks more information	Actively makes efforts to deepen his/her own knowledge of subject matter and curriculum materials; enthusiastically seeks more information

Common Student Teaching Evaluation Items

CT COMMON CORE OF TEACHING: Planning	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Planning Item: Candidate aligns learning goals to state and national content standards and communicates learning goals to students.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities. Goals set high expectation for all students.

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Common Planning Item: Candidate organizes and sequences curriculum and instruction to support all students' learning.	Articulates key elements of curriculum sequencing and demonstrates awareness of the importance of planned lesson organization to support and enhance student learning.	Uses subject matter knowledge to consistently organize units of instruction in a sequence that promotes student understanding and mastery of key ideas.	Reflects on units of instruction and student/classroom progress to make design improvements that integrate goals, standards, and educational activities in a cohesive sequence to promote student understanding of key ideas.
CT COMMON CORE OF TEACHING: Instructing	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Instruction Item: Candidate engages learners in relevant learning experiences using best practices from their discipline(s).	Understands and can articulate the relationship between research-based methods and information about students' diverse needs in the development of good instructional practice.	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons. Implements instructional strategies that reflect this connection.	Seeks out and utilizes a variety of subject-area best practices that are targeted to student/class-wide needs, helping students to access and build upon prior knowledge, interests, instructional, and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
Common Technology Item: Candidate uses developmentally and discipline-appropriate technology to support student learning.	Identifies technologies that are appropriate to a given instructional situation based upon understanding of content knowledge, curriculum design, standards, and students' unique needs.	Utilizes developmentally and discipline-appropriate technology to support and enhance student learning.	Reflects on how to use developmentally and discipline-appropriate technology to best meet student/class specific needs in order to support and enhance student learning.

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CT COMMON CORE OF TEACHING: Assessing	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Assessing Item: Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate recognizes the use of data collection from appropriate assessments for monitoring student learning and for guiding practice.	Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate collects, uses and analyzes data from appropriate assessments to monitor student learning and adjust his or her practice accordingly.
CT COMMON CORE OF TEACHING: Professional and Ethical Practice and Development	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Diversity Item: Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.	Candidate recognizes the importance of external factors outside the classroom and school that affect student learning.	Candidate develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Candidate develops and makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
Common Professionalism Item: Candidate acts according to professional standards.	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature and analyzing relevance and connection to own practice.
Common Professionalism Item: Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Identifies professional learning opportunities and can articulate their potential impact on professional growth	Incorporates new knowledge and skills from professional learning opportunities into written work and discussions.	Extends own professional practice by reflecting on professional learning opportunities and engaging in a professional organization or professional workshops, seminars, and/or conferences.

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Cooperating Teacher writes a summary comment about the teacher candidate's progress toward each standard in preparation for final 3-way meeting. University Supervisor can add to the summary comments, as needed.

CT Common Core of Teaching	Summary Comments
<p>I. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the teacher candidate possess in these areas?</p> <p>What improvement can the teacher candidate make in these areas?</p>	
<p>II. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning, leadership and collaboration.</p> <p>What strengths does the teacher candidate possess in these areas?</p> <p>What improvement can the teacher candidate make in these areas?</p>	
Comments:	