

UCONN Neag English Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Council of Teachers of English (NCTE), 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:

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| 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: *English Education*

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 | 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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| 1. Candidate plans standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. NCTE 3.1 | Candidate plans standards-based learning experiences, but uses a limited range of different texts. | Candidate increasingly plans standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. | Candidate purposefully plans standards-based, coherent and relevant learning experiences consistently utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. |
| 2. Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory. NCTE 3.3 | Candidate plans standards-based learning experiences in reading with little connection to current theory. | Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect some knowledge of current theory. | Candidate plans standards-based, coherent and relevant learning experiences in reading that reflect an expensive knowledge of current theory. |
| 3. Candidate plans learning experiences that utilize a variety of reading strategies both individual and collaborative. NCTE 3.3 | Candidate plans learning experiences that utilize a few reading strategies. | Candidate plans learning experiences that often utilize a variety of reading strategies both individual and collaborative. | Candidate habitually plans learning experiences that utilize a variety of reading strategies both individual and collaborative. |
| 4. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. NCTE 3.5 | Candidates plan instruction to facilitate students’ comprehension and interpretation of print and non-print texts, but rarely incorporates knowledge of the structure, history, and conventions of language. | Candidates plan instruction that increasingly incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. | Candidates plan instruction that incorporates extensive knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. |
| 5. Candidate plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. NCTE 3.6 | Candidate has difficulty planning instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. | Candidate often plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. | Candidate regularly plans instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. |

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| 6. Candidate plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies. NCTE 4.1 | Candidate plans standards-based composing experiences with little variation in approach. | Candidate plans standards-based, coherent and relevant composing experiences that often utilize individual and collaborative approaches and contemporary technologies. | Candidate systematically plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies. |
| 7. Candidate plans composing experiences that reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. NCTE 4.1 | Candidate plans composing experiences that reflect a limited understanding of writing processes and strategies in different genres for a variety of purposes and audiences. | Candidate usually plans composing experiences that reflect some understanding of writing processes and strategies in different genres for a variety of purposes and audiences. | Candidate plans composing experiences that reflect an extensive understanding of writing processes and strategies in different genres for a variety of purposes and audiences. |
| 8. Candidate designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. NCTE 4.3 | Candidate designs instruction of language conventions (grammar, usage, and mechanics), but the instruction is decontextualized from students' writing. | Candidate works diligently to design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. | Candidate actively designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. |
| 9. Candidate designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. NCTE 4.4 | Candidate designs instruction that works to simply move students' home and community languages to the standard form. | Candidate attempts to design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. | Candidate faithfully designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. |
| 10. Candidate plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. NCTE 5.1 | Candidate struggles to plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. | Candidate shows increasing ability to plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds. | Candidate effectively plans and implements instruction based on extensive knowledge of ELA curricular requirements and standards, school and community contexts, and students' linguistic and cultural backgrounds. |

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| 11. Candidate plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. NCTE 6.2 | Candidate finds it challenging to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. | Candidate is beginning to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. | Candidate holistically plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. |
| 12. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. NCTE 6.1 | Candidate struggles to plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. | Candidate shows increasing ability to plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. | Candidate skillfully plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. |
| 13. Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. NCTE 5.4 | Candidate selects and uses a variety of instructional strategies and teaching resources, but seldom includes contemporary technologies and digital media. | Candidate selects, creates, and uses a variety of instructional strategies and teaching resources, increasingly including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. | Candidate strategically selects, creates, and uses a variety of instructional strategies and teaching resources, purposefully including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. |
| 14. Candidate responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. NCTE 4.2 | Candidate only responds to students' finished texts. | Candidate shows increasing ability to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. | Candidate consistently responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. |

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| <p>15. Candidate uses instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. NCTE 3.1</p> | <p>Candidate finds it challenging to implement instructional strategies that are motivating and accessible to all students. There is no significant attempt to differentiate lessons.</p> | <p>Candidate is working on using instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p> | <p>Candidate comprehensively uses instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p> |
| <p>16. Candidate communicate with students about their performance in ways that actively involve them in their own learning. NCTE 5.3</p> | <p>Candidate provides summative evaluations about their students performance.</p> | <p>Candidate communicate with students about their performance in ways that attempts to involve them in their own learning.</p> | <p>Candidate routinely communicates with students about their performance in ways that actively involve them in their own learning.</p> |
| <p>17. Candidate uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. NCTE 5.2</p> | <p>Candidate rarely uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.</p> | <p>Candidate usually uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.</p> | <p>Candidate strategically uses data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.</p> |
| <p>18. Candidate differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts. NCTE 5.3</p> | <p>Candidate finds it challenging to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.</p> | <p>Candidate attempts to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.</p> | <p>Candidate systematically differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.</p> |

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| 19. Candidate designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE 3.2 | Candidate struggles to design a range of authentic assessments. | Candidate shows increasing ability to design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that sometimes address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. | Candidate expertly designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. |
| 20. Candidate designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. NCTE 3.4 | Candidate randomly selects reading assessments that provide data about student interests, reading proficiencies, and reading processes. | Candidate is beginning to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. | Candidate purposefully designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. |
| 21. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. NCTE 4.2 | Candidate designs a limited range of assessments for students that offer summative assessments of writing tasks. | Candidate is working on designing a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. | Candidate consistently designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. |
| CT COMMON CORE OF TEACHING: 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) |
| 22. Candidate models literate and ethical practices in ELA teaching. NCTE 7.1 | Candidate struggles to model literate and ethical practices in ELA teaching. | Candidate models literate and ethical practices in ELA teaching. | Candidate always models literate and ethical practices in ELA teaching. |

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| 23. Candidate engages in/reflects on a variety of experiences related to ELA. NCTE 7.1 | Candidate reflections on a variety of experiences related to ELA lack detail and fail to offer solutions to classroom challenges. | Candidate increasingly engages in/reflects on a variety of experiences related to ELA. | Candidate thoughtfully engages in/reflects on a variety of experiences related to ELA, focusing on pedagogical choices that show a commitment to student learning. |
| 24. Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. NCTE 7.2 | Candidate is hesitant regarding issues of leadership, collaboration, ongoing professional development, and community engagement. | Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. | Candidate demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. Candidate actively seeks out leadership roles. |

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) |
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| 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. |
| 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. |

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| 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) |
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| 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) |
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| 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.

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| <p style="text-align: center;">CT Common Core of Teaching</p> <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 style="text-align: center;">Summary Comments</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> | |
| <p>Comments:</p> | |

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