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.

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)

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: *History/Social Studies Education*

Circle or Highlight One: Midterm   Final   Grade **(only enter for Final)**: _____

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)
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 *disciplinary concepts, facts, and tools* 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 *disciplinary inquiry* 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 *disciplinary forms of representation* 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 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 *disciplinary knowledge, inquiry, and forms of representation* 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 *disciplinary knowledge, inquiry, and forms of representation.* 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 *disciplinary knowledge, inquiry, and forms of representation* 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 *disciplinary knowledge, inquiry, and forms of*	Candidates design learning experiences.	Candidates design coherent and relevant learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of	Candidates design coherent and relevant learning experiences that fosters political knowledge, a self-interested investment in

representation for competence in civic life and demonstrate alignment with state-required content standards. NCSS 3b		representation. AND Candidates align learning experiences with state-required content standards.	political engagement, and a disposition toward a more inclusive, just, and equitable 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 *disciplinary knowledge*, *inquiry*,

			and *forms of representation* for competence in civic life.
11. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies. NCSS 4a	Candidates plan and implement pedagogy that acknowledges learners' socio-cultural assets, learning demands, and individual identities.	Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners' personal, family, and community experiences. AND 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.	Candidates use knowledge of learners' socio-cultural assets, 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. AND 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.
12. Candidates facilitate collaborative, learning environments in which learners use *disciplinary facts, concepts, and tool*s, engage in *disciplinary inquiry*, and create *disciplinary forms of representation* across the	Candidates direct learning environments that support teacher-dependent learning.	Candidates facilitate collaborative learning environments that feature knowledge, practices, and forms of representation across social studies disciplines to explore civic life.	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

social studies disciplines. NCSS 4b			informed advocates for an inclusive and equitable society.
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	Candidates acknowledge social, political, and economic issues with learners.	Candidates facilitate learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicate conclusions that identify potential opportunities for informed action.	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.

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.
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)**
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.
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.

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