

## UCONN Neag Mathematics Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Council of Teachers of Mathematics (NCTM), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT). The CCCT has been summarized here for your reference.

### A. Teachers apply knowledge by...

1. **Planning** – Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
2. **Instructing** – Teachers create a positive learning environment, use effective verbal, nonverbal and media communication techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.
3. **Assessing and Adjusting** – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

### B. Teachers demonstrate professional responsibility through...

1. **Professional and Ethical Practice** – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
2. **Reflection and Continuous Learning** – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
3. **Leadership and Collaboration** – Teachers demonstrate a commitment to their students and a passion for improving their profession.

### 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:

<b>Score 1:</b> Emerging (Awareness, articulation, identification)	<b>Score 2:</b> Target (Puts into practice, implements)	<b>Score 3:</b> Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
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## **UCONN Neag Mathematics Education Student Teaching Evaluation Form**

### **Follow Up**

Within two weeks after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email in two weeks and you have checked your junk mail folder, please contact [teachered-surveys@uconn.edu](mailto:teachered-surveys@uconn.edu).

### **Grading**

**Midterm:** A letter grade is not issued on the midterm evaluation, 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](mailto: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: *Mathematics Education*

Circle or Highlight One:            Midterm            Final            Grade (only enter for Final): \_\_\_\_\_

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

<b>CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
1. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. NCTM 3a	<b>Has difficulty</b> applying knowledge of curriculum standards for secondary mathematics and understanding their relationship to student learning within and across mathematical domains.	<b>Often</b> applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and <b>sometimes</b> across mathematical domains.	<b>Effectively</b> applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.
2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences. NCTM 3b	<b>Rarely</b> analyzes or considers research in planning for and leading students in rich mathematical learning experiences.	<b>Usually</b> analyzes and considers research in planning for and leading students in rich mathematical learning experiences.	<b>Systematically</b> analyzes and considers research in planning for and leading students in rich mathematical learning experiences.
3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. NCTM 3c	<b>Has difficulty</b> planning lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	<b>Shows increasing ability</b> to plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	<b>Consistently</b> plans lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.
4. Provide students with opportunities to communicate about mathematics	<b>Seldom</b> provides students with opportunities to communicate about	<b>Increasingly</b> provides students with opportunities to	<b>Routinely</b> provides students with opportunities to communicate

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

and make connections among mathematics, other content areas, everyday life, and the workplace. NCTM 3d	mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. NCTM 3e	<b>Struggles to</b> implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	<b>Works diligently to</b> implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.	<b>Actively</b> implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.
6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. NCTM 3f	<b>Randomly</b> plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction.	<b>Is working on</b> planning, selecting, implementing, interpreting, and using formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	<b>Purposefully</b> plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.
7. Monitor students' progress, make instructional decisions, and measure students' mathematical understanding	<b>Only</b> monitors students' progress and measures students' mathematical understanding and	Monitors students' progress, makes instructional decisions, and measures students'	<b>Consistently</b> monitors students' progress, makes instructional decisions, and measures students'

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

and ability using formative and summative assessments. NCTM 3g	ability through summative assessments.	mathematical understanding and ability using summative assessments, and <b>is beginning to</b> use formative assessments.	mathematical understanding and ability using formative and summative assessments.
8. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. NCTM 4a	Exhibits <b>little</b> knowledge of adolescent learning, development, and behavior and <b>struggles to</b> demonstrate a positive disposition toward mathematical processes and learning.	<b>Increasingly</b> exhibits knowledge of adolescent learning, development, and behavior and <b>often</b> demonstrates a positive disposition toward mathematical processes and learning.	Exhibits knowledge of adolescent learning, development, and behavior and <b>effectively</b> demonstrates a positive disposition toward mathematical processes and learning.
9. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. NCTM 4b	Plans and creates learning opportunities that are often <b>unsuitable and routine</b> . Students are passively engaged and learn from rote.	Plans and creates developmentally appropriate, sequential, and challenging learning opportunities <b>often</b> grounded in mathematics education research in which students are <b>usually</b> actively engaged in building new knowledge from prior knowledge and experiences.	<b>Habitually</b> plans and creates developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are <b>always</b> actively engaged in building new knowledge from prior knowledge and experiences.
10. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include	<b>Rarely</b> incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and <b>has</b>	<b>Attempts</b> to incorporate knowledge of individual differences and the cultural and language diversity that exists	<b>Expertly</b> incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms and

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

culturally relevant perspectives as a means to motivate and engage students. 4c	<b>difficulty</b> including culturally relevant perspectives as a means to motivate and engage students.	within classrooms and <b>increasingly</b> includes culturally relevant perspectives as a means to motivate and engage students.	includes culturally relevant perspectives as a means to motivate and engage students.
11. Demonstrate equitable and ethical treatment of and high expectations for all students. NCTM 4d	Demonstrates <b>bias</b> treatment of students and holds <b>average</b> expectations for students.	<b>Usually</b> demonstrates equitable and ethical treatment of and high expectations for all students.	<b>Always</b> demonstrates equitable and ethical treatment of and high expectations for all students.
12. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. NCTM 4e	<b>Struggles to</b> apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages).	<b>Shows increasing ability to</b> apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	<b>Purposefully</b> applies mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.
13. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and	<b>Seldom</b> verifies that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical	<b>Works diligently to</b> verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and	<b>Routinely</b> verifies that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems;

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

continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains. NCTM 4a	reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.	solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.	logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.
14. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. NCTM 5b	Engages students in developmentally <b>unsuitable</b> mathematical activities and investigations that are <b>passive</b> and include <b>general</b> technology in building new knowledge.	<b>In most instances</b> engages students in developmentally appropriate mathematical activities and investigations that require engagement and include mathematics-specific technology in building new knowledge.	<b>Purposefully</b> engages students in developmentally appropriate mathematical activities and investigations that require <b>active</b> engagement and include mathematics-specific technology in building new knowledge.
15. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. NCTM 5c	<b>Inconsistently</b> collects, organizes, analyzes, and reflects on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	<b>Increasingly</b> collects, organizes, analyzes, and reflects on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.	<b>Systematically</b> collects, organizes, analyzes, and reflects on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.
<b>CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>

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

<p>16. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. NCTM 6a</p>	<p><b>Rarely</b> takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.</p>	<p><b>Often</b> takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.</p>	<p><b>Always</b> takes an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.</p>
<p>17. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. NCTM 6b</p>	<p><b>Does little</b> to continue learning to inform practice, thereby <b>reducing</b> learning opportunities for students' mathematical knowledge development; <b>rarely</b> involves colleagues, other school professionals, families, and various stakeholders; and reflects on practice at a <b>superficial</b> level.</p>	<p><b>Often</b> engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; <b>in most instances</b> enhances learning opportunities for all students' mathematical knowledge development; <b>increasingly</b> involves colleagues, other school professionals, families, and various stakeholders; and advances their development as a reflective practitioner.</p>	<p><b>Effectively</b> engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; <b>systematically</b> enhances learning opportunities for all students' mathematical knowledge development; <b>regularly</b> involves colleagues, other school professionals, families, and various stakeholders; and advances their development as a reflective practitioner.</p>
<p>18. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. NCTM 6c</p>	<p><b>Never</b> uses resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>	<p><b>Makes deliberate attempts to</b> utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>	<p><b>Systematically</b> utilizes resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>

**Common Student Teaching Evaluation Items**



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

<b>CT COMMON CORE OF TEACHING: Planning</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
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.
<b>CT COMMON CORE OF TEACHING: Instructing</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
Common Instruction Item: Candidate engages learners in relevant learning	Understands and can articulate the relationship between research-	Uses research-based educational practices that are responsive to	Seeks out and utilizes a variety of subject-area best practices that

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

experiences using best practices from their discipline(s).	based methods and information about students' diverse needs in the development of good instructional practice.	students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons. Implements instructional strategies that reflect this connection.	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.
<b>CT COMMON CORE OF TEACHING: Assessing</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
Common Assessing Item: Candidate collects and uses data from appropriate	Candidate recognizes the use of data collection from appropriate assessments for monitoring	Candidate collects and uses data from appropriate assessments to	Candidate collects, uses and analyzes data from appropriate assessments to monitor student

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

assessments to monitor student learning and guide practice.	student learning and for guiding practice.	monitor student learning and guide practice.	learning and adjust his or her practice accordingly.
<b>CT COMMON CORE OF TEACHING: Professional and Ethical Practice and Development</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
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.

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

*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><b>II. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning, leadership and collaboration.</b></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>	

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