

## ***UCONN Neag Special Education Student Teaching Evaluation Form***

The development of this form was based on standards promoted by the Council for Exceptional Children (CEC), 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.

## **UCONN Neag Special Education Student Teaching Evaluation Form**

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> <b>Emerging (Awareness, articulation, identification)</b>	<b>Score 2:</b> <b>Target (Puts into practice, implements)</b>	<b>Score 3:</b> <b>Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
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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](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: \_\_\_\_\_

## UCONN Neag Special Education Student Teaching Evaluation Form

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: *Special Education*

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

SECTION 1: INDIVIDUAL DOMAIN RUBRIC			
DOMAIN 1			
1A. physically prepare <b>space and create lessons/materials</b> needed to deliver instruction			
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)	Notes
Submitted lesson plans do not meet university or district criteria	Lesson plan is submitted to the university supervisor by 12am the day in advance of observation and/or is submitted to the	Lesson plan is submitted to the university supervisor by 5pm EST the day in advance of observation and/or is submitted to the	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

	cooperating teacher in a manner that meets district guidelines	cooperating teacher in a manner that exceeds district guidelines	
Materials are unavailable or difficult for students to obtain	All lesson related materials are disseminated during the lesson as noted in lesson plan	Materials are disseminated in a timely and integrated manner to maintain the flow of the lesson	
Physical space(s) are not appropriately set up to facilitate meeting instructional objectives including that necessary items are organized and placed for easy access by the teacher and/or students, as appropriate	Physical space(s) is set up to facilitate meeting instructional objectives including that necessary items are organized and placed for easy access by the teacher and/or students, as appropriate	Physical space is set up to <i>maximize</i> student engagement in the content of the lesson and <i>minimize</i> transition time, distractions and off task behavior	
<b>1B. design lesson plans to provide access to the general curriculum as appropriate to the pupil population</b>			
Generic or incomplete instructional plan for a single learning environment; no specification for appropriate social interactions	Creates instructional plans that include all required program components as appropriate to the student population.	Creates instructional plans that thoroughly and explicitly detail all required program components as appropriate to the student population.	
Incomplete or unclear facilitation of technology for students	Facilitates the use of instructional technology in order to deliver effective instruction, communicate critical content, and/or accommodate group needs.	Facilitates the use of instructional technology for and by students in order to deliver effective instruction, communicate critical content, and/or accommodate individual student needs.	
Writes lesson objectives that are incomplete and/or are not directly linked to assessment.	Writes lesson objectives (observable) for the individual or group that contain each of the four parts (learner, criteria, conditions, behavior) and are directly linked to assessment.	Writes in-depth and carefully specified lesson objectives (observable) for the individual or group that contain each of the four parts (learner, criteria, conditions, behavior) and are directly linked to assessment.	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

Partial selection or unclear prioritization of critical content from general curriculum to meet the needs of the group	Selects and prioritizes critical content from general curriculum based on the needs of the group	Selects and prioritizes critical content from general curriculum that demonstrates differentiation by regarding the needs of individual pupils	
Incomplete presentation of the critical content (i.e., big ideas), or teaching of irrelevant curriculum	Clearly communicates the critical content (i.e., big ideas) of relevant curriculum (e.g., academic, social behavioral, life skills)	Organizes critical content within a unit of study in ways that clearly show how newly presented big ideas are connected to previously learned ideas.	
Incomplete or inappropriate enhancements, accommodations, or modifications	Provides appropriate individual instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations / modifications when teaching critical content	Provides multiple appropriate instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations/ modifications when teaching critical content	
<b>1C. modify lesson plans to address needs of students with disabilities (as needed)</b>			
Uses inappropriate or developmentally inappropriate activities and assignments	Uses developmentally appropriate activities and assignments throughout the lesson plan	Demonstrates sophistication in the creation and/or selection of developmentally appropriate activities and assignments	
Adapts lessons or activities for individual students in inappropriate or unclear ways	Appropriately adapts lessons/activities for individual students	Appropriately adapts lessons/activities for individual students in ways designed to maximize interest/learning	
Incomplete or inaccurate explanation of how the lesson plan aligns to elements of the	Includes in the lesson plan related IEP/504 information and how will address with individual students	Related IEP objectives/ modifications and/ or 504 accommodations are fully addressed in lesson plans	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

IEP/504 Plan or total lack of inclusion			
Does not appropriately or completely facilitate the use of assistive technology for students in order to meet IEP or 504 Plan requirements.	Facilitates the use of assistive technology for students in a way that meets IEP or 504 Plan requirements.	Knowledgably and seamlessly integrates the use of appropriate assistive technology for students into lesson plan activities and/or other school activities and responsibilities	
Developed lesson plans and their presentation do not appropriately address necessary affective, social, and or life skills	Developed lesson plans and their presentation appropriately address necessary affective, social, and or life skills	Necessary affective, social, and/or life skills are fully and consistently incorporated into all of the students' lessons, as appropriate	
<p><b>Domain 1:</b> Comments &amp; Feedback. Please make note of ANY Descriptors that were not observed. <u>Unobserved Descriptors should be targeted for observation during a future visit.</u></p>			
<p>General Comments/Observations:</p>			

## **UCONN Neag Special Education Student Teaching Evaluation Form**

<b>DOMAIN 2</b>			
<b>2A. maintain a structured learning environment</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>	<b>Notes</b>
Inappropriate management of daily classroom routines	Appropriately manages daily classroom routines to meet group needs	Expertly manages daily classroom routines to meet the needs of individual learners	
Struggles to establish a safe, equitable, positive and supportive classroom atmosphere in which diversities are valued and active participation is encouraged.	Establishes or maintains a safe, equitable, positive and supportive classroom atmosphere in which diversities are valued and active participation is encouraged. (Group dynamics or physical atmosphere)	Creates a comprehensive positive classroom atmosphere that is safe, equitable, and supportive in which diversities are valued and active participation is encouraged. (Group dynamics and physical atmosphere)	
Poorly planned or failed execution of transitions from one teaching activity to another	Transitions from one activity to another are well planned and executed in terms of both instruction and group socio-behavioral needs.	Transitions student physical movement from one activity to another or from one setting to another in a smooth, well planned and executed manner	
Inconsistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation	Consistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation	Makes appropriate modifications of evidence-based behavior management techniques, school or class policies to meet the needs of specific students.	
Unclear speech or a negative tone	Speaks clearly and with a positive tone	Consistently speaks clearly and with a positive tone	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

<b>2B. use a small number of positively stated expectations</b>			
Student behavior expectations are incomplete, implicitly defined or modeled, vaguely communicated to students or inconsistently monitored	Student behavior expectations are clearly defined, communicated to students and consistently monitored throughout	Student behavior expectations are explicitly defined and modeled, as appropriate, clearly communicated to students and consistently prompted, monitored, and reinforced throughout	
<b>2C. reinforce appropriate behavior</b>			
Student provides vague or generic praise to a limited number of students during the lesson	Student provides specific and contingent (delivered as a result of the behavior) reinforcement of appropriate behavior throughout the lesson to multiple students	Student provides timely and specific reinforcement of appropriate behavior smoothly throughout the lesson and to all relevant students	
<b>2D. respond to inappropriate behavior</b>			
Inconsistently manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality)	Manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality)	Manages disruptive behavior fairly and consistently in a way that minimizes disruptions to instruction and/or to classroom order	
<b>2E. implement individualized behavior strategies for students with disabilities</b>			
Unclear or inappropriate management of student's behavior or failure to manage in accordance with individual Behavior Intervention Plan and positive behavior supports	Implements all elements of an individual behavior Intervention Plan and positive behavior supports with some fidelity or across some applicable students.	Implements all elements of an Individual Behavior Intervention Plan and positive behavior supports with fidelity across all applicable students.	
Inconsistently or fails to use the most appropriate behavior	Uses the most appropriate behavior management strategy	Refines implementation or develops an appropriate behavior	



## **UCONN Neag Special Education Student Teaching Evaluation Form**

management strategy consistent with the identified needs of the student	consistent with the identified needs of the student	management strategy consistent with the identified needs of the student	
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**Domain 2:** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

## UCONN Neag Special Education Student Teaching Evaluation Form

DOMAIN 3			
3A. introduce lesson content			
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)	Notes
Vague or unclear learning objectives or implicitly orients students to associated learning outcomes	States the learning objectives and orient students to associated learning outcomes (via an advance organizer)	Clearly states in-depth learning objectives and explicitly orients students to associated learning outcomes (via an advance organizer)	
Vague or unclear directions and procedures	Describes clear directions and procedures	Carefully specifies directions and procedures in multiple formats	
Limited or unclear review of skills necessary to understand lesson related concepts	Reviews skills necessary to understand lesson related concepts	In-depth review of skills necessary to understand lesson-related concepts and connections to world outside of school	
3B. maximize student engagement			
Maintains little or no student engagement to presented lessons	Presents engaging lessons which provide students with some opportunities to respond	Presents engaging lessons which provide students with high rates and varied opportunities to respond	
Provides limited and/or generic opportunities for students to practice newly presented and/or acquired skills	Provides differentiated opportunities for students to practice newly presented and/or acquired skills	Provides explicit differentiated opportunities for students to practice newly presented and/or acquired skills in all lesson activities	
Uses little or no objective assessment data to determine	Uses appropriate objective data to guide instructional pace,	Use of in-depth and comprehensive objective data to guide instructional decision	

## UCONN Neag Special Education Student Teaching Evaluation Form

instructional pace, content, and/or teaching method	content, and/or teaching methods	making related to instructional pace, content or method of instruction	
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**3C. teach relevant lesson content**

Understanding of subject/grade appropriate curriculum is not present within the lesson.	Understanding of subject/grade appropriate curriculum is demonstrated in lesson presentations.	Demonstrates in depth understanding of subject/grade appropriate curriculum in lesson implementation.	
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**3D. provide performance based feedback**

Provides generic non-specific feedback or delivers feedback in ways which distract from learning	Provides specific and appropriate performance based feedback to individual students	Provides in-depth specific and appropriate performance based feedback to students individually throughout the lesson	
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**3E. review lesson content**

Provides little or no lesson reviews or ones that do not reinforce critical lesson content	Provides reviews that clearly reinforce critical lesson content at the end of a lesson or transition to a new activity	Provides reviews that clearly reinforce critical lesson content in ways that incorporate related big ideas	
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**Domain 3:** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

## UCONN Neag Special Education Student Teaching Evaluation Form

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<b>DOMAIN 4</b>			
<b>4A. assess student ability and/or knowledge prior to instruction</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>	<b>Notes</b>
Inappropriate or incomplete use of assessments to determine relevant background information and/or skills necessary to meet lesson objectives	Uses appropriate assessments to determine relevant background information and/or skills necessary to meet lesson objectives (e.g., vocabulary, conceptual understanding, or related prior knowledge)	Uses appropriate assessments to determine relevant background information and/or skills necessary to meet course objectives (e.g., unit or related lesson content)	
Inappropriate or incomplete use of assessments to determine relevant background information and/or skills necessary to meet individual student IEP objectives and/or state standards	Uses appropriate assessments to determine relevant background information and/or skills necessary to meet individual student IEP objectives and/or state standards	Uses appropriate assessments to determine relevant background information and/or skills necessary to meet individual student IEP goals and/or state standards	
<b>4B. assess student response to instruction</b>			
Inappropriate or incomplete use of assessments to evaluate lesson objectives.	Uses appropriate assessments to determine if lesson objectives were met individually and/or group-wide.	Selects, develops, and/or adapts appropriate assessments to determine if lesson objectives were met individually and/or group-wide.	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

Uses ineffective or incomplete assessment strategies to monitor student learning throughout the lesson.	Uses effective assessment strategies to monitor student learning throughout the lesson.	Selects, develops, and/or adapts effective assessment strategies to monitor student learning throughout the lesson.	
<b>4C. administer relevant individual special education assessments</b>			
Unable to select, administer, score, and interpret individual assessments appropriately.	Selects, administers, scores, and interprets individual assessments appropriately	Selects, administers, scores, and appropriately interprets findings of individual assessments and make suitable recommendations.	
<p><b>Domain 4:</b> Comments &amp; Feedback. Please make note of ANY Descriptors that were not observed. <u>Unobserved Descriptors should be targeted for observation during a future visit.</u> Students must complete all bold Descriptors to indicate Satisfactory Progress in Student Teaching in each domain.</p>			
<p>General Comments/Observations:</p>			

## **UCONN Neag Special Education Student Teaching Evaluation Form**

<b>DOMAIN 5</b>			
<b>5A. uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession</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>	<b>Notes</b>
Does not yet demonstrate necessary knowledge and skills needed to be successful in this placement	Displays adequate knowledge and demonstrates that s/he has acquired skills needed to be successful in this placement	Displays the ability to generalize knowledge across settings or students and fluently implements skills needed to be successful in this placement	
Does not consistently use verbal, non-verbal, and written language in a professional manner in all school based/related settings, activities, and communications	Uses verbal, non-verbal, and written language in an appropriate manner in all school based/related settings, activities, and communications	Uses verbal, non-verbal, and written language in a professional and polished manner in all school based/related settings, activities, and communications	
Exhibits poor understanding/ judgment in the handling of discretionary matters and/or confidential information	Appropriately handles discretionary matters and/or confidential information	Demonstrates ability to independently develop appropriate solutions to complex and/or atypical problems related to discretionary matters	
Inappropriately or unethically advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	Advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	Teaches students to self-advocate for appropriate services as detailed in the student's IEP/504 and/or promotes student self-advocacy as appropriate for the age group	
Demonstrates little or no leadership in the classroom	Demonstrates leadership in the classroom	Demonstrates leadership in all school based/related settings, activities, and communications	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

<b>5B. demonstrates</b> working knowledge of classroom/school procedures			
Handles routine classroom procedures only with cuing or assistance	Is knowledgeable of and Independently handles routine classroom procedures on a day-to-day basis.	Fluent and timely implementation of routine classroom procedures throughout the student teaching placement	
Handles relevant school/district wide policies as appropriate to the classroom only with cuing or assistance	Is knowledgeable of school/district wide policies as appropriate to the classroom (e.g., SRBI, health care plans, seclusion and restraint, bullying)	Implements, as appropriate, school/district wide policies	
<b>5C. demonstrates</b> collaboration skills			
Little or no collaboration with special and general ed teachers	Appropriately collaborates with special and general ed teachers	Contributes own ideas and/or knowledge of best practices with special and general ed teachers	
Limited or ineffective leadership and/or communication when collaborating with para-educators	Demonstrates appropriate leadership and effective communication when collaborating with para-educators	Demonstrates polished leadership and communication when collaborating with para-educators	
Does not appropriately implement IEP or 504 plans, and related service provider recommendations	Appropriately implements IEP or 504 plans, and related service provider recommendations	Appropriately communicates and/or collaborates with related service providers beyond IEP or 504 plan requirements	
Demonstrates inappropriate communication or collaboration skills during interactions with parents	Demonstrates appropriate communication and collaboration skills during interactions with parents	Initiates appropriate communication and collaboration skills regarding interactions with parents	

## ***UCONN Neag Special Education Student Teaching Evaluation Form***

Is unprepared for student conferences and presents in an unclear manner	Is well prepared for student related conferences and presents in a clear/constructive manner	Supports individualized student planning by contributing during at least part of a student-related conference and presenting in a clear/constructive manner	
<b>Domain 5:</b> Comments & Feedback. Please make note of ANY Descriptors that were not observed. <u>Unobserved Descriptors should be targeted for observation during a future visit.</u>			
General Comments/Observations:			

<b><i>Common Student Teaching Evaluation Items</i></b>				
<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>	<b>Notes</b>
Common Planning Item: Candidate aligns learning	Articulates state and national content	Uses learning goals that reflect content standards and	Reflects on learning goals and links them closely to	



## **UCONN Neag Special Education Student Teaching Evaluation Form**

goals to state and national content standards and communicates learning goals to students.	standards and develops learning goals consistent with content standards and student development.	student development to design appropriate educational activities; communicates goals to students.	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 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	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	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

		instructional strategies that reflect this connection.	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 assessments to monitor student learning and guide practice.	Candidate recognizes the use of data collection from appropriate assessments for monitoring student	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.	

## **UCONN Neag Special Education Student Teaching Evaluation Form**

	learning and for guiding practice.			
<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	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,	

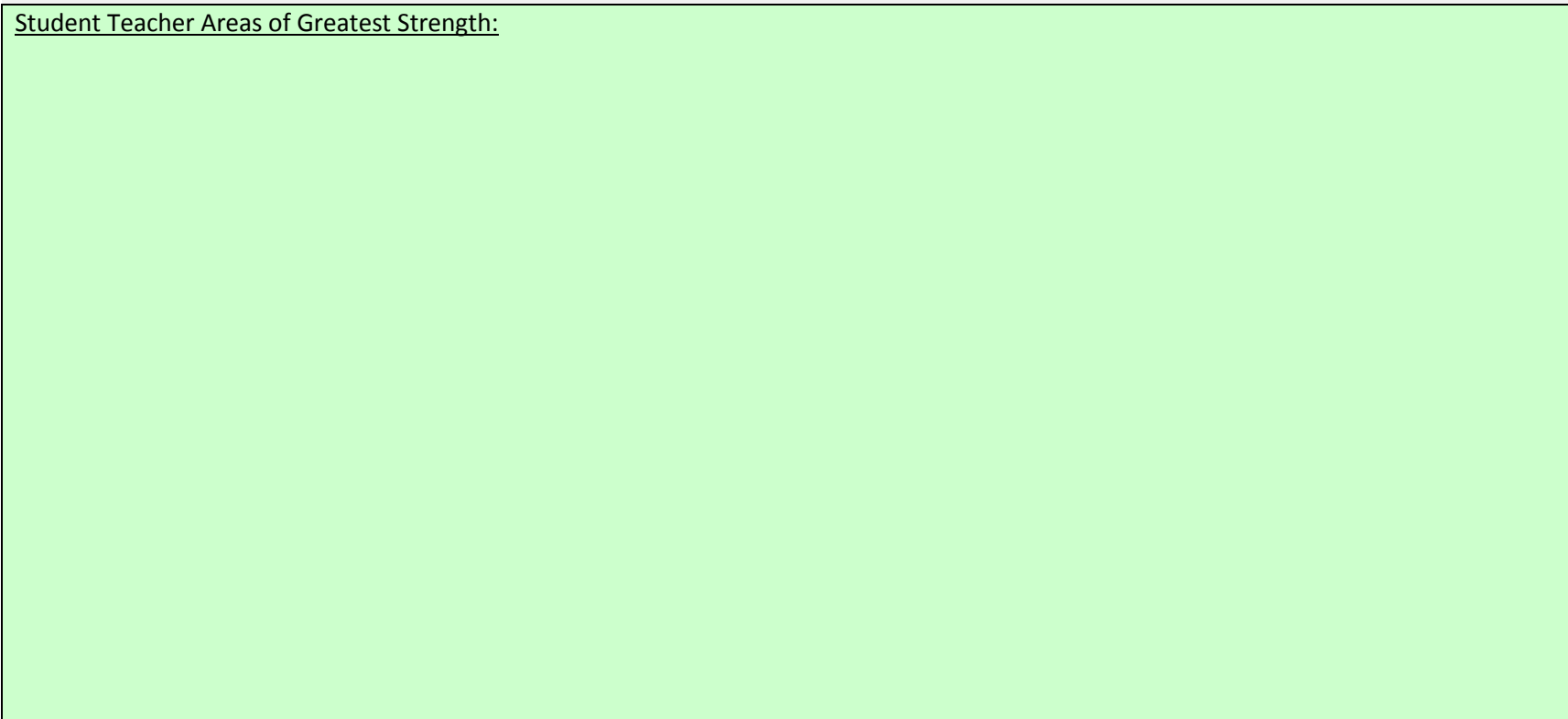
***UCONN Neag Special Education Student Teaching Evaluation Form***

learners, schools, and communities.			seminars, and/or conferences.	
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# ***UCONN Neag Special Education Student Teaching Evaluation Form***

## SECTION 2: UNIVERSITY SUPERVISOR SUMMARY


Student Teacher Areas of Greatest Strength:



## ***UCONN Neag Special Education Student Teaching Evaluation Form***

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Student Teacher Areas of Greatest Need for Growth: (Please draw from bold list of Satisfactory Progress not yet observed)



# ***UCONN Neag Special Education Student Teaching Evaluation Form***

## SECTION 3: PLAN OF ACTION (IF NECESSARY)

To be completed by the Student Teacher and returned to the University Supervisor IF any Domains do not meet Satisfactory Progress

Student Action Plan for Making Satisfactory Progress in each Domain: