

UCONN Neag English Education Student Teaching Evaluation Form 2020-2021

The development of this form was based on 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.

Directions

Student teachers will have a formal review of their progress at the midterm and final using this TCPCG Student Teaching Evaluation Form. **It is the responsibility of the student teacher and cooperating teacher to complete this form before meeting with the university supervisor for the midterm evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the student teacher. At the midterm evaluation, the cooperating teacher and student teacher will walk the university supervisor through the evaluation form noting the student teacher'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 student teacher. The university supervisor will complete and submit the on-line evaluation form from Qualtrics based on that consensus.

A three-point scale will be used to evaluate the teacher candidate:

- 1 = Teacher Candidate is not making satisfactory progress in meeting this standard.
- 2 = Teacher Candidate is making satisfactory progress in meeting this standard.
- 3 – Teacher Candidate is making outstanding progress in meeting this standard.

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Follow Up for Midterm and Final Evaluations

Within two weeks after the due date of the midterm evaluation and of the final evaluation, 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, but if a teacher candidate has more than five #1's, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. The Action Plan needs to be sent to the Director of TCPCG at niralee.patel-lye@uconn.edu.

Final: *Because satisfactory progress is the target for this learning experience, 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)

Student Teacher/Candidate (please print): _____ Signature: _____

Cooperating Teacher (please print): _____ Signature: _____

University Supervisor (please print): _____ Signature: _____

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

Program (select one): TCPCG Hartford _____ TCPCG Avery Point _____ TCPCG Waterbury _____

Concentration Area/Field of Study: _____

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

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CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting	Level 1 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
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	Candidates plan instruction to facilitate students' comprehension and interpretation of print and non-print texts, but rarely incorporates knowledge of	Candidates plan instruction that increasingly incorporates knowledge of language—structure, history, and conventions—to facilitate students'	Candidates plan instruction that incorporates extensive knowledge of language—structure, history, and conventions—to facilitate students' comprehension	

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and interpretation of print and non-print texts. NCTE 3.5	the structure, history, and conventions of language.	comprehension and interpretation of print and non-print texts.	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.	
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	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'	Candidate actively designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different	

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audiences, purposes, and modalities. NCTE 4.3		writing for different audiences, purposes, and modalities.	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.	
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	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	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	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	

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languages/dialects as they affect students' opportunities to learn in ELA. NCTE 6.2	environment), and languages/dialects as they affect students' opportunities to learn in ELA.	languages/dialects as they affect students' opportunities to learn in ELA.	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 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 responds 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</p>	<p>Candidate finds it challenging to differentiate</p>	<p>Candidate attempts to differentiate instruction</p>	<p>Candidate systematically differentiates instruction</p>	

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students' self-assessments and formal and informal assessments of learning in English language arts. NCTE 5.3	instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.	based on students' self-assessments and formal and informal assessments of learning in English language arts.	based on students' self-assessments and formal and informal assessments of learning in English language arts.	
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	Candidate designs a limited range of assessments for students that offer summative	Candidate is working on designing a range of assessments for students that promote their development as writers, are	Candidate consistently designs a range of assessments for students that promote their development as writers, are	

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task, and are consistent with current research and theory. NCTE 4.2	assessments of writing tasks.	appropriate to the writing task, and are consistent with current research and theory.	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	Level 1 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
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.	
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.	

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Common Items	Level 1 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
25. Candidate aligns learning goals to state and national content standards and communicates learning goals to students.	Candidate's learning goals and standards are often unaligned and/or these learning goals are not articulated clearly to students.	Candidate consistently aligns learning goals to state and national content standards and clearly communicates learning goals to students.	Plus: Candidate consistently reviews learning objectives and expectations with students both verbally and in writing.	
26. Candidate organizes and sequences curriculum and instruction to support all students' learning.	Candidate's lessons are somewhat disjointed. It is unclear how activities build on one another to support student learning.	Candidate's lessons include activities that build on one another to foster all students' understanding of targeted skills or knowledge.	Plus: Clear connections between prior academic knowledge and skills and current lessons are explicitly articulated to students.	
27. Candidate differentiates instructional strategies to deliver content, including the use of materials, groupings, and learning activities.	Candidate maintains uniform instructional strategies: materials, groupings and learning activities do not address differences in individual student learning strengths and needs.	Candidate differentiates instructional strategies to deliver content, including the use of materials, groupings, and learning activities.	Plus: Candidate creates modified materials to meet the learning needs of individual students.	
28. Candidate engages learners in relevant learning experiences using best practices from their discipline(s).	Candidate mainly uses teacher-centered practices and seldom varies their methods of instruction.	Candidate consistently engages learners in relevant learning experiences using best practices from their discipline(s).	Plus: Candidate experiments with new methods in their discipline.	
29. Candidate uses developmentally and discipline-appropriate technology to support student learning.	Candidate uses technology in limited ways. Technology use is generic rather than discipline-appropriate and does not take into account student learning goals.	Candidate consistently uses developmentally and discipline-appropriate technology in their instruction to support student learning goals.	Plus: Candidate designs lesson where students use discipline-appropriate technology to meet learning goals.	

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<p>30. Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.</p>	<p>Candidate makes and uses summative assessments to monitor student learning.</p>	<p>Candidate consistently uses formative and summative assessments to monitor student learning and guide practice.</p>	<p>Plus: Candidate uses assessment data to differentiate future instruction for individual students.</p>	
<p>31. Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.</p>	<p>Candidate does little to learn about the individual differences of students or the families, cultures and communities the school serves.</p>	<p>Candidate makes efforts to learning about students' individual differences, families, cultures and communities to promote an inclusive classroom environment and create equitable learning experiences.</p>	<p>Plus: Candidate has consistently engages with parents and participates in school and community events.</p>	
<p>32. Candidate acts according to professional standards.</p>	<p>Candidate is unaware of professional standards. Candidate does not always meet or adhere to the professional standards of the district.</p>	<p>Candidate consistently meets and acts according to professional standards in their work with students, colleagues and families.</p>	<p>Plus: Candidate engages with students, colleagues and school community members beyond their classrooms in ways that reflect professional standards.</p>	
<p>33. Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.</p>	<p>Candidate rarely takes advantage of professional learning opportunities.</p>	<p>Candidate consistently engages in ongoing professional learning within the school and district to further their knowledge and to support the needs of learners, schools, and communities.</p>	<p>Plus: Candidate has attended a conference or webinar beyond the school or district to advance their professional learning and brought that knowledge back to the school community.</p>	

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Cooperating Teacher writes summary comments about the teacher candidate's progress in preparation for final three-way meeting.
University Supervisor adds summary comments at the meeting.

CT Common Core of Teaching	Summary Comments
<p>1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the student teacher candidate possess in these areas?</p> <p>What improvement can the student teacher candidate make in these areas?</p> <p>2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning.</p> <p>What strengths does the student teacher candidate possess in these areas?</p> <p>What improvement can the student teacher candidate make in these areas?</p>	