

# **UConn Neag History/Social Studies Education Student Teaching Evaluation Form 2020-2021**

The development of this form was based on InTASC Standards adopted by the National Council of Teachers of Social Studies (NCSS), 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](mailto: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](mailto: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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<b>CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting</b>	<b>Level 1 Emerging</b>	<b>Level 2 Target</b>	<b>Level 3 Exceptional</b>	<b>Not Observed</b>
<b>1.</b> Candidates plan learning sequences that demonstrate alignment with the C3 Framework, state required content standards, and theory and research. NCSS 2a; InTASC 7a; CCT 3.1, 3.2; CP 1, 2.	Candidates plan learning sequences.	Candidates plan learning sequences that demonstrate general alignment with the C3 Framework, state-required content standards, and theory and research.	Candidates plan learning sequences that demonstrate an explicit and specific alignment with the C3 Framework, state required content standards, and theory and research.	
<b>2.</b> Candidates plan learning sequences that engage learners with <i>disciplinary concepts, facts, and tools</i> from the social studies disciplines to facilitate learning for civic life. NCSS 2b	Candidates plan learning sequences that use disciplinary concepts, facts, and tools.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines that enable students to understand the world around them.	Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to foster everyday literacies, disciplinary literacies, and inquiry literacies.	
<b>3.</b> Candidates plan learning sequences that engage learners in <i>disciplinary inquiry</i> to develop social studies literacies for civic life. NCSS 2c	Candidates plan learning sequences that use inquiry.	Candidates plan learning sequences that engage learners in the discipline specific ways of knowing that characterize social studies subject matter that enable students to understand the world around them.	Candidates plan learning sequences that engage learners in the discipline specific ways of knowing that characterize social studies subject matter that enable students to investigate issues in the world around them.	
<b>4.</b> Candidates plan learning sequences where learners create <i>disciplinary forms of representation</i> that conveys social studies knowledge and civic competence. NCSS 2d	Candidates plan learning sequences that include forms of representation.	Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry.	Candidates plan learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that fosters political knowledge, self-interested investment in political engagement, and a disposition toward a more	

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			inclusive, just, and equitable society.	
5. Candidates use theory and research to plan learning sequences that integrate social studies content, disciplinary sources, digital learning, and contemporary technologies to foster inquiry and civic competence. NCSS 2e	Candidates plan learning sequences that do not use technology.	Candidates plan learning sequences that use technology to investigate questions.	Candidates plan learning sequences that use technology to investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society.	
6. Candidates design a range of authentic assessments that measure learners' mastery of <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life and demonstrate alignment with state-required content standards. NCSS 3a	Candidates design assessments that measure learning.	Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of <i>disciplinary knowledge, inquiry, and forms of representation</i> .  AND  Candidates align assessments with state required content standards.	Candidates design a range of authentic assessments that measure how learners explain, apply or justify conclusions that are the result of <i>disciplinary knowledge, inquiry, and forms of representation</i> that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.  AND  Candidates align assessments with state required content standards.	
7. Candidates design coherent and relevant learning experiences and engage learners in <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life and demonstrate	Candidates design learning experiences.	Candidates design coherent and relevant learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation.  AND	Candidates design coherent and relevant learning experiences that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.	

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alignment with state-required content standards. NCSS 3b		Candidates align learning experiences with state-required content standards.	AND  Candidates align assessments with state-required content standards.	
<b>8.</b> Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life. NCSS 3c	Candidates implement instructional practices and assessments.	Candidates implement a variety of instructional practices and authentic assessments that draw upon general concepts from theory and research.	Candidates use principles from theory and research to justify implementation of a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.	
<b>9.</b> Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life. NCSS 3d	Candidates collect student assessment data.	Candidates collect, analyze, and interpret various types of data including student-learning outcomes to help determine instructional decision-making.	Actively seeks out and uses resources from a variety of sources to create meaningful and challenging H/SS curriculum	
<b>10.</b> Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life. NCSS 3e	Candidates utilize assessment practices in the classroom.	Candidates engage learners in self-assessment practices that monitor and evaluate the quality of their thinking and behavior when learning.	Candidates engage learners in self-assessment practices that may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations related to <i>disciplinary knowledge, inquiry, and forms of representation</i> for competence in civic life.	
<b>11.</b> Candidates use knowledge of learners’ socio-cultural assets, learning demands, and	Candidates plan and implement pedagogy that	Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual	Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual	

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<p>individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies. NCSS 4a</p>	<p>acknowledges learners’ socio-cultural assets, learning demands, and individual identities.</p>	<p>identities to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences.  AND  Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands.</p>	<p>identities to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.  AND  Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.</p>	
<p><b>12.</b> Candidates facilitate collaborative, learning environments in which learners use <i>disciplinary facts, concepts, and tools</i>, engage in <i>disciplinary inquiry</i>, and create <i>disciplinary forms of representation</i> across the social studies disciplines. NCSS 4b</p>	<p>Candidates direct learning environments that support teacher-dependent learning.</p>	<p>Candidates facilitate collaborative learning environments that feature knowledge, practices, and forms of representation across social studies disciplines to explore civic life.</p>	<p>Candidates facilitate collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of representation across social studies disciplines to become informed advocates for an inclusive and equitable society.</p>	
<p><b>13.</b> Candidates engage learners in ethical reasoning to deliberate social, political, and economic</p>	<p>Candidates acknowledge social, political, and</p>	<p>Candidates facilitate learners’ engagement in ethical reasoning to deliberate social, political, and</p>	<p>Candidates facilitate learners’ engagement in ethical reasoning to deliberate social, political, and</p>	

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issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society. NCSS 4c	economic issues with learners.	economic issues and communicate conclusions that identify potential opportunities for informed action.	economic issues and communicate conclusions and take informed action that challenges the effects of injustice in schools, community, or society.	
<b>Common Items</b>	<b>Level 1 Emerging</b>	<b>Level 2 Target</b>	<b>Level 3 Exceptional</b>	<b>Not Observed</b>
<b>14.</b> 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.	
<b>15.</b> 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.	
<b>16.</b> 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.	

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<p><b>17.</b> Candidate engages learners in relevant learning experiences using best practices from their discipline(s).</p>	<p>Candidate mainly uses teacher-centered practices and seldom varies their methods of instruction.</p>	<p>Candidate consistently engages learners in relevant learning experiences using best practices from their discipline(s).</p>	<p>Plus: Candidate experiments with new methods in their discipline.</p>	
<p><b>18.</b> Candidate uses developmentally and discipline-appropriate technology to support student learning.</p>	<p>Candidate uses technology in limited ways. Technology use is generic rather than discipline-appropriate and does not take into account student learning goals.</p>	<p>Candidate consistently uses developmentally and discipline-appropriate technology in their instruction to support student learning goals.</p>	<p>Plus: Candidate designs lesson where students use discipline-appropriate technology to meet learning goals.</p>	
<p><b>19.</b> 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><b>20.</b> 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><b>21.</b> Candidate acts according to professional standards.</p>	<p>Candidate is unaware of professional standards. Candidate does not always meet or</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>	



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	adhere to the professional standards of the district.			
<b>22.</b> Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Candidate rarely takes advantage of professional learning opportunities.	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.	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.	

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.

<p>CT Common Core of Teaching</p> <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>	<p>Summary Comments</p>
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