

UCONN Neag Mathematics Education Student Teaching Evaluation Form 2020-2021

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.

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. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. NCTM 3a	Has difficulty applying knowledge of curriculum standards for secondary mathematics and understanding their relationship to student learning within and across mathematical domains.	Often applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and sometimes across mathematical domains.	Effectively 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	Rarely analyzes or considers research in planning for and leading students in rich mathematical learning experiences.	Usually analyzes and considers research in planning for and leading students in rich mathematical learning experiences.	Systematically 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	Has difficulty 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.	Shows increasing ability 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.	Consistently 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 and make connections among	Seldom provides students with opportunities to communicate about mathematics and make	Increasingly provides students with opportunities to communicate about mathematics and make connections among mathematics,	Routinely provides students with opportunities to communicate about mathematics and make	

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mathematics, other content areas, everyday life, and the workplace. NCTM 3d	connections among mathematics, other content areas, everyday life, and the workplace.	other content areas, everyday life, and the workplace.	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	Struggles to 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.	Works diligently to 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.	Actively 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	Randomly plans, selects, implements, interprets, and uses formative and summative assessments to inform instruction.	Is working on planning, selecting, implementing, interpreting, and using formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	Purposefully 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 and ability using formative and summative assessments. NCTM 3g	Only monitors students' progress and measures students' mathematical understanding and ability through summative assessments.	Monitors students' progress, makes instructional decisions, and measures students' mathematical understanding and ability using summative assessments, and is beginning to use formative assessments.	Consistently monitors students' progress, makes instructional decisions, and measures students' mathematical understanding and ability using formative and summative assessments.	
8. Exhibit knowledge of adolescent learning,	Exhibits little knowledge of adolescent learning,	Increasingly exhibits knowledge of adolescent learning,	Exhibits knowledge of adolescent learning,	

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development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. NCTM 4a	development, and behavior and struggles to demonstrate a positive disposition toward mathematical processes and learning.	development, and behavior and often demonstrates a positive disposition toward mathematical processes and learning.	development, and behavior and effectively 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 unsuitable and routine . Students are passively engaged and learn from rote.	Plans and creates developmentally appropriate, sequential, and challenging learning opportunities often grounded in mathematics education research in which students are usually actively engaged in building new knowledge from prior knowledge and experiences.	Habitually plans and creates developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are always 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 culturally relevant perspectives as a means to motivate and engage students. 4c	Rarely incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and has difficulty including culturally relevant perspectives as a means to motivate and engage students.	Attempts to incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and increasingly includes culturally relevant perspectives as a means to motivate and engage students.	Expertly incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms and 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 bias treatment of students and holds average expectations for students.	Usually demonstrates equitable and ethical treatment of and high expectations for all students.	Always demonstrates equitable and ethical treatment of and high expectations for all students.	
12. Apply mathematical content and pedagogical knowledge to select and use	Struggles to apply mathematical content and pedagogical knowledge to	Shows increasing ability to apply mathematical content and pedagogical knowledge to select	Purposefully applies mathematical content and pedagogical knowledge to	

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<p>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</p>	<p>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).</p>	<p>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.</p>	<p>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.</p>	
<p>13. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and 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. NCTM 4a</p>	<p>Seldom verifies that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and 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.</p>	<p>Works diligently to verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and 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.</p>	<p>Routinely verifies that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and 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.</p>	

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<p>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</p>	<p>Engages students in developmentally unsuitable mathematical activities and investigations that are passive and include general technology in building new knowledge.</p>	<p>In most instances engages students in developmentally appropriate mathematical activities and investigations that require engagement and include mathematics-specific technology in building new knowledge.</p>	<p>Purposefully engages students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.</p>	
<p>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</p>	<p>Inconsistently 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.</p>	<p>Increasingly 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.</p>	<p>Systematically 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.</p>	
<p>CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration</p>	<p>Level 1 Emerging</p>	<p>Level 2 Target</p>	<p>Level 3 Exceptional</p>	<p>Not Observed</p>
<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>Rarely 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>Often 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>Always 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>	

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<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>Does little to continue learning to inform practice, thereby reducing learning opportunities for students' mathematical knowledge development; rarely involves colleagues, other school professionals, families, and various stakeholders; and reflects on practice at a superficial level.</p>	<p>Often engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; in most instances enhances learning opportunities for all students' mathematical knowledge development; increasingly involves colleagues, other school professionals, families, and various stakeholders; and advances their development as a reflective practitioner.</p>	<p>Effectively engages in continuous and collaborative learning that draws upon research in mathematics education to inform practice; systematically enhances learning opportunities for all students' mathematical knowledge development; regularly 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>Never uses resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>	<p>Makes deliberate attempts to utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>	<p>Systematically utilizes resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.</p>	
<p>Common Items</p>	<p>Level 1 Emerging</p>	<p>Level 2 Target</p>	<p>Level 3 Exceptional</p>	<p>Not Observed</p>
<p>19. Candidate aligns learning goals to state and national content standards and communicates learning goals to students.</p>	<p>Candidate's learning goals and standards are often unaligned and/or these learning goals are not articulated clearly to students.</p>	<p>Candidate consistently aligns learning goals to state and national content standards and clearly communicates learning goals to students.</p>	<p>Plus: Candidate consistently reviews learning objectives and expectations with students both verbally and in writing.</p>	
<p>20. Candidate organizes and sequences curriculum and</p>	<p>Candidate's lessons are somewhat disjointed. It is unclear how activities build</p>	<p>Candidate's lessons include activities that build on one another to foster all students'</p>	<p>Plus: Clear connections between prior academic knowledge and skills and</p>	

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instruction to support all students' learning.	on one another to support student learning.	understanding of targeted skills or knowledge.	current lessons are explicitly articulated to students.	
21. 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.	
22. 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.	
23. 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.	
24. Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate makes and uses summative assessments to monitor student learning.	Candidate consistently uses formative and summative assessments to monitor student learning and guide practice.	Plus: Candidate uses assessment data to differentiate future instruction for individual students.	
25. Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.	Candidate does little to learn about the individual differences of students or the families, cultures and communities the school serves.	Candidate makes efforts to learning about students' individual differences, families, cultures and communities to promote an inclusive classroom environment and create equitable learning experiences.	Plus: Candidate has consistently engages with parents and participates in school and community events.	

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<p>26. 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>27. 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>	