

UCONN Neag Special Education Student Teaching Evaluation Form 2020-2021

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.

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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SECTION 1: INDIVIDUAL DOMAIN RUBRIC			
DOMAIN 1 Planning & Preparation <i>CEC Standard 1 Learner Development and Individual Differences, 3 Curricular Content Knowledge and 5 Instructional Planning and Strategies</i>			
1A. physically prepare space and create lessons/materials needed to deliver instruction			
Exceeds expectations ✓+	Meets expectations ✓	Below expectations ✓-	Notes
Lesson plan is submitted to the university supervisor by 5pm EST the day in advance of observation and/or is submitted to the cooperating teacher in a manner that exceeds district guidelines	Lesson plan is submitted to the university supervisor by 12am the day in advance of observation and/or is submitted to the cooperating teacher in a manner that meets district guidelines	Submitted lesson plans do not meet university or district criteria	
Materials are disseminated in a timely and integrated manner to maintain the flow of the lesson	All lesson related materials are disseminated during the lesson as noted in lesson plan	Materials are unavailable or difficult for students to obtain	
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	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(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	
1B. design lesson plans to provide access to the general curriculum as appropriate to the pupil population			
Creates instructional plans that thoroughly and explicitly detail all required program components as appropriate to the student population.	Creates instructional plans that includes all required program components as appropriate to the student population.	Generic or incomplete instructional plan for a single learning environment; no specification for appropriate social interactions	
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.	Facilitates the use of instructional technology in order to deliver effective instruction, communicate critical content, and/or accommodate group needs.	Incomplete or unclear facilitation of technology for students	
Write in-depth and carefully specified lesson objectives (observable) for the individual or group that contain each of the	Write lesson objectives (observable) for the individual or group that contain each of the four parts (learner, criteria,	Write lesson objectives that are incomplete and/or are not directly linked to assessment.	

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four parts (learner, criteria, conditions, behavior) and are directly linked to assessment.	conditions, behavior) and are directly linked to assessment.		
Select and prioritize critical content from general curriculum that demonstrates differentiation by regarding the needs of individual pupils	Select and prioritize critical content from general curriculum based on the needs of the group	Partial selection or unclear prioritization of critical content from general curriculum to meet the needs of the group	
Contextualizes the critical content within the unit of study, beyond the individual lesson, to show how different ideas are related (i.e., how a new idea is connected to a previously learned idea).	Clearly communicate the critical content (i.e., big ideas) of relevant curriculum (e.g., academic, social behavioral, life skills)	Incomplete presentation of the critical content (i.e., big ideas), or teaching of of irrelevant curriculum	
Provide multiple appropriate instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations/ modifications when teaching critical content	Provide appropriate individual instructional enhancements (e.g., graphic organizers, strategy instruction, use of technology) and/or accommodations / modifications when teaching critical content	Incomplete or inappropriate enhancements, accommodations, or modifications	
1C. modify lesson plans to address needs of students with disabilities (as needed)			
Demonstrates sophistication in the creation and/or selection of developmentally appropriate activities and assignments	Use developmentally appropriate activities and assignments throughout the lesson plan	Uses inappropriate or developmentally inappropriate activities and assignments	
Appropriately adapts lessons/activities for individual students in ways designed to maximize interest/learning	Appropriately adapts lessons/activities for individual students	Adapts lessons or activities for individual students in inappropriate or unclear ways	
Related IEP objectives/ modifications and/ or 504 accommodations are fully addressed in lesson plans	Includes in the lesson plan related IEP/504 information and how will address with individual students	Incomplete or inaccurate explanation of how the lesson plan aligns to elements of the IEP/504 Plan or total lack of inclusion	
Knowledgeably and seamlessly integrates the use of appropriate assistive technology for students	Facilitates the use of assistive technology for students in a way that meets IEP or 504 Plan	Incomplete or does not appropriately facilitate the use of assistive technology for students	

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into lesson plan activities and/or other school activities and responsibilities	requirements.	in order to meet IEP or 504 Plan requirements.	
Necessary affective, social, and/or life skills are fully and consistently incorporated into all of the students' lessons, as appropriate	Developed lesson plans and their presentation appropriately address necessary affective, social, and or life skills	Developed lesson plans and their presentation do not appropriately address necessary affective, social, and or life skills	
<p><i>Domain 1:</i> 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></p>			
<p>General Comments/Observations:</p>			

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DOMAIN 2 Evidence-based Classroom & Behavioral Management <i>CEC Standard 2 Learning Environments</i>			
2A. maintain a structured learning environment			
Exceeds expectations ✓+	Meets expectations ✓	Below expectations ✓-	Notes
Expertly manages daily classroom routines to meet the needs of individual learners	Appropriately manages daily classroom routines to meet group needs	Inappropriate management of daily classroom routines	
Creates a comprehensive positive classroom atmosphere that is safe, equitable, positive and supportive in which diversities are valued and active participation is encouraged. (Group dynamics and physical atmosphere)	Establish or maintain a safe, equitable, positive and supportive classroom atmosphere in which diversities are valued and active participation is encouraged. (Group dynamics or physical atmosphere)	Struggles to establish a safe, equitable, positive and supportive classroom atmosphere in which diversities are valued and active participation is encouraged.	
Transitions student physical movement from one activity to another or from one setting to another in a smooth, well planned and executed manner	Transitions from one activity to another are well planned and executed in terms of both instruction and group socio-behavioral needs.	Poorly planned or failed execution of transitions from one teaching activity to another	
Makes appropriate modifications of evidence-based behavior management techniques, school or class policies to meet the needs of specific students.	Consistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation	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 speaks clearly and with a positive tone	Speak clearly and with a positive tone	Unclear speech or a negative tone	
2B. use a small number of positively stated expectations			
Student behavior expectations are explicitly defined and modeled, as appropriate, clearly communicated to students and consistently prompted, monitored, and reinforced throughout	Student behavior expectations are clearly defined, communicated to students and consistently monitored throughout	Student behavior expectations are incomplete, implicitly defined or modeled, vaguely communicated to students or inconsistently monitored	
2C. reinforce appropriate behavior			
Student provides timely and	Student provides specific and	Student provides vague or generic	

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specific reinforcement of appropriate behavior smoothly throughout the lesson and to all relevant students	contingent (delivered as a result of the behavior) reinforcement of appropriate behavior throughout the lesson to multiple students	praise to a limited number of students during the lesson	
2D. respond to inappropriate behavior			
Manages disruptive behavior fairly and consistently in a way that minimizes disruptions to instruction and/or to classroom order	Manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality)	Inconsistently manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality)	
2E. implement individualized behavior strategies for students with disabilities			
Implements all elements of an individual behavior Intervention Plan and positive behavior supports with fidelity across all applicable students.	Implements all elements of an individual behavior Intervention Plan and positive behavior supports with some fidelity or across some applicable students.	Unclear or inappropriate management of student's behavior or failure to manage in accordance with individual Behavior Intervention Plan and positive behavior supports	
Refines implementation or develops an appropriate behavior management strategy consistent with the identified needs of the student	Use the most appropriate behavior management strategy consistent with the identified needs of the student	Inconsistently or fails to use the most appropriate behavior 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:

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DOMAIN 3 Evidence/Standard-based Instruction CEC Standards <i>CEC Standards 3 Curricular Content Knowledge, 4 Assessment, and 5 Instructional Planning and Strategies</i>			
3A. introduce lesson content			
Exceeds expectations ✓+	Meets expectations ✓	Below expectations ✓-	Notes
Clearly states in-depth learning objectives and explicitly orients students to associated learning outcomes (via an advance organizer)	State the learning objectives and orient students to associated learning outcomes (via an advance organizer)	Vague or unclear learning objectives or implicitly orients students to associated learning outcomes	
Carefully specifies directions and procedures in multiple formats	Describe clear directions and procedures	Vague or unclear directions and procedures	
In-depth review of skills necessary to understand lesson-related concepts and connections to world outside of school	Review skills necessary to understand lesson related concepts	Limited or unclear review of skills necessary to understand lesson related concepts	
3B. maximize student engagement			
Presents engaging lessons which provide students with high rates and varied opportunities to respond	Presents engaging lessons which provide students with some opportunities to respond	Maintains little or no student engagement to presented lessons	
Provides explicit differentiated opportunities for students to practice newly presented and/or acquired skills in all lesson activities	Provides differentiated opportunities for students to practice newly presented and/or acquired skills	Provides limited and/or generic opportunities for students to practice newly presented and/or acquired skills	
Use of in-depth and comprehensive objective data to guide instructional decision making related to instructional pace, content or method of instruction	Uses appropriate objective data to guide instructional pace, content, and/or teaching methods	Uses little or no objective assessment data to determine instructional pace, content, and/or teaching method	

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3C. teach relevant lesson content			
Demonstrates clear understanding of subject/grade appropriate curriculum in lesson implementation.	Understanding of subject/grade appropriate curriculum is present in majority but not all of lesson.	Understanding of subject/grade appropriate curriculum is not present within the lesson.	
3D. provide performance based feedback			
Provides in-depth specific and appropriate performance based feedback to students individually throughout the lesson	Provides specific and appropriate performance based feedback to individual students	Provides generic non-specific feedback or delivers feedback in ways which distract from learning	
3E. review lesson content			
Provides reviews that clearly reinforce critical lesson content in ways that incorporate related big ideas	Provides reviews that clearly reinforce critical lesson content at the end of a lesson or transition to a new activity	Provides little or no lesson reviews or ones that do not reinforce critical lesson content	
<p>Domain 3: 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></p>			
<p>General Comments/Observations:</p>			

| _____

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DOMAIN 4 Assessment/Evaluation CEC Standards 4 Assessment			
4A. assess student ability and/or knowledge prior to instruction			
Exceeds expectations ✓+	Meets expectations ✓	Below expectations ✓-	Notes
Use appropriate assessments to determine relevant background information and/or skills necessary to meet course objectives (e.g., unit or related lesson content)	Use appropriate assessments to determine relevant background information and/or skills necessary to meet lesson objectives (e.g., vocabulary, conceptual understanding, or related prior knowledge)	Inappropriate or incomplete use of assessments to determine relevant background information and/or skills necessary to meet lesson objectives	
Use appropriate assessment to determine relevant background information and/or skills necessary to meet individual student IEP goals and/or state standards	Use appropriate assessment to determine relevant background information and/or skills necessary to meet individual student IEP objectives and/or state standards	Inappropriate or incomplete use of assessment to determine relevant background information and/or skills necessary to meet individual student IEP objectives and/or state standards	
4B. assess student response to instruction			
Select, develop, and/or adapt appropriate assessments to determine if lesson objectives were met individually and/or group-wide.	Uses appropriate assessments to determine if lesson objectives were met individually and/or group-wide.	Inappropriate or incomplete use of assessments to evaluate lesson objectives.	
Select, develop, and/or adapt effective assessment strategies to monitor student learning throughout the lesson.	Uses effective assessment strategies to monitor student learning throughout the lesson.	Uses ineffective or incomplete assessment strategies to monitor student learning throughout the lesson.	

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4C. administer relevant individual special education assessments			
Select, administer, score, and appropriately interpret findings of individual assessments and make suitable recommendations.	Select, administer, score, and interpret individual assessments appropriately	Unable to select, administer, score, and interpret individual assessments appropriately.	
<p>Domain 4: 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> Students must complete all bold Descriptors to indicate Satisfactory Progress in Student Teaching in each domain.</p>			
<p>General Comments/Observations:</p>			

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DOMAIN 5 Professional Behaviors/Responsibilities <i>CEC Standards 1 Learner Development and Individual Differences, 6 Professional Learning and Ethical Practice, and 7 Collaboration</i>			
5A. uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession			
Exceeds expectations ✓+	Meets expectations ✓	Below expectations ✓-	Notes
Displays the ability to generalize knowledge across settings or students and fluently implement 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	Does not yet demonstrate necessary knowledge and skills needed to be successful in this placement	
Uses verbal, non-verbal, and written language in a professional and polished 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	Does not consistently use verbal, non-verbal, and written language in a professional manner in all school based/related settings, activities, and communications	
Demonstrates ability to independently develop appropriate solutions to complex and/or atypical problems related to discretionary matters	Appropriately handles discretionary matters and/or confidential information	Exhibits poor understanding/ judgment in the handling of discretionary matters and/or confidential information	
Teaches students to self-advocate for appropriate services as detailed in the student's IEP/504	Advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	Inappropriately or unethically advocates for appropriate services for individuals with disabilities as detailed in the student's IEP or 504 Plan.	
Demonstrates leadership in in all school based/related settings, activities, and communications	Demonstrates leadership in the classroom	Demonstrates little or no leadership in the classroom	

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

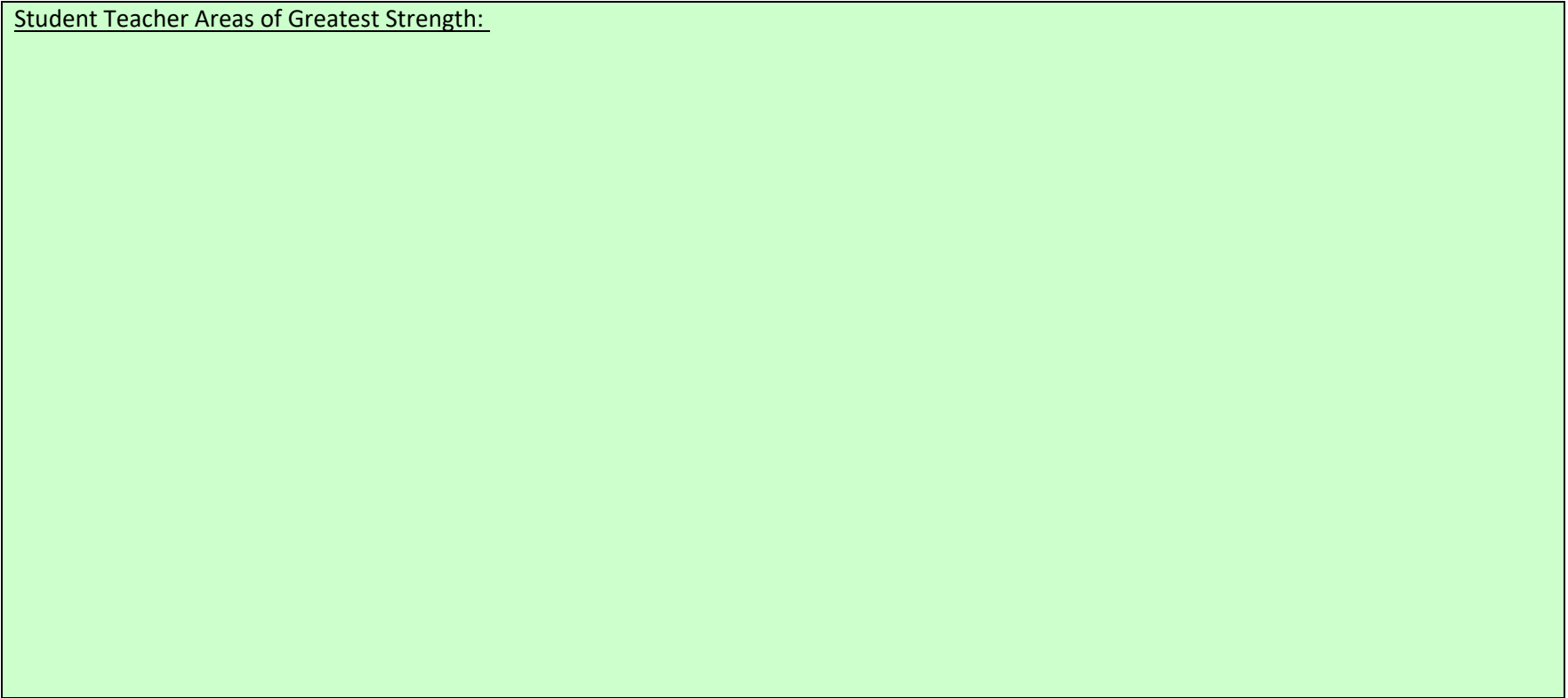
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Domain 5: Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.

General Comments/Observations:

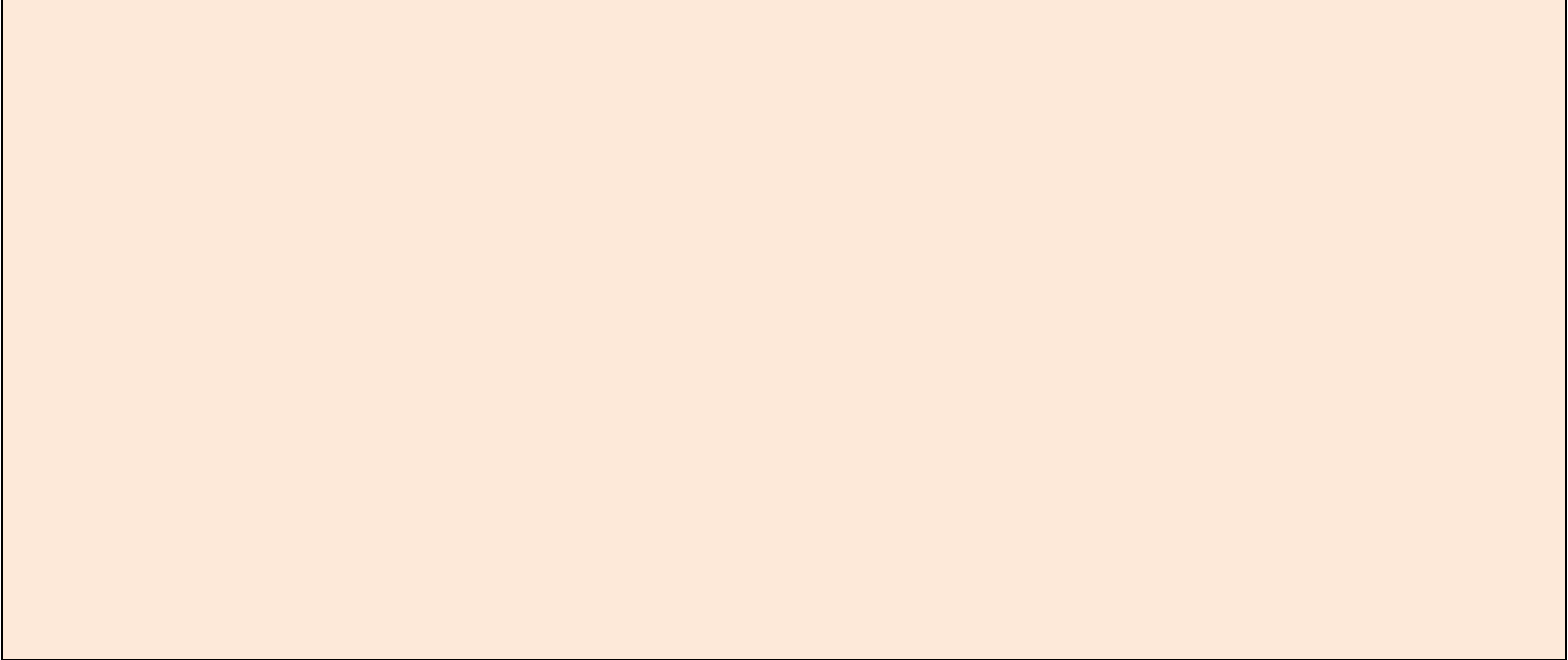
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Student Teacher Areas of Greatest Strength:



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



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SECTION 4: PLAN OF ACTION (IF NECESSARY)

To be completed by the Student Teacher, Cooperating Teacher, and University Supervisor IF any Domains do not meet Satisfactory Progress.

Student Action Plan for Making Satisfactory Progress in each Domain:

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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 data-bbox="180 334 779 443">1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p data-bbox="222 488 758 634">What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas?</p> <p data-bbox="180 680 789 826">2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning.</p> <p data-bbox="222 872 758 1018">What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas?</p>	