STUDENT TEACHING MIDTERM EVALUATION
HISTORY/SOCIAL STUDIES

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a midterm evaluation of a student’s performance in order to facilitate the student’s professional growth as a teaching candidate in the first year of the student’s program. This instrument may be used for formative purposes involving a regular observation and feedback cycle. This student teacher evaluation form is aligned with the Connecticut Core of Teaching (CCTC). The following CCTC standards are communicated to your reference. Additionally, the form is aligned to standards in your field as previously in the displayed rubric.

A. Teacher’s useful knowledge:
   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 activities that make subject matter meaningful for students.
   2. Motivating – Teachers create a positive learning environment, use effective voice, 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. Teacher’s 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 teaching on students and the school community.
   3. Leadership and Collaboration – Teachers demonstrate a commitment to their students and a passion for improving their instruction.

When you are through reading this page, please “Sign” located at the bottom of this form.

Criteria
There will be a three-way meeting among the student, cooperating teacher, and university supervisor. Student Teacher – Should come prepared with a self-assessment of your current progress. Cooperating Teacher – Should come prepared to discuss the progress of the student. University Supervisor – Will facilitate discussion and reaching of consensus at the meeting in relation to student teacher’s scores for each of the standards. Each standard will be evaluated on a single standard. The third section will ask you to mark a score for the candidate’s performance on each standard. The third section requests background information.

For each of the standards, the following will be used to evaluate the teaching candidate:

3 = Student is making satisfactory progress by effectively planning/instructing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and will require guidance in addressing this standard.
NA = No data in the coming term. means “not applicable” because the standard is yet to be covered.

The scoring process for the final evaluation is as follows: if the student has mostly #2’s and three or four #3’s, the student will receive a grade of “A.” If the student has all #2’s, a grade of “A-” is awarded. Most mostly #2’s and three or four #3’s, a “B+” is awarded. If the student has more than five #3’s, a grade of “B” or below is awarded.

Follow Up
Within a week after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive the email within a week (or some may be filtered due to a buffer) and you have checked your “Junk Mail,” please send an email to evalQuestions@uconn.edu, that includes the student’s name, program (e.g., BSM or TOPCO), and field (e.g., two-ED math). It would be appreciated that you do not inquire about a completed form until a week following the due date. This is because we process general hundreds evaluations during this time and cannot respond to individual inquiries regarding the status of a completed form or to requests for an unprocessed copy for your records.

Greeting
Midterm: A letter grade is not issued on the midterm evaluation, but if a teacher candidate has more than five #3’s, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. Also, Dr. Robin Hands, Director of School-University Partnerships, must be contacted (robin.hands@uconn.edu) with this information.
Final: Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 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, (“Making Outstanding Progress”), she will receive a letter 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 #3’s, she will receive a B+. If the candidate has four #3’s, she will receive a grade of B and if five or more #3’s, the teacher candidate will receive a grade of B- or below.

Section 1: General Questions

Participating Individuals

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher/Candidate</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
</tr>
</tbody>
</table>

Location of Student Teaching

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
</tr>
<tr>
<td>School</td>
</tr>
</tbody>
</table>

Grade Level Placement (Check all that apply)

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
- [ ] Grade Unspecified
Section 2: Performance Areas

CT Common Core of Teaching II-Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

Scoring
3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

<table>
<thead>
<tr>
<th>Score</th>
<th>Score: 3</th>
<th>Score: 2</th>
<th>Score: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS), (NCSS.3.1)</td>
<td>Effective implements instruction based on knowledge of academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS), (NCSS.3.1)</td>
<td>Makes deliberate attempts to implement instruction based on knowledge of academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS), (NCSS.3.1)</td>
<td>Knowledge and use of H/SS academic principles, essential concepts, and strategies to achieve learning outcomes for students language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS), (NCSS.3.1)</td>
</tr>
<tr>
<td>2. Responds to the group or individual student’s levels of H/SS understanding while teaching, (NCSS.3.1)</td>
<td>Regularly responds to the group or individual student’s levels of H/SS understanding while teaching</td>
<td>Increasingly responds to the group or individual student’s levels of H/SS understanding while teaching</td>
<td>Only challenging to respond to the group or individual student’s levels of H/SS understanding while teaching</td>
</tr>
<tr>
<td>3. Plans and implements instruction based on knowledge of the community context and students as a group and as individuals, (NCSS.3.1)</td>
<td>Effectively plans and implements H/SS instruction based on knowledge of the community context and students as a group and as individuals</td>
<td>Makes deliberate attempts to plan and implement H/SS instruction based on knowledge of the community context and students as a group and as individuals</td>
<td>Does not plan and implement H/SS instruction based on knowledge of the community context and students as a group and as individuals</td>
</tr>
<tr>
<td>4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding students’ different developmental levels and approaches to learning and includes adaptations for students that are adapted to meet diverse student needs, (NCSS.3.1)</td>
<td>Demonstrates successful understanding of students’ different developmental levels and approaches to learning and includes adaptations for students that are adapted to meet diverse student needs</td>
<td>Shows increasing understanding of students’ different developmental levels and approaches to learning and includes adaptations for students that are adapted to meet diverse student needs</td>
<td>Shows lack of understanding of students’ different developmental levels and approaches to learning and includes adaptations for students that are adapted to meet diverse student needs</td>
</tr>
<tr>
<td>5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems, (NCSS.3.1)</td>
<td>Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</td>
<td>Is working on connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</td>
<td>Has difficulty connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems</td>
</tr>
</tbody>
</table>

Outstanding: All criteria achieved
Satisfactory: Most criteria achieved
Needs Improvement: Some criteria achieved
NA: No criteria achieved

1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of History/Social Studies (H/SS), (NCSS.3.1)

2. Responds to the group or individual student’s levels of H/SS understanding while teaching, (NCSS.3.1)

3. Plans and implements H/SS instruction based on knowledge of the community context and students as a group and as individuals, (NCSS.3.1)

4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding students’ different developmental levels and approaches to learning, (NCSS.3.1)

5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply H/SS knowledge and skills to real world problems, (NCSS.3.1)
<table>
<thead>
<tr>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Plans and implements instruction based on HSSS national and state curriculum frameworks and classroom curricular goals. (NCSS 3.1)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>7. Actuates students’ prior HSSS knowledge and experience. (NCSS 3.1)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>8. Asks questions and implements methods that encourage students to think critically. (NCSS 3.1)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCSS 3.1)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students’ learning in HSSS. (NCSS 3.1)</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
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</thead>
<tbody>
<tr>
<td>11. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>12. Uses technology to enhance students’ learning of HSSS. (NCSS 3.1, 1.8)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>13. Makes connections between social studies domains (US history, world history, government/civics/political science, geography, economics, and behavioral sciences) as well as with the other disciplines when discussing content knowledge. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>14. Develops students’ ability to effectively analyze primary and secondary sources. (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>✗</td>
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</tbody>
</table>
### CT Common Core of Teaching III-Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection, and Continuous Learning, Leadership, and Collaboration

**Scoring**

2 = Student is making **outstanding progress** by effectively planning/implementing instruction to address this standard.

1 = Student is making **satisfactory progress** by making deliberate attempts to address this standard.

1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Score 2</th>
<th>Score 1</th>
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</thead>
<tbody>
<tr>
<td>26. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ HSS learning. (NCSS 5.1)</td>
<td>Making deliberate attempts to address this standard through planning/implementing instruction to address this standard.</td>
<td>Not making satisfactory progress by making deliberate attempts to address this standard.</td>
</tr>
<tr>
<td>21. Collaborates with a variety of faculty members in the school community to support students’ HSS learning and well-being. (NCSS 3.1, 3.2)</td>
<td>Making deliberate attempts to address this standard through planning/implementing instruction to address this standard.</td>
<td>Making satisfactory progress by making deliberate attempts to address this standard.</td>
</tr>
<tr>
<td>22. Reflects critically on his/her own practice and uses reflection to grow and change practice. In asking to what probing questions and draw upon HSS research and theory in an effort to inform and shape practice. (NCSS 3.1)</td>
<td>Making deliberate attempts to address this standard through planning/implementing instruction to address this standard.</td>
<td>Making satisfactory progress by making deliberate attempts to address this standard.</td>
</tr>
<tr>
<td>23. Seeks out and participates in opportunities to grow professionally. (NCSS 3.1)</td>
<td>Making deliberate attempts to address this standard through planning/implementing instruction to address this standard.</td>
<td>Making satisfactory progress by making deliberate attempts to address this standard.</td>
</tr>
</tbody>
</table>

**Teachers have knowledge of students, content and pedagogy regarding the planning, instructing, assessing and adjusting.**

What 2-4 strengths did the student teacher candidate possess?

What are 2-4 areas for improvement for the student teacher candidate?

**Teachers have knowledge of students, content and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration.**

What 2-4 strengths did the student teacher candidate possess?

What are 2-4 areas for improvement for the student teacher candidate?
Section 3: Background Information

The following questions are optional but the university is required to collect aggregate background information that will assist us in offering student teaching experiences. Please consider answering a few questions that we will report in aggregate fashion. Thank you very much for your understanding of the need.

University Supervisor

Gender:
- Female
- Male

Race/Ethnicity:
- African American
- Caucasian/White
- Latino/a
- Multiracial

Years K-12 Teaching Experience:
- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Settings of Teaching Experience:
- Urban
- Suburban
- Rural
- Mixed

Cooperative Teacher

Gender:
- Female
- Male

Race/Ethnicity:
- African American
- Caucasian/White
- Latino/a
- Multiracial

Years K-12 Teaching Experience:
- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Settings of Teaching Experience:
- Urban
- Suburban
- Rural
- Mixed

To submit your response, please select the "Finish" button below.