STUDENT TEACHING EVALUATION FORM
ENGLISH/LANGUAGE ARTS

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 clinical experience. This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). The following CCCT standards are communicated for your reference. Additionally, the form is aligned to standards in your field as articulated in the displayed rubric.

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.

When you are through reading this page, press "next" located at the bottom of this screen.
Directions
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 own 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. The university supervisor will enter student scores electronically into Checkbox. As part of the three-way meeting, this form, which is in three sections, will be completed. The first section of the form answers some general questions about placement. The second section asks you to indicate a score for the candidate’s performance on each standard. The third section requests background information.

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 this email within a week (as some may be delayed due to a buffer) and you have checked your “junk mail,” please send an e-mail to maria.yakimowski@uconn.edu that includes the student’s name, program (e.g., IBM or TCPCC), and field (e.g., spec 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 several hundred evaluations during this time and cannot respond to individual queries regarding the status of a completed form or to requests for an expedited copy for your records.

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. 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”), s/he 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 #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.
Section 1: General Questions

* Please indicate the program component in which the student is enrolled:
  - [ ] IB/M Storrs  
  - [ ] TCPCG Hartford  
  - [ ] TCPCG Waterbury  
  - [ ] TCPCG Avery Point  
  - [ ] Curriculum & Instruction - Non-IB/M

* Please indicate the year of the student’s entrance to the Teacher Education Program:
  - [ ] 2011-2012  
  - [ ] 2012-2013  
  - [ ] 2013-2014  
  - [ ] 2014-2015  
  - [ ] 2015-2016  
  - [ ] 2016-2017  
  - [ ] 2017-2018  
  - [ ] 2018-2019

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, Adjusting

<table>
<thead>
<tr>
<th></th>
<th>Score: 3 Making Outstanding Progress</th>
<th>Score: 2 Making Satisfactory Progress</th>
<th>Score: 1 Not Making Satisfactory Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 English Language Arts (ELA). (NCTE/NCATE 3.1.4, 3.1.6)</td>
<td>Effectively implements instruction based on knowledge of academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of ELA</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 ELA</td>
<td>Knowledge and use of ELA academic content, essential concepts, and appropriate learning strategies are weak; language diversity is not respected</td>
</tr>
<tr>
<td>Responds to the group or individual student’s levels of ELA understanding while teaching. (NCTE/NCATE 3.1.1)</td>
<td>Regularly responds to the group or individual student’s levels of ELA understanding while teaching</td>
<td>Increasingly responds to the group or individual student’s levels of ELA understanding while teaching</td>
<td>Finds it challenging to respond to the group or individual student’s levels of ELA understanding while teaching</td>
</tr>
<tr>
<td>Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4)</td>
<td>Effectively plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals</td>
<td>Makes deliberate attempts to plan and implement ELA instruction based on knowledge of the community context and of students as a group and as individuals</td>
<td>Does not plan and implement ELA instruction based on knowledge of the community context and of students as a group and as individuals</td>
</tr>
<tr>
<td>Constructs ELA lessons that are adapted to diverse student needs based on understanding of students’ different developmental levels and approaches to learning. (NCTE/NCATE 2.1)</td>
<td>Demonstrates accurate understanding of students’ different developmental levels and approaches to learning and routinely constructs ELA lessons that are adapted to meet diverse student needs</td>
<td>Shows increasing understanding of students’ different developmental levels and approaches to learning and often constructs ELA lessons that are adapted to meet diverse student needs</td>
<td>Shows lack of understanding of students’ different developmental levels and approaches to learning and rarely constructs ELA lessons that are adapted to meet diverse student needs</td>
</tr>
<tr>
<td>Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3)</td>
<td>Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA 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 ELA 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 ELA knowledge and skills to real world problems</td>
</tr>
</tbody>
</table>

<p>| 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 English Language Arts (ELA). (NCTE/NCATE 3.1.4, 3.1.6) |
| 2. Responds to the group or individual student’s levels of ELA understanding while teaching. (NCTE/NCATE 3.1.1) |
| 3. Plans and implements ELA instruction based on knowledge of the community context and of students as a group and as individuals. (NCTE/NCATE 2.5, 4.4) |
| 4. Constructs ELA lessons that are adapted to diverse student needs based on understanding of students’ different developmental levels and approaches to learning. (NCTE/NCATE 2.1) |
| 5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply ELA knowledge and skills to real world problems. (NCTE/NCATE 2.5, 2.6, 4.3) |</p>
<table>
<thead>
<tr>
<th></th>
<th>Making Outstanding Progress</th>
<th>Making Satisfactory Progress</th>
<th>Not Making Satisfactory Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals NCTE/NCATE 3.1.2</td>
<td>Consistently plans instruction based on ELA national and state curriculum frameworks and classroom curricular goals</td>
<td>In most instances, plans instruction based on ELA national and state curriculum frameworks and classroom curricular goals</td>
<td>Has difficulty planning instruction based on ELA national and state curriculum frameworks and classroom curricular goals</td>
</tr>
<tr>
<td>Activates students’ prior ELA knowledge and experience NCTE/NCATE 3.3.2</td>
<td>Regularly activates students’ prior ELA knowledge and experience</td>
<td>Often activates students’ prior ELA knowledge and experience</td>
<td>Seldom activates students’ prior ELA knowledge and experience</td>
</tr>
<tr>
<td>Asks questions and implements methods that encourage students to think critically NCTE/NCATE 2.4</td>
<td>Habitually asks questions and implements methods that encourage students to think critically</td>
<td>Works diligently to ask questions and implement methods that encourage students to think critically</td>
<td>Rarely asks questions and implements methods that encourage students to think critically</td>
</tr>
<tr>
<td>Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance NCTE/NCATE 2.4</td>
<td>Purposefully and frequently provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</td>
<td>Attempts to provide some opportunities for students to solve problems, explain their thinking, and evaluate their own performance</td>
<td>Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</td>
</tr>
<tr>
<td>Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students’ learning in ELA NCTE/NCATE 3.3.3, 4.1</td>
<td>Actively seeks out and uses resources from a variety of sources to create meaningful and challenging ELA curriculum</td>
<td>In some instances, seeks out and uses resources from a variety of sources to create meaningful and challenging ELA curriculum</td>
<td>Demonstrates little initiative in seeking out and using resources from a variety of sources to create meaningful and challenging ELA curriculum</td>
</tr>
</tbody>
</table>

6. Plans and implements instruction based on ELA national and state curriculum frameworks and classroom curricular goals. (NCTE/NCATE 3.1.2)

7. Activates students’ prior ELA knowledge and experience. (NCTE/NCATE 3.3.2)

8. Asks questions and implements methods that encourage students to think critically. (NCTE/NCATE 2.4)

9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCTE/NCATE 2.4)

10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students’ learning in ELA. (NCTE/NCATE 3.3.3, 4.1)
<table>
<thead>
<tr>
<th>Score: 3</th>
<th>Score: 2</th>
<th>Score: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Outstanding Progress</td>
<td>Making Satisfactory Progress</td>
<td>Not Making Satisfactory Progress</td>
</tr>
<tr>
<td>Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on ELA learning.</td>
<td>Routinely creates a respectful, supportive, and challenging environment that supports individual students development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on ELA learning.</td>
<td>Usually creates a respectful, supportive, and challenging environment that supports individual students development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of child and/or adolescent development and beginning understanding of the multiple interacting influences on ELA learning.</td>
</tr>
<tr>
<td>Uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations.</td>
<td>Consistently uses informal and formal assessment data to modify ELA instruction, to plan appropriate lessons, and to make purposeful decisions about group formations.</td>
<td>On some occasions, uses informal and formal assessment data to modify ELA instruction, to plan appropriate lessons, and to make purposeful decisions about group formations.</td>
</tr>
<tr>
<td>Sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning.</td>
<td>Purposely and effectively sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning.</td>
<td>Attempts to deliberately sequence learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning.</td>
</tr>
<tr>
<td>Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.</td>
<td>Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.</td>
<td>Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.</td>
</tr>
<tr>
<td>Documents student ELA learning in both ongoing and summative ways and provides students with this feedback.</td>
<td>Systematically documents student ELA learning in both ongoing and summative ways and provides students with this feedback.</td>
<td>Is beginning to systematically document student ELA learning in both ongoing and summative ways and often provides students with this feedback.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Not Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress</td>
<td>Progress</td>
<td>Progress</td>
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</tbody>
</table>

11. Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of ELA knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on ELA learning. (NCTE/NCATE 2.1)

12. Uses informal and formal assessment data to modify ELA instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NCTE/NCATE 3.1.2, 3.7.14.10)

13. Sequences learning tasks into coherent units of instruction derived from the ELA curriculum in an effort to effectively scaffold student learning. (NCTE/NCATE 4.2)

14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCTE/NCATE 2.1, 4.2)

15. Documents student ELA learning in both ongoing and summative ways and provides students with this feedback. (NCTE/NCATE 4.2, 4.10)
<table>
<thead>
<tr>
<th>Outcome</th>
<th>NCTE/NCATE 3.6.1, 3.6.2, 3.6.3, 4.6</th>
<th>NCTE/NCATE 2.2, 3.1.5, 3.5.1, 3.5.2, 3.5.3</th>
<th>NCTE/NCATE 3.1.3, 3.2.5, 3.3.1, 3.3.4</th>
<th>NCTE/NCATE 3.2.3, 3.2.4, 3.4.1, 3.4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of media, print and non-print text. (NCTE/NCATE 3.6.1, 3.6.2, 3.6.3, 4.6)</td>
<td></td>
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</tr>
<tr>
<td>17.</td>
<td>Uses literary works representing a broad spectrum of historical and contemporary US, British, World and young adult literature. (NCTE/NCATE 2.2, 3.1.5, 3.5.1, 3.5.2, 3.5.3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18.</td>
<td>Draws upon a range of works of literary criticism to enhance students understanding and appreciation of print and nonprint text, the relationship between symbols and meaning, and their effects on reading. (NCTE/NCATE 3.1.3, 3.2.5, 3.3.1, 3.5.4)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19.</td>
<td>Articulates using acceptable and appropriate oral and written expressions. (NCTE/NCATE 3.1.7)</td>
<td></td>
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</tr>
<tr>
<td>20.</td>
<td>Draws on composing processes to enable students to create various forms of oral, visual and written literacy for a variety of audiences and purposes. (NCTE/NCATE 3.2.3, 3.2.4, 3.4.1, 3.4.2)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to written and visual texts, including personal response. (NCTE/NCATE 3.1.2, 3.3.3, 4.9)

22. Demonstrates the interrelation of reading, writing, speaking, listening, viewing and thinking in learning ELA. (NCTE/NCATE 3.1.2, 3.2.2, 4.7)

23. Exhibits an understanding of the influence of language and visual images on thinking and composing. (NCTE/NCATE 3.2.1, 4.8)
CT Common Core of Teaching III-Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration

**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>
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<th>Score: 2 Making Satisfactory Progress</th>
<th>Score: 1 Not Making Satisfactory Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ ELA learning (NCTE/NCTAE 4.10)</td>
<td>Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ ELA learning</td>
<td>Does not take initiative to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involve families in students’ ELA learning</td>
</tr>
<tr>
<td>Collaborates with a variety of faculty members in the school community to support students’ ELA learning and well-being (NCTE/NCTAE 3.7.2, 4.5)</td>
<td>Regularly collaborates with a variety of faculty members in the school community to support students’ ELA learning and well-being</td>
<td>Seldom collaborates with faculty members in the school community to support students’ ELA learning and well-being</td>
</tr>
<tr>
<td>Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice (NCTE/NCTAE 2.3, 3.7.1)</td>
<td>Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask probing questions and regularly draws upon ELA research and theory in an effort to inform and shape practice</td>
<td>Rarely reflects critically on his/her own practice and infrequently uses reflection to grow and change practice; is seldom willing to ask probing questions or consult ELA research or theory</td>
</tr>
<tr>
<td>Seeks out and participates in opportunities to grow professionally (NCTE/NCTAE 2.3, 3.7.2)</td>
<td>Exceeds expectations in seeking out and participating in opportunities to grow professionally</td>
<td>Usually seeks out and participates in opportunities to grow professionally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Making Satisfactory Progress</th>
</tr>
</thead>
</table>

1. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ ELA learning. (NCTE/NCTAE 4.10)

2. Collaborates with a variety of faculty members in the school community to support students’ ELA learning and well-being. (NCTE/NCTAE 3.7.2, 4.5)

3. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon ELA research and theory in an effort to inform and shape practice. (NCTE/NCTAE 2.3, 3.7.1)

4. Seeks out and participates in opportunities to grow professionally. (NCTE/NCTAE 2.3, 3.7.2)
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 indicate in aggregate the background characteristics that assist us to offer student teaching experiences. Please consider answering a few questions that we will report in aggregate fashion. Thank you very much for your understanding of this 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

**Setting(s) of Teaching Experience (Check all that apply.)**
- [ ] Urban
- [ ] Suburban
- [ ] Rural
- [ ] Mixed

### Cooperating 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

**Setting(s) of Teaching Experience (Check all that apply.)**
- [ ] Urban
- [ ] Suburban
- [ ] Rural
- [ ] Mixed
If there is something else that you would like to share, please do so.

Message Format:
Html
From Email Address:
NdVe_Assessment@uconn.edu
To Email Address:
NdVe_Assessment@uconn.edu
Bcc:
Subject:
Eng/LA Evaluation
Body:

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

Neag School of Education

UConn
Neag School of Education
Thank you for your response!

Please visit our website for more information.