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 email to man.yair.mowse@uconn.edu that includes the student’s name, program (e.g., IBM or TCPG), 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
  - ○ TCPG Harford
  - ○ TCPG Waterbury
  - ○ TCPG Avery Point
  - ○ Curriculum & Instruction - Non-IB/M

* Please indicate your 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>
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<tr>
<td>University Supervisor</td>
<td></td>
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<tr>
<td>Advisor</td>
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</tbody>
</table>

**Location of Student Teaching**

<table>
<thead>
<tr>
<th>Name</th>
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</tbody>
</table>

**Grade Level Placement** *(Check all that apply)*

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

<< Back  Next >>
### 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.

N/A = For use only in the mid-term, means "not applicable" because the standard is yet to be covered.

<table>
<thead>
<tr>
<th></th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency. (Standard 1.a)</td>
<td><img src="circle.png" alt="Circle" /></td>
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<tr>
<td>2.</td>
<td>Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own. (Standard 1.b)</td>
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<tr>
<td>3.</td>
<td>Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. (Standard 1.c)</td>
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<tr>
<td>4.</td>
<td>Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices. (Standard 2.a)</td>
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<tr>
<td>5.</td>
<td>Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time. (Standard 2.b)</td>
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<tr>
<td>6.</td>
<td>Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. (Standard 2.c)</td>
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<td>7.</td>
<td>Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. (Standard 3.a)</td>
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<td>8.</td>
<td>Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. (Standard 3.b)</td>
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<td>9.</td>
<td>Demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (Standard 4.a)</td>
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<tr>
<td>10.</td>
<td>Integrate the Standards for Foreign Language Learning and their state standards into language instruction. (Standard 4.b)</td>
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<td>11. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources. (Standard 4.c.)</td>
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<td>12. Believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (Standard 5.a.)</td>
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<td>13. Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction. (Standard 5.b.)</td>
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<td>14. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. (Standard 5.c.)</td>
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<td>15. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice. (Standard 6.a.)</td>
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<tr>
<td>16. Know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. (Standard 6.b.)</td>
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</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 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.
To submit your response, please select the "Finish" button below.

Neag School of Education

Please visit our website for more information.