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 marr.phabmowad@uconn.edu that includes the student’s name, program (e.g., IBMI or TCPCG), and field (e.g. special, 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 completed forms 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 at 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 Herford
  - [ ] TCPCG Waterbury
  - [ ] TCPCG 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>Name</th>
<th>First name</th>
<th>Last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher/Candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Location of Student Teaching

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

[<< Back][Next >>]
## Section 2: Performance Areas

### CT Common Core of Teaching IL-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>Standard</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>Effectively implements instruction based on knowledge of academic principles, essential concepts, respect for language diversity and learning strategies appropriate to the discipline of H/SS.</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 H/SS.</td>
<td>Knowledge and use of H/SS academic content, essential concepts, and appropriate learning strategies are weak; language diversity is not respected.</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>Find it 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 H/SS instruction based on knowledge of the community context and of 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 of 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 of 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 of 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 of students' different developmental levels and approaches to learning. (NCSS 3.1)</td>
<td>Demonstrates accurate understanding of students' different developmental levels and approaches to learning.</td>
<td>Shows increasing understanding of students' different developmental levels and approaches to learning.</td>
<td>Shows lack of understanding of students' different developmental levels and approaches to learning.</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>

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

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Responds to the group or individual student's levels of H/SS understanding while teaching. (NCSS 3.1)</td>
</tr>
<tr>
<td>3. Plans and implements H/SS instruction based on knowledge of the community context and of students as a group and as individuals. (NCSS 3.1)</td>
</tr>
<tr>
<td>4. Constructs H/SS lessons that are adapted to diverse student needs based on understanding of students' different developmental levels and approaches to learning. (NCSS 3.1)</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>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals (NCSS 3.1)</td>
</tr>
<tr>
<td>7. Actively engages students prior H/SS knowledge and experience (NCSS 3.1)</td>
</tr>
<tr>
<td>8. Asks questions and implements methods that encourage students to think critically (NCSS 3.1)</td>
</tr>
<tr>
<td>9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (NCSS 3.1)</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 H/SS (NCSS 3.1)</td>
</tr>
</tbody>
</table>

6. Plans and implements instruction based on H/SS national and state curriculum frameworks and classroom curricular goals. (NCSS 3.1)

7. Actively engages students prior H/SS knowledge and experience. (NCSS 3.1)

8. Asks questions and implements methods that encourage students to think critically. (NCSS 3.1)

9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NCSS 3.1)

10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students' learning in H/SS. (NCSS 3.1)
<table>
<thead>
<tr>
<th></th>
<th>Score: 3</th>
<th>Score: 2</th>
<th>Score: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning. <strong>(NCSS 3.1)</strong></td>
<td>Routinely creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning.</td>
<td>Usually creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning.</td>
<td>Has difficulty creating a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on H/SS learning.</td>
</tr>
<tr>
<td>12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. <strong>(NCSS 3.1)</strong></td>
<td>Consistently uses informal and formal assessment data to modify H/SS 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 H/SS instruction, to plan appropriate lessons, and to make purposeful decisions about group formations.</td>
<td>Rarely uses informal and formal assessment data to modify H/SS instruction, to plan appropriate lessons, and to make purposeful decisions about group formations.</td>
</tr>
<tr>
<td>13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. <strong>(NCSS 3.1)</strong></td>
<td>Purposefully and effectively sequences learning tasks into coherent units of instruction derived from the H/SS 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 H/SS curriculum in an effort to effectively scaffold student learning.</td>
<td>Does not intentionally sequence learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning.</td>
</tr>
<tr>
<td>14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. <strong>(NCSS 3.1)</strong></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>
<td>Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques.</td>
</tr>
<tr>
<td>15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. <strong>(NCSS 3.1)</strong></td>
<td>Systematically documents student H/SS learning in both ongoing and summative ways and provides students with this feedback.</td>
<td>Is beginning to systematically document student H/SS learning in both ongoing and summative ways and often provides students with this feedback.</td>
<td>Is not systematically documenting student H/SS learning in both ongoing and summative ways and rarely provides students with this feedback.</td>
</tr>
</tbody>
</table>

**Outstanding** | **Satisfactory** | **Not Making Progress** | **N/A**

11. Creates a respectful, supportive, and challenging environment that supports individual student's development, construction of H/SS 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 H/SS learning. **(NCSS 3.1)**

12. Uses informal and formal assessment data to modify H/SS instruction and to plan appropriate lessons, including purposeful choices regarding group formations. **(NCSS 3.1)**

13. Sequences learning tasks into coherent units of instruction derived from the H/SS curriculum in an effort to effectively scaffold student learning. **(NCSS 3.1)**

14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. **(NCSS 3.1)**

15. Documents student H/SS learning in both ongoing and summative ways and provides students with this feedback. **(NCSS 3.1)**
<table>
<thead>
<tr>
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<th>Score: 2</th>
<th>Score: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)</td>
<td>Successfully prepares students for active participation in American society through the study of social studies/history.</td>
<td>At times prepares students for active participation in American society through the study of social studies/history.</td>
</tr>
<tr>
<td>17. Uses technology to enhance students’ learning of HSS. (NCSS 3.1, 1.8)</td>
<td>Effectively uses technology such as online resources, classroom technology, simulations, etc. to enhance students learning of HSS.</td>
<td>Is beginning to use technology such as online resources, classroom technology, simulations, etc. to enhance students learning of HSS.</td>
</tr>
<tr>
<td>18. 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>Engages all students in inter- and interdisciplinary connections that enrich their understanding of HSS.</td>
<td>Demonstrates some ability to make inter- and interdisciplinary connections to enhance student understanding of HSS.</td>
</tr>
<tr>
<td>19. 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>Expertly develops students’ ability to effectively analyze primary and secondary sources in order to better understand HSS.</td>
<td>Attempts to use support students to effectively analyze primary and secondary sources to better understand HSS.</td>
</tr>
</tbody>
</table>

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

16. Uses social studies concepts and historical data to help prepare students for active participation in contemporary American society. (NCSS 1.10)

17. Uses technology to enhance students’ learning of HSS. (NCSS 3.1, 1.8)

18. 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)

19. 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)
### 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>
<th>Score: 3</th>
<th>Score: 2</th>
<th>Score: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' H/SS learning</strong> (NCSS 3.1)</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' H/SS learning</td>
<td>Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students' H/SS learning</td>
</tr>
<tr>
<td><strong>21. Collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being</strong> (NCSS 3.1, 3.2)</td>
<td>Regularly collaborates with a variety of faculty members in the school community to support students' H/SS learning and well-being</td>
<td>Occasionally collaborates with faculty members in the school community to support students' H/SS learning and well-being</td>
</tr>
<tr>
<td><strong>22. Reflects critically on his/her own practice and uses reflection to grow and change practice</strong> (NCSS 3.1)</td>
<td>Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice, is willing to ask probing questions and draw upon H/SS research and theory in an effort to inform and shape practice</td>
<td>Often reflects critically on his/her own practice and regularly uses reflection to grow and change practice, is willing to ask probing questions and occasionally draws upon H/SS research and theory in an effort to inform practice</td>
</tr>
<tr>
<td><strong>23. Seeks out and participates in opportunities to grow professionally</strong> (NCSS 3.1)</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>Making</th>
<th>Making</th>
<th>Not Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

### Making Satisfactory

- **NCSS 3.1**

### Outcomes

- **NCSS 3.1**

**Notes:**

- <<Back | Next >>
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
Settling(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:
NSoE_Assessment@uconn.edu

To Email Address:
NSoE_Assessment@uconn.edu

Bcc:

Subject:
History/SS Evaluation

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

Neag School of Education

<< Back   Finish

UCONN
NEAG SCHOOL OF EDUCATION

Thank you for your response!

Please visit our website for more information.