The main purpose of this evaluation form, completed by the university supervisor, is to be used as a summative 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 mary.rabimowshi@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”), 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 #1’s, she will receive a B+. If the candidate has four #1’s, she 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
  - TPCG Harford
  - TPCG Waterbury
  - TPCG 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>
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</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>
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<tr>
<td>Advisor</td>
<td></td>
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</tbody>
</table>

Location of Student Teaching

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>District</td>
</tr>
<tr>
<td>School</td>
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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
- Ungraded
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>Outcomes</th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates a classroom environment that is responsive to, holds high standards for, and is respectful of students with a variety of learning needs including mathematical backgrounds, performance styles, interests, and linguistic proficiency. (CCT 2.1, 2.3)</td>
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<tr>
<td>Maximizes the amount of time spent on learning by effectively managing routines and transitions as well as overall allocation and organization of time and resources. (CCT 2.5)</td>
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<tr>
<td>Classroom environment supports and encourages mathematical reasoning, making conjectures, experimenting with alternative approaches, and constructing and responding to mathematical arguments as well as student questioning and inquiry. (NCTM 8.8; CCT 2.3)</td>
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<tr>
<td>Consistently demonstrates conceptual understanding and procedural fluency with core mathematical content as well as proficiency with a variety of modes of reasoning including: proportional, algebraic, geometric, and deductive and inductive reasoning. (CCT 1.2)</td>
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<tr>
<td>Plans lessons, units (and courses) that address appropriate learning goals, including local, state, and national mathematics standards, and legislative mandates. (NCATE/NCTM 8.4)</td>
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<tr>
<td>Determines students’ prior knowledge and uses this to plan lessons that account for students’ varied backgrounds. (NCATE/NCTM 7.1, 8.1)</td>
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<tr>
<td>Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning.</td>
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<tr>
<td>Plans and implements lessons that make appropriate use of concrete manipulatives and other technologies to support identified objectives and to encourage student engagement. (NCATE/NCTM 6.1, 7.6, 8.2, 8.1)</td>
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<tr>
<td>Plans and implements lessons that make use of stimulating curricula using a wide variety of materials and resources, including attention to real-world connections, modeling and applications [note: ideally #1 is a subset of this]. (NCATE/NCTM 4.2, 5.1, 7.2, 8.1)</td>
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<tr>
<td>Plans and implements lessons that account for students’ varied backgrounds in terms of language proficiency (both native and non-native English speakers), providing access to the core content for all students. (NCATE/NCTM 7.1, 8.1, 8.6)</td>
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<tr>
<td>Plan and implements lessons that promote students' procedural fluency for important mathematical ideas and algorithms, with attention to using reasoning and sense making as a way to catch errors and check one's work. (NCTM/NCTM 7.4)</td>
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<tr>
<td>Plans and implements lessons that target the development of students' conceptual understanding and/or problem solving skills. (NCTM/NCTM 4.3, 7.4)</td>
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<tr>
<td>Plans lessons that engage students in justification and sense making, for the purposes of building new knowledge, promoting productive student dispositions, and supporting the development of students' analytic and communication skills. (NCATE/NCTM 7.4)</td>
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<tr>
<td>Plans and implements lessons that account for students' ways of thinking, including common misconceptions or challenges students face (e.g., when making sense of algebraic notation). Lessons should be planned and implemented to address these misconceptions—allowing students to encounter and make sense of challenging ideas, as opposed to avoiding them. (NCATE/NCTM 7.4, 8.6, 8.7)</td>
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<tr>
<td>Plans and implements lessons that support students in seeing mathematics as a coherent discipline, where ideas build on one another, are connected, and make sense. (This includes using and connecting across multiple representations.) (NCATE/NCTM 4.1, 4.3, 5.3)</td>
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<tr>
<td>Consistently communicates mathematical ideas clearly using precise language, oral and written. (NCATE/NCTM 3.1, 3.2)</td>
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<tr>
<td>Implementation of lessons includes student participation in classroom verbal discourse that fosters development of critical mathematical processes (e.g., problem solving, reasoning, communication, making mathematical connections) and varies in format (e.g., small group, whole class). (NCTM/NCTM 8.7)</td>
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<tr>
<td>Uses the board (or other) writing space appropriately to support student learning, including making public records to allow the class to consider and further work on the mathematics. (NCATE/NCTM 5.2)</td>
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<td>Uses strategic questioning that promotes conceptual understanding, productive student dispositions towards mathematics, and appropriately challenges students to explore the content. (CCT 3.8 &amp; 4.3)</td>
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<tr>
<td>Incorporates strategies for teaching and supporting content area literacy skills and promotes the development of students' academic language (mathematics register). (NCATE/NCTM 3.9; CCT 3.9)</td>
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<tr>
<td>Designs and/or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone. (CCT 3.7)</td>
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<tr>
<td>Monitors students learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks. (CCT 4.6)</td>
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<tr>
<td>Provides meaningful, appropriate, and specific feedback to students during instruction to improve their performance. (CCT 4.7)</td>
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<tr>
<td>Develops assessments that align with learning objectives and provide opportunities for student thinking to be revealed. Assessments provide students opportunities to demonstrate the degree to which they understand something and not just mastery/not mastery. (NCATE/NCTM 8.3; CCT 5.1)</td>
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<tr>
<td>Varies design/type of assessment to address the range of student performance styles and/or purposes of the assessment, including student self-assessment. (CCT 5.1, 5.3)</td>
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<tr>
<td>Provides students with assessment criteria and individualized, descriptive (specific) feedback to help students improve their performance and assume responsibility for learning. (CCT 5.5)</td>
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<td>Effectively communicates academic and behavioral performance results with appropriate constituents in a timely manner, including students, parents, and other educators. (CCT 5.8)</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**

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>Metric</th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently engages in professional and ethical practice: Conducts self as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators. (CCT 6.11)</td>
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<tr>
<td>Continually engages in reflection, self-evaluation (informed by classroom artifacts) to enhance understanding of mathematics, student thinking, and pedagogical actions. (CCT 6.1)</td>
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<td>Collaborates with colleagues and administrators, as appropriate, to examine student learning data and develop student success plans for individual students as needed. (CCT 6.10)</td>
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<tr>
<td>Actively seeks to augment pedagogical repertoire to support all students' learning, including being open and responsive to feedback from others. (NCATE/NCTM 7.1; CCT 6.2)</td>
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<tr>
<td>Actively seeks to enhance cultural awareness of one's own culture and other cultures and reflect on the role of culture in teaching and learning interactions, as well as other communications required in a school setting. (NCATE/NCTM 7.1; CCT 6.8, 6.2)</td>
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<tr>
<td>Demonstrates a strong commitment to teach towards equity. (NCATE/NCTM 7.1)</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?
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
To submit your response, please select the "Finish" button below.

Neag School of Education

Please visit our website for more information.