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. 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.
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.

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

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 the mid-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. If mostly “2’s and three or four #1’s, a “B+” is awarded. If the student has more than five #1’s, a grade of “B” or below is awarded.

Please remember: For the midterm, there will not be a final grade submitted.

Follow-up

Within a week after the due date, the student, cooperating teacher, university supervisor, advisor, and the Teacher Education Office will receive electronically a PDF file with the completed form.
### Section 1: General Questions

#### Participating Individuals

<table>
<thead>
<tr>
<th>Role</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>
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<tr>
<td>University Supervisor</td>
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<tr>
<td>Advisor</td>
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<td></td>
</tr>
</tbody>
</table>

#### Location of Student Teaching

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

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

- K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

#### Type of Evaluation

- Fall: Midterm
- Fall: Final
- Spring: Midterm
- Spring: Final
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 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>Plans and implements instruction based on knowledge of the academic principles, essential music concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music. (NASM I. 3.b.c)</td>
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<tr>
<td>Responds to the group or individual student’s levels of musical understanding while teaching. (NASM I.3.c.d)</td>
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<tr>
<td>Plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals. (NASM I.3.c.d)</td>
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<tr>
<td>Constructs music lessons that are adapted to diverse student needs based on understanding of students’ different developmental levels and approaches to learning. (NASM I.3.d)</td>
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<tr>
<td>Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems. (NASM I.3.a)</td>
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<tr>
<td>Plans and implements instruction based on music national and state curriculum frameworks and classroom curricular goals. (NASM I.3.a)</td>
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<tr>
<td>Activates students’ prior musical knowledge and experience. (NASM I.3.c)</td>
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<tr>
<td>Asks questions and implements methods that encourage students to think critically. (NASM I.3.d)</td>
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</tr>
<tr>
<td>Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NASM I.3.d)</td>
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<tr>
<td>Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students’ music learning. (NASM I.3.d)</td>
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</tr>
<tr>
<td>Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of musical 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 music learning. (NASM 1.3.d)</td>
<td></td>
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<tr>
<td>Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations. (NASM 1.3.d)</td>
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</tbody>
</table>
Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning. (NASM I.3.c.d)

Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques. (NASM I.3.a)

Documents student music learning in both ongoing and summative ways and provides students with this feedback. (NASM I.3.d)

Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media. (NASM I.3.a)

Uses musical works representing a broad spectrum of historical and contemporary musical genres. (NASM I.3.c)

Draws upon a range of musical works to enhance students’ understanding and appreciation notated and aural music and the relationship between symbols and meaning. (NASM I.3.c)

Articulates using acceptable and appropriate oral and written expressions. (NASM I.3.a)

Draws on composing and improvising processes to enable students to create in developmentally appropriate ways. (NASM I.3.b.c)

Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music. (NASM I.3.a.b.c)

Demonstrates the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning. (NASM I.3.a.b.c)

Exhibits an understanding of the influence of language and visual images on music thinking and composing. (NASM I.3.c)
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 the mid-term, means “not applicable” because the standard is yet to be covered.

<table>
<thead>
<tr>
<th>Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ music learning. (NASM I.3.a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborates with a variety of faculty members in the school community to support students’ music learning and well-being. (NASM I.3.a)</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 music research and theory in an effort to inform and shape practice. (NASM I.3.a)</td>
</tr>
<tr>
<td>Seeks out and participates in opportunities to grow professionally. (NCTE/NCATE 2.3, 3.7.2)</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 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

<< Back Next >>
To submit your evaluation form, please select the "Finish" button below.
Thank you for your response!

Please visit our website for more information.