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.

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 in 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.

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.ramonowski@uconn.edu that includes the student’s name, program (e.g. IBM or TOCCG), and field (e.g. speced, 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 the student's year of entrance to the Teacher Education Program:
  - 2012-2013
  - 2013-2014
  - 2014-2015
  - 2015-2016
  - 2016-2017
  - 2017-2018
  - 2018-2019
  - 2019-2020

**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>
<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>
</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
- [ ] Ungraded

[Next]
## Section 2: Performance Areas

CT Common Core of Teaching II: Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Not Making Progress</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Plans and implements instruction based on knowledge and use of core academic principles, discipline specific content, and learning concepts. (NCATE 1.a, 1.b, 1.d; CCT 1.1, 1.2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>2. Plans and implements instruction based on knowledge and use of core academic principles, discipline specific content, and learning concepts (NCATE 1.a, 1.b, 1.d; CCT 1.1, 1.2)</td>
<td>○</td>
<td>○</td>
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<tr>
<td>3. Plans and implements instruction based on local, state, and national curricula, frameworks and standards. (NCATE 1.a, 1.c CCT 1.2)</td>
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<tr>
<td>4. Plans and implements instruction based on knowledge and consideration of school, family, and community contexts. (NCATE 1.c CCT 2.1, 3.6)</td>
<td>○</td>
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<tr>
<td>5. Constructs lessons adapted to student needs based on different developmental levels, learning needs, and personal and career interests. (NCATE 1.b, 1.c, 1.d, 4.a CCT 2.1, 3.1)</td>
<td>○</td>
<td>○</td>
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<tr>
<td>6. Plans and implements instruction based on awareness of students' prior knowledge and experience in order to promote active learning. (NCATE 1.c, 1.d CCT 2.1, 3.1)</td>
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<tr>
<td>7. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes lessons for initiation, development, and closure. (NCATE 1.b, 1.d CCT 3.2, 4.4)</td>
<td>○</td>
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<td>8. Monitors and questions for understanding and responds to group and individual levels of understanding by adjusting teaching strategies. (NCATE 1.d CCT 4.6)</td>
<td>○</td>
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<tr>
<td>9. Applies concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real world problems. (NCATE 1.c CCT 3.6)</td>
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<td>10. Provides opportunities for students to develop and improve problem-solving skills, and to think critically and creatively. (NCATE 1.c CCT 3.5, 3.8)</td>
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<tr>
<td>11. Seeks out and uses a variety of resources and applications from multiple sources – including students, school, community, and agricultural industries – to create meaningful and interesting activities to support learning. (NCATE 1.b, 1.d CCT 3.5)</td>
<td>○</td>
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<tr>
<td>12. Plans and implements instruction using appropriate and varied strategies and methods, including effective use of technology, to promote learning. (NCATE 1.b, 1.c CCT 1.4, 3.5, 4.2)</td>
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<tr>
<td>13. Creates a respectful, safe, and challenging classroom climate that supports a productive learning environment for all students. (NCATE 1.c, 1.g, 4.a CCT 2.1, 2.4)</td>
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<td>14. Maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement and behavior. (NCATE 1.c CCT 2.4, 2.5)</td>
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<td>15. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. (NCATE 1.b, 1.c CCT 1.3, 2.1)</td>
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<td>16. Uses a variety of informal and formal assessment data to plan, implement, and adjust instruction and learning activities based on expectations and monitoring of student learning. (NCATE 1.d CCT 3.4, 4.6, 5.2, 5.3)</td>
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<tr>
<td>17. Plans and implements instruction and chooses learning activities that reflect current practices and anticipated needs in relevant agricultural fields. (NCATE 1.a, 1.b, 1.c CCT 3.2, 3.5)</td>
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<td>18. Conveys to students the breadth, relevance, and importance of agriculture for all individuals and society, not just people directly involved in agriculture. (NCATE 1.a, 1.c CCT 3.6, 4.3)</td>
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<tr>
<td>19. Exhibits an understanding of historical and cultural aspects of agricultural content and practices. (NCATE 1.a, 1.c CCT 3.6)</td>
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<tr>
<td>20. Introduces students to socially relevant issues in agriculture, and provides opportunities for respectful and critical analysis of various perspectives regarding such issues. (NCATE 1.a, 1.c, 4.a CCT 2.1, 3.6, 3.8)</td>
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<tr>
<td>21. Demonstrates and promotes knowledge about legal and ethical issues, safe procedures and materials use, and respect for living things. (NCATE 1.c CCT 1.2, 2.4)</td>
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</tbody>
</table>
1. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. (NCATE 1.c, 1.g CCT 6.1)

2. Creates opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning. (NCATE 1.c CCT 5.6, 6.6)

3. Conducts self in a professional manner and collaborates with colleagues, administrators, students, and families to sustain a positive school climate. (NCATE 1.c, 1.g CCT 6.3, 6.11)

4. Seeks professional development opportunities to improve knowledge, skills, and effectiveness for teaching all students. (NCATE 1.c, 4.a CCT 8.1, 8.2)

---

Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting

What 2-4 strengths did the student teacher candidate possess?

What 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
- 26-50
- 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

Thank you for your response!

Please visit our website for more information.