

This form is to be used to record rubric ratings from the Student Teacher, the University Supervisor AND the Cooperating Teacher for the Student Teaching Mid-Term and Final Evaluations. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (proficient) only, based on rubric descriptors. Do not total ratings.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Fall 2004 Student Teaching Evaluation Pilot Study- Mid-Term and Final Ratings

Student Teacher _____ Cooperating Teacher _____

University Supervisor _____ Institution _____

Category	Student Teaching Competency (Abridged)	Mid-Term Eval Ratings			Final Eval Ratings		
		ST	CT	Univ Supv	ST	CT	Univ Supv
Planning	1. Designing learning tasks and assessment (objectives, promote application of skills and conceptual understanding, build on prior learning, goals aligned with standards).						
Planning	2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning.						
Planning	3. Planning instruction that addresses identified instructional needs/strategies for differentiated instruction.						
Instructing	4. Communicating and reinforcing developmentally appropriate standards of behavior.						
Instructing	5. Fostering a learning community (rapport, respect for individual differences, risk-taking)						
Instructing	6. Managing routines and transitions.						
Instructing	7. Promoting shared responsibility for learning (communicating and reinforcing high expectations, varying instruction)						
Instructing	8. Implementing learning strategies and tasks to create learning experiences (initiation/closure, organized/sequenced, purposeful use of materials, making connections).						
Instructing	9. Building on student learning within the content or discipline (accuracy, important content, local/state/national standards).						
Instructing	10. Implementing learning tasks, activities and using materials that support a diversity of instructional needs through differentiated instruction.						
Instructing	11. Promoting the development of critical thinking, problem-solving and decision-making skills .						
Instructing	12. Communicating clearly, using precise language and acceptable oral and written expressions.						
Instructing	13. Monitoring student understanding of the lesson and engagement at appropriate points and adjusting teaching when necessary.						
Assessing	14. Providing performance feedback (oral or written) that focuses on content and assists students in improving their performance.						
Assessing	15. Collecting and analyzing multiple sources of student data						
Assessing	16. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and adjusts future plans and instructional approaches accordingly.						
Professional Responsibility	17. Conducting oneself as a professional in accordance with the Code of Professional Responsibility for Teachers. (1 or 2 rating only)						
Professional Responsibility	18. Conducting oneself as a professional in regard to student teaching. (1 or 2 rating only)						
Professional Responsibility	19. Working collaboratively with colleagues set goals for professional development.						
Professional Responsibility	20. Demonstrating dispositions critical to self and students. (1 or 2 rating only)						
Overall Mid-Term Rating:		<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Proficient			
Overall Final Student Teaching Rating:		<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Proficient			