

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Fall 2005 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 Date _____			Final Eval Ratings Date _____		
		ST	CT	Univ Supv	ST	CT	Univ Supv
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards)						
Planning	2. Selecting appropriate resources (materials, technology, human) and instructional groups to support students' learning						
Planning	3. Planning instruction that addresses student learning differences by differentiating instruction						
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement						
Instructing	5. Creating a positive learning environment						
Instructing	6. Managing routines and transitions						
Instructing	7. Communicating and reinforcing high expectations for academic achievement						
Instructing	8. Implementing instruction that includes effective initiation and closure						
Instructing	9. Developing important content specific knowledge, skills, and conceptual understanding (meeting content standards, making connections, accuracy/clarity)						
Instructing	10. Leading students to learn by facilitating opportunities for critical thinking and exploration of concepts, response to questions, and student discourse						
Instructing	11. Supporting a range of student learning differences by differentiating instruction						
Instructing	12. Communicating clearly, using acceptable oral and written expressions						
Assessing	13. Monitoring during the lesson for student understanding 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. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and adjusts future plans and instructional approaches accordingly						
Assessing	16. Analyzing multiple sources of student data to evaluate student progress and communicate information (1 or 2 rating only)						
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 (1 or 2 rating only)						
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only)						