

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 (target) only, **based on rubric descriptors**. Do not total ratings.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Spring 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, tasks 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, promoting independence of learners)						
Instructing	8. Implementing instruction that includes effective initiation/closure, well organized, sequenced and paced learning activities.						
Instructing	9. Leading students to learn within the content or discipline (important content, making connections, accuracy/clarity).						
Instructing	10. Promoting the development of critical thinking, problem-solving and deeper understanding of concepts						
Instructing	11. Implementing learning tasks, activities and using materials that support a range of instructional needs through differentiated instruction..						
Instructing	12. Communicating clearly, using acceptable oral and written expressions.						
Assessing	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. 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 examine student progress (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)						