

## Final Evaluation of Student Teaching Performance Southern Connecticut State University

Student Teacher:

Cooperating Teacher:

Date:

Student ID #

School:

Grade level(s):

*Using the key below, please evaluate the candidate's performance according to each standard.*

<b>Unacceptable</b>	The candidate's performance does not reflect competency in the standard.
<b>Acceptable</b>	The candidate's performance reflects a satisfactory level of competency in the standard.
<b>Exemplary</b>	The candidate's performance reflects a high level of competency in the standard.
<b>No Basis for Judgment</b>	The candidate's teaching experiences offered <u>no</u> <u>basis</u> for judgment in the standard (NBJ).

<b>Content and Essential Skills</b> (CCT 1)				
<i>Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:</i>				
	Unacceptable	Acceptable	Exemplary	NBJ
Demonstrating proficiency in reading, writing, and mathematics skills (CCT 1.1)				
Demonstrating discipline-specific knowledge and skills (CCT 1.2)				
Using developmentally appropriate verbal, non-verbal and technological communications (CCT 1.3)				
Using technological and digital resources to promote learning, collaboration with colleagues and communication with a learning community (CCT 1.4)				
Demonstrating understanding of how to use content area skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting (CCT 1.5; Sec. 10-145d-808a2B)				
Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations (CCT 1.6)				

**Comments:**

**Classroom Environment, Student Engagement and Commitment to Learning**  
(CCT 2)

*Teachers promote student engagement, independence and interdependence in learning by facilitating a learning environment by:*

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>NBJ</b>
Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels (CCT 2; Sec. 10-145d-808a3A)				
Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries (CCT 2.2)				
Providing explicit instruction about social skills to develop students' social competences and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs (CCT 2.3; Sec. 10-145d-808a3B; Sec. 10-145d-808a3D)				
Fostering appropriate standards of behavior that support a productive learning environment for all students (CCT 2.4; Sec. 10-145d-808a3C)				
Maximizing the amount of time spent on learning by effectively managing routines and transitions (CCT 2.5)				

**Comments:**

## Planning for Active Learning

(CCT 3)

*Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

	Unacceptable	Acceptable	Exemplary	NBJ
Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs (CCT 3.1)				
Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline (CCT 3.2)				
Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions (CCT 3.3)				
Selecting appropriate assessment strategies to monitor ongoing student progress (CCT 3.4)				
Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems (CCT 3.5)				
Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections wherever possible (CCT 3.6)				
Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone (CCT 3.7; Sec. 10-145d-808a2C)				
Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning (CCT 3.8)				
Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills (CCT 3.9)				

**Comments:**

### Instruction for Active Learning

(CCT 4)

*Teachers implement instruction in order to engage student in rigorous and relevant learning and to promote their curiosity about the world at large by:*

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>NBJ</b>
Using a variety of evidence-based strategies to enable students to apply and construct new learning (CCT 4.1; Sec. 10-145d-808a2A)				
Using technological and digital resources strategically to promote learning (CCT 4.2)				
Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning (CCT 4.3; Sec. 10-145d-808a1B)				
Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students (CCT 4.4; Sec. 10-145d-808a2G)				
Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents (CCT 4.5; Sec. 10-145d-808a1A/a2F)				
Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks (CCT 4.6; Sec. 10-145d-808a2D)				
Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance (CCT 4.7; Sec. 10-145d-808a2E)				

**Comments:**

## Assessment for Learning

(CCT 5)

*Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:*

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>NBJ</b>
Understand the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills (CCT 5.1; Sec. 10-145d-808a4A)				
Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn (CCT 5.2; Sec. 10-145d-808a4B)				
Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time (CCT 5.3)				
Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress (CCT 5.4; Sec. 10-145d-808a4E)				
Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning (CCT 5.5)				
Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators (CCT 5.6; Sec. 10-145d-808a4D)				
Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences (CCT 5.7)				
Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities (CCT 5.8; Sec. 10-145d-808a4C)				

**Comments:**

## Professional Responsibilities and Teacher Leadership

(CCT 6)

*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:*

	Unacceptable	Acceptable	Exemplary	NBJ
Continually engaging in reflection, self-evaluation and profession development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning (CCT 6.1)				
Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students (CCT 6.2; Sec. 10-145d-808a5E)				
Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate (CCT 6.3)				
Collaborating with colleagues and administrators to examine student leaning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement (CCT 6.4)				
Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions (CCT 6.5; Sec. 10-145d-808a5B; Sec. 10-145d-808a5C)				
Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning (CCT 6.6; Sec. 10-145d-808a5D)				
Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process (CCT 6.7; Sec. 10-145d-808a5A)				
Understanding how one's race, gender, and affect professional interactions with students, families and colleagues (CCT 6.8; Sec. 10-145d-808a1A)				
Using communication technology in a professional and ethical manner (CCT 6.9)				
Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects (CCT 6.10)				
Conducting themselves as professionals in accordance with Connecticut's <i>Code of Professional Responsibility for Educators</i> (CCT 6.11)				

**Comments:**

<b>Overall Performance</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>NBJ</b>
<b>Overall teaching</b>				
<b>Overall planning</b>				
<b>Overall effect on student learning</b>				

**Summary Comments:**

