

Exhibit 3.4.f.1e

Student Teaching Evaluation Instrument (STEI): Mid-Term and Final Rating Rubrics*

*The University Supervisor and Cooperating Teacher enter the midterm and final scores into Tk20.

**WESTERN CONNECTICUT STATE UNIVERSITY WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings, Competencies 1-20**

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Please print clearly!**

Student Teacher _____ University Supervisor _____

Cooperating Teacher(s) _____

Category	Student Teaching Competency (Abridged)	Mid-Term Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A. Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
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 students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and pacing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans 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 to examine instructional effectiveness (1 or 2 rating only).			

Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			
-----------------------------	--	--	--	--

WESTERN CONNECTICUT STATE UNIVERSITY

Final Ratings, Competencies 1-20

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Please print clearly!**

Student Teacher _____ University Supervisor _____

Cooperating Teacher(s) _____

Category	Student Teaching Competency (Abridged)	Final Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A. Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
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 students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and pacing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans 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 to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

WESTERN CONNECTICUT STATE UNIVERSITY

Music Mid-Term Ratings

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) for Mid-Term evaluations. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target).

Student Teacher _____

University Supervisor _____

Cooperating Teacher _____

Level = ___Elementary ___ Secondary

Teaching Areas (check all that apply):

___ Gen. Music ___Band ___Choir ___Strings

___ Theory/Technology ___Guitar

___Keyboard ___Other = _____

Category	Student Teaching Competency (Abridged)	Mid-Term Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A. Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
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 students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and pacing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans 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 to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

WESTERN CONNECTICUT STATE UNIVERSITY

Music Final Ratings

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US). Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target).

Student Teacher _____

University Supervisor _____

Cooperating Teacher _____

Level = ___ Elementary ___ Secondary

Teaching Areas (check all that apply):

___ Gen. Music ___ Band ___ Choir ___ Strings

___ Theory/Technology ___ Guitar

___ Keyboard ___ Other = _____

Category	Student Teaching Competency (Abridged)	Final Ratings		
		ST	CT	US
Planning	1. Designing learning tasks (objectives, promote application of skills and conceptual understanding, build on prior learning, support attainment of content standards).			
Planning	2A. Selecting appropriate resources (materials, technology, human).			
	2B. Assigning instructional groupings to support students' learning.			
Planning & Instruction	3A. Planning instruction that addresses the range of student learning differences among students and describes effective strategies for differentiated instruction.			
	3B. Supporting a range of student learning by differentiating instruction.			
Instructing	4. Establishing appropriate standards of behavior (communicating and reinforcing); monitoring engagement.			
Instructing	5A. Creating a positive learning environment by establishing rapport as well as a secure classroom environment to foster intellectual risk-taking.			
	5B. Creating a positive learning environment by observing and enforcing safety rules and procedures.			
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 students' opportunities for critical thinking and exploration of concepts, response to questions, and student discourse.			
Instructing & Assessing	11. Teacher uses appropriate questioning strategies.			
Instructing	12. Using effective verbal and non-verbal communication techniques.			
Assessing	13. Monitoring during the lesson for student understanding and adjusting instruction and p0acing when necessary.			
Assessing	14. Providing performance feedback (oral or written) that focuses on content or skills and assists students in improving their performances.			
Assessing	15. Reflecting upon and analyzing the process of teaching based on student learning or failure to learn; adjusts future plans 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 to examine instructional effectiveness (1 or 2 rating only).			
Professional Responsibility	20. Demonstrating dispositions critical to self and students (1 or 2 rating only).			

Content Supplement, Health Competencies 1-10

Candidate _____ Cooperating Teacher Evaluator _____

Candidates demonstrate during their student teaching assignment, comprehension of health promotion and disease prevention to enhance student learning.

CATEGORY	Unacceptable	Acceptable	Target
1. Accident, Prevention and Safety Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
2. Nutrition & Exercise Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
3. Mental and Emotional Health/Stress Management Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
4. Body Systems/Disease Prevention and Control Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
5. Use and Abuse of Alcohol and Other Drugs Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
6. Family Life Education/Human Growth and Development Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
7. HIV/AIDS, sexually-transmitted diseases Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
8. Environmental Health Score _____	Content is minimal and there are more than 2 factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Covers topic in-depth with details and examples. Subject knowledge is excellent.

<p>9. Community health</p> <p>Score _____</p>	<p>Content is minimal and there are more than 2 factual errors.</p>	<p>Includes essential information about the topic but there are 1-2 factual errors.</p>	<p>Covers topic in-depth with details and examples. Subject knowledge is excellent.</p>
<p>10. Human Sexuality</p> <p>Score _____</p>	<p>Content is minimal and there are more than 2 factual errors.</p>	<p>Includes essential information about the topic but there are 1-2 factual errors.</p>	<p>Covers topic in-depth with details and examples. Subject knowledge is excellent.</p>

If a topic was not addressed during the tenure of the Student Teacher at your school, please indicate with a “n/a” in the score.

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards - English

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Having chosen appropriate instructional resources, candidate creates an inclusive and supportive learning environment in which all students can engage in learning, demonstrated by their participation in oral and written discourse.			
Candidate uses his/her knowledge of the canon, print media, the plastic arts, and electronic communication to create meaningful connections between the students' lives, knowledge, and attitudes and the larger world of English/Language Arts.			
Respect for individual differences of culture, ability, ethnicity, gender, appearances, and religion are evident in both the classroom discourse and in the choice of teaching strategies and materials.			
Candidate's knowledge of current research on the teaching or listening, speaking, and writing is demonstrated in his/her planning and classroom methodologies.			
Candidate has made obvious allowances for the inclusion of appropriate forms of assessment throughout the individual lesson and the teaching unit.			
Candidate demonstrates a firm control of the protocols (syntax, pronunciation, grammar) of standard, written, and spoken English in his/her classroom discourse and written materials.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – English

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Having chosen appropriate instructional resources, candidate creates an inclusive and supportive learning environment in which all students can engage in learning, demonstrated by their participation in oral and written discourse.			
Candidate uses his/her knowledge of the canon, print media, the plastic arts, and electronic communication to create meaningful connections between the students' lives, knowledge, and attitudes and the larger world of English/Language Arts.			
Respect for individual differences of culture, ability, ethnicity, gender, appearances, and religion are evident in both the classroom discourse and in the choice of teaching strategies and materials.			
Candidate's knowledge of current research on the teaching or listening, speaking, and writing is demonstrated in his/her planning and classroom methodologies.			
Candidate has made obvious allowances for the inclusion of appropriate forms of assessment throughout the individual lesson and the teaching unit.			
Candidate demonstrates a firm control of the protocols (syntax, pronunciation, grammar) of standard, written, and spoken English in his/her classroom discourse and written materials.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards - Mathematics

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply the process of mathematical problem solving.			
Candidates communicate mathematical thinking orally and in writing to peers, faculty, administrators, and parents.			
Candidates recognize, use, and create connections between and among mathematical concepts and in contexts across the curricula to build mathematical understanding.			
Candidates use varied representations of mathematical ideas to support and strengthen students' mathematical understanding.			
Candidates' comfort and confidence with mathematical knowledge affects both what the candidate teaches and how learning is presented to students. Knowing mathematics includes understanding specific concepts and procedures as well as the process of expressing mathematical concepts.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning mathematics.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Mathematics

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply the process of mathematical problem solving.			
Candidates communicate mathematical thinking orally and in writing to peers, faculty, administrators, and parents.			
Candidates recognize, use, and create connections between and among mathematical concepts and in contexts across the curricula to build mathematical understanding.			
Candidates use varied representations of mathematical ideas to support and strengthen students' mathematical understanding.			
Candidates' comfort and confidence with mathematical knowledge affects both what the candidate teaches and how learning is presented to students. Knowing mathematics includes understanding specific concepts and procedures as well as the process of expressing mathematical concepts.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning mathematics.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards - Science

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply measurement as a way of knowing, organizing, and observing constancy and change.			
Candidates communicate their scientific thinking orally and in writing to peers, faculty, and others.			
Candidates recognize, use, and make connections between and among the form, function, and behaviors of living and non-living systems.			
Candidates use <i>The Nature of Science</i> to support and deepen students' understanding that scientific knowledge is always changing.			
Candidates' comfort with, and confidence in, their knowledge of science affects both what they teach and how they teach it. Knowing science includes understanding specific concepts and procedures as well as the process of doing science.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning science.			
Planning Safety for Lesson Demonstrates knowledge, skills, and disposition of classroom legal/safety/ethical issues.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Science

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates know, understand, and apply measurement as a way of knowing, organizing, and observing constancy and change.			
Candidates communicate their scientific thinking orally and in writing to peers, faculty, and others.			
Candidates recognize, use, and make connections between and among the form, function, and behaviors of living and non-living systems.			
Candidates use <i>The Nature of Science</i> to support and deepen students' understanding that scientific knowledge is always changing.			
Candidates' comfort with, and confidence in, their knowledge of science affects both what they teach and how they teach it. Knowing science includes understanding specific concepts and procedures as well as the process of doing science.			
Candidates demonstrate use of concrete and abstract models in lesson development.			
Candidates embrace technology as an essential tool for teaching and learning science.			
Planning Safety for Lesson Demonstrates knowledge, skills, and disposition of classroom legal/safety/ethical issues.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards – Social Studies

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments.			
Candidates in social studies at all school levels should provide developmentally appropriate as they guide learners in the study of ideas associated with individual development, behavior, and identity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study if interactions among individuals, groups, and institutions.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.			
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they learners in the study of science and technology.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Social Studies

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments.			
Candidates in social studies at all school levels should provide developmentally appropriate as they guide learners in the study of ideas associated with individual development, behavior, and identity.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study if interactions among individuals, groups, and institutions.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.			
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they learners in the study of science and technology.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.			
Candidates in social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.			

WESTERN CONNECTICUT STATE UNIVERSITY
Mid-Term Ratings – Content Standards – Spanish

Use this form to record mid-term ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the first 35 days of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to Dr. King at the mid-term (35th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 35th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidate prepares lessons which include: current and past events, exchanges of information about international events, and have students employ rephrasing/circumlocution to successfully communicate messages.			
Candidate's lesson plans reflect activities that have students practicing an understanding of products and perspectives of cultures studied, and applying cultural knowledge for interpersonal, interpretive, and presentational communication.			
Candidate plans lessons which demonstrate that students can use information acquired from other school subjects to complete activities in the world language classroom, acquire more complex and abstract information from a variety of authentic sources, and use new information to expand personal knowledge and interdisciplinary connections.			
Candidate's lessons reflect and promote students' ability to analyze various elements of the target language (such as time or tense), and demonstrates that students are reading and comprehending longer and more complex texts in abridged and unabridged formats.			
Candidate's lessons reflect activities which encourage students to communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. Lessons use technology which plan for students to establish interpersonal relations with speakers of target languages via letters, e-mail or web exchange.			
Candidate's plans reflect the use of multiple media resources to analyze aspects of the target culture(s) and apply knowledge to new situations; students have access to sources of information for potential use in original work on the target language or culture(s).			

WESTERN CONNECTICUT STATE UNIVERSITY
Final Ratings – Content Standards – Spanish

Use this form to record final ratings from the Student Teacher (ST), Cooperating Teacher (CT), and University Supervisor (US) after the 70th day of the student teaching placement. Use ratings of 1 (unacceptable), 2 (acceptable), or 3 (target). **Return this form to the Coordinator of Student Teaching at the final (70th day) date.**

Student Teacher: _____

University Supervisor: _____ Cooperating Teacher: _____

Placement Dates

First Day: _____ 70th Day: _____ Date Ratings Were Completed: _____

Student Teaching Content Competency	Mid-Term Ratings		
	ST	CT	US
Candidate prepares lessons which include: current and past events, exchanges of information about international events, and have students employ <u>rephrasing/circumlocution to successfully communicate messages.</u>			
Candidate's lesson plans reflect activities that have students practicing an understanding of products and perspectives of cultures studied, and applying cultural knowledge for interpersonal, interpretive, and presentational communication.			
Candidate plans lessons which demonstrate that students can use information acquired from other school subjects to complete activities in the world language classroom, acquire more complex and abstract information from a variety of authentic sources, and use new information to expand personal knowledge and interdisciplinary connections.			
Candidate's lessons reflect and promote students' ability to analyze various elements of the target language (such as time or tense), and demonstrates that students are reading and comprehending longer and more complex texts in abridged and unabridged formats.			
Candidate's lessons reflect activities which encourage students to communicate with members of the target culture and interpret information regarding topics of personal, community, or world interest. Lessons use technology which plan for students to establish interpersonal relations with speakers of target languages via letters, e-mail or web exchange.			
Candidate's plans reflect the use of multiple media resources to analyze aspects of the target culture(s) and apply knowledge to new situations; students have access to sources of information for potential use in original work on the target language or culture(s).			