# Neag Agricultural Sciences Education Student Teaching Evaluation Form

The development of this form was based on InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT). The CCCT has been summarized here for your reference.

**A. Teachers apply knowledge by…**

1. **Planning** – Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
2. **Instructing** – Teachers create a positive learning environment, use effective verbal, nonverbal and media communication techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.
3. **Assessing and Adjusting** – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

**B. Teachers demonstrate professional responsibility through…**

1. **Professional and Ethical Practice** – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
2. **Reflection and Continuous Learning** – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
3. **Leadership and Collaboration** – Teachers demonstrate a commitment to their students and a passion for improving their profession.

**Directions**

Student teachers will have a formal review of their progress at the midterm and final using a **hard copy** of the TCPCG Student Teaching Evaluation Form. **It is the responsibility of the student teacher and cooperating teacher to complete this form before the university supervisor arrives for the midterm evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the student teacher. At the midterm evaluation, the cooperating teacher and student teacher will walk the university supervisor through the evaluation form noting the student teacher's strengths and areas of growth. The university supervisor will also note the strengths and weaknesses they have observed, make additional comments on the form, and negotiate any disagreements in scores between the cooperating teacher and the student teacher. The university supervisor will complete and submit the on-line evaluation form based on that consensus.

A three-point scale will be used to evaluate the teacher candidate:

1 = Teacher Candidate is not making satisfactory progress in meeting this standard.
2 = Teacher Candidate is making satisfactory progress in meeting this standard.
3 – Teacher Candidate is making outstanding progress in meeting this standard.

**Follow Up**

Within two weeks after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email in two weeks and you have checked your junk mail folder, please contact teachered-surveys@uconn.edu.

**Grading**

Midterm: A letter grade is not issued on the midterm evaluation, but if a teacher candidate has more than five #1's, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. The Action Plan needs to be sent to the Director of TCPCG: john.zack@uconn.edu.

Final: *Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for a minimum rating of "2" as they seek to meet each standard.* On the final, if the teacher candidate has mostly "2's" and five or more "3's," s/he will receive a grade of A. If the candidate has **predominantly** "2's," a grade of A- is awarded. If the candidate has mostly "2's" and three "1's," s/he will receive a B+. If the candidate has four "1's," s/he will receive a grade of B and if five or more #1's, the teacher candidate will receive a grade of B- or below.

**Participating Individuals:** *(Signatures are not required on electronic form submitted by the University Supervisor)*

Student Teacher/Candidate (please print): _____     Signature: _____

Cooperating Teacher (please print): _____     Signature: _____

University Supervisor (please print): _____     Signature: _____

School District: _____ School: _____     Grade Level Placement: _____

Program (select one): TCPCG Hartford _____     TCPCG Avery Point _____     TCPCG Waterbury _____

Concentration Area/Field of Study: _____

Circle or Highlight One:          Midterm          Final          Grade **(only enter for Final)**: _____

# Agricultural Sciences Education Student Teaching Evaluation Form

| CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting | Level 1 Not Making Satisfactory Progress | Level 2 Making Satisfactory Progress | Level 3 Making Outstanding Progress | Not Observed |
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| **1. Plans and implements instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts. CCT 1.1, 1.2** | Knowledge and use of core academic principles, discipline-specific content, and learning concepts is weak | Makes deliberate attempts to implement instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts | Effectively plans and implements instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts | |
| **2. Plans and implements instruction based on local, state, and national curricula, frameworks and standards. CCT 1.2** | Has difficulty planning and implementing instruction based on local, state, and national curricula, frameworks and standards | In most instances, plans and implements instruction based on local, state, and national curricula, frameworks and standards | Consistently plans and implements instruction based on local, state, and national curricula, frameworks and standards | |
| **3. Plans and implements instruction based on knowledge and consideration of school, family, and community contexts. CCT 2.1, 3.6** | Does not plan and implement instruction based on knowledge and consideration of school, family, and community contexts | Makes deliberate attempts to plan and implement instruction based on knowledge and consideration of school, family, and community contexts | Effectively plans and implements instruction based on knowledge and consideration of school, family, and community contexts | |
| **4. Constructs lessons adapted to student needs based on different developmental levels, learning needs, and personal and career interests. CCT 2.1, 3.1** | Rarely constructs lessons that are adapted in response to diverse student characteristics | Often constructs lessons that are adapted in response to diverse student characteristics | Routinely constructs lessons that are adapted in response to diverse student characteristics | |
| **5. Plans and implements instruction based on awareness of students' prior knowledge and experience in order to promote active learning. CCT 2.1, 3.1** | Instruction does not reflect an awareness of students' prior knowledge and experience in order to promote active learning | Makes deliberate attempts to plan and implement instruction based on awareness of students' prior knowledge and experience in order to promote active learning | Consistently plans and implements instruction based on awareness of students' prior knowledge and experience in order to promote active learning | |

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| **6. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes lessons for initiation, development, and closure. CCT 3.2, 4.4** | Does not effectively sequence learning tasks into coherent units of instruction to scaffold student learning; does not organize lessons for initiation, development, and closure | Attempts to deliberately sequence learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes lessons for initiation, development, and closure | Purposely and effectively sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes lessons for initiation, development, and closure | |
| **7. Monitors and questions for understanding and responds to group and individual levels of understanding by adjusting teaching strategies. CCT 4.6** | Ability to monitor understanding is weak and finds it challenging to adjust teaching strategies in response to group or individual understanding | Increasingly monitors understanding and responds to group or individual level of understanding by adjusting teaching strategies | Consistently monitors for understanding and responds to group or individual level of understanding by adjusting teaching strategies | |
| **8. Applies concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real world problems. CCT 3.6** | Has difficulty applying concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real world problems | Makes deliberate attempts to apply concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real world problems | Regularly applies concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real world problems | |
| **9. Provides opportunities for students to develop and improve problem-solving skills, and to think critically and creatively. CCT 3.5, 3.8** | Does not provide adequate opportunities for students to develop and improve problem-solving skills, and to think critically and creatively | Attempts to provide some opportunities for students to develop and improve problem-solving skills, and to think critically and creatively | Purposefully and frequently provides opportunities for students to develop and improve problem-solving skills, and to think critically and creatively | |
| **10. Seeks out and uses a variety of resources from multiple sources to create meaningful and interesting activities to support learning. CCT 3.5** | Does not use an adequate variety of instructional strategies, methods, and technology to promote learning | In some instances, seeks out and uses resources from a variety of sources to create meaningful and interesting activities to support learning | Actively seeks out and uses resources from a variety of sources to create meaningful and interesting activities to support learning | |
| **11. Plans and implements instruction using appropriate and varied strategies and methods, including effective use of technology, to promote learning. CCT 1.4, 3.5, 4.2** | Does not use an adequate variety of instructional strategies, methods, and technology to promote learning | Makes deliberate attempts to plan and implement instruction using appropriate and varied strategies, methods, and technology to promote learning | Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems | |

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| **12. Creates a respectful, safe, and challenging classroom climate that supports a productive and safe learning environment for all students.** CCT 2.1, 2.4 | Has difficulty creating a respectful, safe, and challenging environment that supports productive and safe learning for all students | Usually creates a respectful, safe, and challenging environment that supports a productive and safe learning environment for all students | Routinely creates a respectful, safe, and challenging environment that supports a productive and safe learning environment for all students | |
| **13. Maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement and behavior.** CCT 2.4, 2.5 | Ineffective use of instructional time due to difficulties managing transitions, routines, student engagement and behavior | Makes deliberate attempts to effectively use instructional time by managing transitions, routines, student engagement and behavior | Consistently maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement and behavior | |
| **14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques.** CCT 1.3, 2.1 | Has difficulty creating positive and supportive interactions with students due to ineffective verbal and nonverbal communication | Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques | Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques | |
| **15. Uses a variety of informal and formal assessment data to plan, implement, and adjust instruction and learning activities based on expectations and monitoring of student learning. CCT 3.4, 4.6, 5.2, 5.3** | Does not adequately use assessment to plan, implement, and modify instruction for effective learning | Makes a deliberate effort to use a variety of informal and formal assessment data to plan, implement, and modify instruction | Consistently uses a variety of informal and formal assessment data to plan, implement, and modify instruction | |
| **16. Demonstrates knowledge, plans instruction, and chooses learning activities that reflect current practices and anticipated needs in relevant agricultural fields.** CCT 3.2, 3.6 | Instruction, knowledge, and learning activities do not reflect current practices in relevant aspects of agricultural fields | Usually demonstrates knowledge, plans instruction, and chooses learning activities that to reflect current practices in relevant aspects of agricultural fields | Consistently demonstrates knowledge, plans instruction, and chooses learning activities that to reflect current practices in relevant aspects of agricultural fields | |
| **17. Introduces students to socially relevant issues in agriculture, and provides opportunities for respectful** | Does not introduce students to socially relevant issues in agriculture or provide opportunities for respectful and | Makes attempts to introduce students to socially relevant issues in agriculture, and provides opportunities for | Purposely and effectively introduces students to socially relevant issues in agriculture, and provides opportunities for | |

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| **and critical analysis of various perspectives regarding such issues. CCT 2.1, 3.6, 3.8** | critical analysis of various perspectives regarding such issues | respectful and critical analysis of various perspectives regarding such issues | respectful and critical analysis of various perspectives regarding such issues | |
| **18. Demonstrates knowledge about legal and ethical issues, safety, and respect for living things. CCT 1.2, 2.4** | Does not demonstrate knowledge about legal and ethical issues, safety, and respect for living things | Makes an effort to demonstrate knowledge about legal and ethical issues, safety, and respect for living things | Consistently and effectively demonstrates knowledge about legal and ethical issues, safety, and respect for living things | |
| **CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration** | **Level 1 Not Making Satisfactory Progress** | **Level 2 Making Satisfactory Progress** | **Level 3 Making Outstanding Progress** | **Not Observed** |
| **19. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. CCT 6.1** | Rarely reflects critically on his/her own practices and seldom seeks input about how to grow and improve instruction | Often reflects critically on his/her own practices and regularly seeks input about how to grow and improve instruction | Consistently reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction | |
| **20. Creates opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning. CCT 5.6, 6.6** | Does not take initiative to communicate with families, establish respectful and collaborative relationships with families, and involve families in students' learning | Makes attempts to communicate with families, establish respectful and collaborative relationships, and involve families in students' learning | Creates frequent opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning | |
| **21. Conducts self in a professional manner and collaborates with colleagues, administrators, students, and families to sustain a positive school climate. CCT 6.3, 6.11** | Does not regularly conduct self in a professional manner and makes attempts with colleagues, administrators, students, and families to sustain a positive school climate | Conducts self in an acceptable professional manner and makes attempts with colleagues, administrators, students, and families to sustain a positive school climate | Consistently conducts self in a professional manner and collaborates with colleagues, administrators, students, and families to sustain a positive school climate | |
| **22. Seeks professional development opportunities, including professional organizations, to improve** | Rarely seeks out and participates in opportunities to grow professionally | Usually seeks out and participates in opportunities to grow professionally | Exceeds expectations in seeking out and participating in opportunities to grow professionally | |

| knowledge, skills, and effectiveness for teaching all students.  CCT 6.1, 6.2 | | | |
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Cooperating Teacher writes summary comments about the teacher candidate's progress in preparation for final three-way meeting. University Supervisor adds summary comments at the meeting.

| CT Common Core of Teaching | Summary Comments |
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| 1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.<br><br>What strengths does the student teacher candidate possess in these areas?<br><br>What improvement can the student teacher candidate make in these areas?<br><br>2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning.<br><br>What strengths does the student teacher candidate possess in these areas?<br><br>What improvement can the student teacher candidate make in these areas? | |