

UCONN Neag Science Education Student Teaching Evaluation Form

The development of this form was based on standards promoted by the National Science Teachers Association (NSTA), 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.

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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): _____

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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
1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. NSTA 2a	Candidate plans multiple lessons using a limited number of inquiry approaches that demonstrate an emerging knowledge and understanding of how all students learn science.	Candidate increasingly plans multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.	Candidate consistently plans multiple lessons using a variety of inquiry approaches that demonstrate a deep knowledge and understanding of how all students learn science.	
2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. NSTA 2b	Active inquiry lessons where students collect and interpret data are rare in the candidate's learning activities.	Candidate attempts to include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.	Candidate purposefully includes active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.	
3. Applications of science-specific technology are included in the lessons when appropriate. NSTA 2b	Applications of science-specific technology are randomly included in the lessons.	Applications of science-specific technology are sometimes included in the lessons when appropriate.	Applications of science-specific technology are always included in the lessons when appropriate.	
4. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions. NSTA 2c	Candidate seldom designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.	Candidate works diligently to design instruction and assessment strategies that confront and address naïve concepts/preconceptions.	Candidate effectively designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.	
5. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching	Candidate uses a limited number of strategies that demonstrate the candidates' knowledge and understanding of how to select the	Candidate usually uses a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the	Candidate systematically uses a variety of strategies that demonstrate the candidates' knowledge and understanding of how to	

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<p>and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. NSTA 3a</p>	<p>appropriate teaching and learning activities.</p>	<p>appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for most students.</p>	<p>select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.</p>	
<p>6. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students. NSTA 3b</p>	<p>Active inquiry lessons where students collect and interpret data using applicable science-specific technology are rare in the candidate’s lesson plans.</p>	<p>Candidate is working on developing lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for most students.</p>	<p>Candidate routinely develops lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.</p>	
<p>7. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated. NSTA 3c</p>	<p>Candidate finds it challenging to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies seldom evaluate preconceptions and ideas that students hold and the understandings that students have formulated.</p>	<p>Candidate makes deliberate attempts to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are often designed to continuously evaluate preconceptions and ideas that students hold and the</p>	<p>Candidate regularly plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are always designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.</p>	

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		understandings that students have formulated.		
8. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area. NSTA 3d	Candidate struggles to plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	Candidate shows increasing ability to plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	Candidate habitually plans a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	
9. Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. NSTS 4a	Candidate inconsistently demonstrates the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Candidate increasingly designs activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Candidate consistently designs activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	
10. Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. NSTA 4b	Candidate's ability to implement emergency procedures, maintain safety equipment, and communicate policies and procedures that comply with established state and/or national guidelines is weak .	Candidate works diligently to design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	Candidate faithfully designs and demonstrates activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	

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<p>11. Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms. NSTA 4c</p>	<p>Candidate rarely designs and demonstrates activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They seldom emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.</p>	<p>Candidate in some instances designs and demonstrates activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They often emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.</p>	<p>Candidate actively designs and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They always emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.</p>	
<p>12. Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected. NSTA 5a</p>	<p>Candidate does little to collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.</p>	<p>Candidate is beginning to collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.</p>	<p>Candidate systematically collects, organizes, analyzes, and reflects on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.</p>	
<p>13. Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. NSTA 5b</p>	<p>Candidate makes little attempt to collect data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p>	<p>Candidate on some occasions provides data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and begin to critically analyze assertions made in the name of science.</p>	<p>Candidate routinely provides data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p>	
<p>14. Engage students in developmentally appropriate</p>	<p>Candidate requires students to develop concepts and</p>	<p>Candidate usually engages students in developmentally</p>	<p>Candidate consistently engages students in</p>	

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inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. NSTA 5c	relationships from others' observations, data, and inferences.	appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	
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
15. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning.	Candidate does not take initiative to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning.	Candidate makes attempts at communicating with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning.	Candidate creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning.	
16. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	Candidate seldom uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	Candidate regularly uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	Candidate frequently uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	
17. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction.	Candidate rarely reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	Candidate often reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	Candidate consistently reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	

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<p>18. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community. NSTA 6a</p>	<p>Candidate rarely seeks out and participates in opportunities to grow professionally.</p>	<p>Candidate usually seeks out and participates in opportunities to grow professionally.</p>	<p>Candidate exceeds expectations in seeking out and participating in opportunities to grow professionally.</p>	
<p>19. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community. NSTA 6b</p>	<p>Candidate rarely or never engages in professional development opportunities such as conferences, research opportunities, or projects within their community.</p>	<p>Candidate often engages in professional development opportunities such as conferences, research opportunities, or projects within their community.</p>	<p>Candidate frequently engages in professional development opportunities such as conferences, research opportunities, or projects within their community.</p>	

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