Introduction

UCONN
NEAG SCHOOL OF EDUCATION

Student Teaching Midterm Evaluation
Science Education

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a summative evaluation of a student's performance in order to facilitate the student's professional growth as a teaching candidate. This instrument may beused for formative purposes involving a regular observation/feedback cycle.

This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). The following CCCT standards are communicated for your reference. Additionally, the form is aligned to the standards in your field as articulated in the displayed rubric.

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, socal, 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 studentsand the school community.
3. **Leadership and Collaboration**: Teachers demonstrate a commitment to their students and passion for improving their profession.

Directions

There will be a three-way meeting among the student, cooperating teacher, and university supervisor. Student Teacher - Should come prepared with a self-assessment of your own progress. Cooperating Teacher - Should come prepared to discuss the progress of the student. University Supervisor - Will facilitate discussion and reaching of consensus at the meeting in relation to student teacher's scores for each of the standards. The university supervisor will enter student scores electronically into Qualtrics. As

part of the three-way meeting, this form, which is in three sections, will be completed. The first section of the form answers some general questions about placement. The second section asks you to indicate a score for the candidate's performance on each standard. The third section requests background information.

For each of the students, the following scale will be used to evaluate the teaching candidate:

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.
N/A = For use only in the mid-term: means "not applicable" because this standard is yet to be covered.

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 within 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 ratings of "1," the university supervisor and cooperating teacher need to work together with the student to create an Action Plan. Also, Dr. Robin Hands, Director of School-University Partnerships, must be contacted at robin.hands@uconn.edu with this information.
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 letter 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. If there are five or more "1's," the teacher candidate will receive a grade of B- or below.

Section 1

Section 1: General Questions

Please indicate the program component in which the student is enrolled:

- ○ IB/M Storrs
- ○ TCPCG Hartford
- ○ TCPCG Waterbury
- ○ TCPCG Avery Point
- ○ Curriculum & Instruction (non-IB/M)

Please indicate the year of the student's entrance into the Teacher Education Program:

2015-2016

Participating Individuals

Student Teacher/Candidate	
Cooperating Teacher	
University Supervisor	
Advisor	

Location of Student Teaching

District	
School	

Grade level placement (check all that apply)

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ Grade Unspecific

Science Area(s) (check all that apply)

- ☐ Biology
- ☐ Chemistry
- ☐ Earth Science
- ☐ General Science
- ☐ Physics
- ☐ Other

Block 2

Section 2: Performance Areas

CT Common Core of Teaching II: Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting

	Score 1: Not Making Progress	Score 2: Satisfactory Progress	Score 3: Outstanding Progress
1. Plans and implements instruction bsaed on knowledge of the academic principles, essential concepts, theories, laws,	Knowledge and use of science academic content, essential concepts, theories, laws, and	Make deliberate attempts to implement instruction based on knowledge of academic principles, essential concepts,	Effectively plans and implements instruction based on knowledge acadeic principles, essential concepts,

learning strategies, and interrelationshipsof fields of licensure and supporting fields as recommended by the National Science Teachers Association (NSTA/NCATE 1.a., 1.d, 1.e)	appropriate learning strategies is weak	theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association	theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association
2. Responds to the group or individual student's levels of science understanding by adjusting teaching strategies (NSTA/NCATE 5.e)	Finds it challenging to respond to the group or individual student;s levels of science understanding and does not adjust teaching strategies	Increadsingly responds to the group of individual student's levels of science understanding by adjusting teaching strategies	Regularly responds to the group or individual student's levels of science understanding by adjusting teaching strategies
3. Plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource (NSTA/NCATE 7.a, 7.b)	Does not plan and implement science instruction based on knowledge of the community context and by using the community as an instructional resource	Makes deliberate attempts to plan and implement science instruction based on knowledge of the community context and by using the community as an instructional resource	Effectively plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource
4. Constructs science lessons adapted to student needs based on different developmental levels, approaches to learning, abilities, background experiences and personal interests (NSTA/NCATE 5.b)	Rarely constructs science lessons that are adapted to meet diverse student needs	Often constructs science lessons that are adapted to meet diverse student needs	Routinely constructs science lessons that are adapted to meet diverse student needs
5. Applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems (NSTA/NCATE 4.b)	Has difficulty applying concepts, procedures, and applications to build understanding and, therefore, is unable to help students connect science knowledge and skills to real world problems	Is working on applying concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems	Regularly applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

	1	2	3	NA
1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association (NSTA/NCATE 1.a, 1.d, 1.e)	○	○	○	○
2. Responds to the group or individual student's levels of science understanding by adjusting teaching strategies (NSTA/NCATE 5.e)	○	○	○	○
3. Plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource (NSTA/NCATE 7.a, 7.b)	○	○	○	○
4. Constructs science lessons adapted to student needs based on different developmental levels, approaches to learning, abilities, background experiences and personal interests (NSTA/NCATE 5.b)	○	○	○	○
5. Applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems (NSTA/NCATE 4.b)	○	○	○	○

Block 3

CT Common Core of Teaching II: Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting

	Score 1: Not Making Progress	Score 2: Satisfactory Progress	Score 3: Outstanding Progress
6. Plans and implements instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities (NSTA/NCATE 1.b, 6.a, 6.b)	Has difficulty planning instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities	In most instances, plans instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities	Consistently plans instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities
7. Activates students' prior science knowledge and experience to support and advance their science learning (NSTA/NCATE 5.e)	Seldom activates students' prior science knowledge and experience; therefore, is unable to support or advance their science learning	Often activates students' prior science knowledge and experience to support and advance their science learning	Regularly activates students' prior science knowledge and experience to support and advance their science learning
8. Asks questions and implements methods that encourage students to think critically. (NSTA/NCATE 3.a, 3.b)	Rarely asks questions and implements methods that encourage students to think critically	Works diligently to ask questions and inmplement methods that encourage students to think critically	Habitually asks questions and implements methods that encourage students to think critcally

9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (NSTA/NCATE 5.a)	Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance	Attempts to provide some opportunities for students to solve their problems, explain their thinking, and evaluate their own performance	Purposefully and frequently provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance
10. Seeks out and uses resources from a variety of sources, including technology, to create meaningful and interesting activities to support students' learning in science (NSTA/NCATE 5.d)	Demonstrates little initiative in seeking out and using resources from a variety of sources and is, therefore, unable to create meaningful and interesting activities to support students' learning in science	In some instancs, seeks out and uses resources from a variety of sources, including technology, to create meaningful and interesting activities to support students' learning in science	Actively seeks out and uses resources from a variety of sources, including technology, to create meaningful and interesting activities to support students' learning in science

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

	1	2	3	NA
6. Plans and implements instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities (NSTA/NCATE 1.b, 6.a, 6.b)	○	○	○	○
7. Activates students' prior science knowledge and experience to support and advance their science learning (NSTA/NCATE 5.e)	○	○	○	○
8. Asks questions and implements methods that encourage students to think critically. (NSTA/NCATE 3.a, 3.b)	○	○	○	○
9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (NSTA/NCATE 5.a)	○	○	○	○
10. Seeks out and uses resources from a variety of sources, including technology, to create meaningful and interesting activities to support students' learning in science (NSTA/NCATE 5.d)	○	○	○	○

Block 4

CT Common Core of Teaching II: Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting

	Score 1: Not Making Progress	**Score 2: Satisfactory Progress**	**Score 3: Outstanding Progress**
11. Creates a respectful, safe, and challenging environment that supports students' development,	Has difficulty creating a respectful, supportive, and challenging environments that	Usually creates a respectful, supportive, and challenging environment that supports individual	Routinely creates a respectful, supportive, and challenging environment that supports individual student's development,

construction of science knowledge, and motivation to learn; in doing so demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on science (NSTA/NCATE 5.f)	supports individual student's development, construction of science knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on science learning	student's development, construction of science knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of child and/or adolescent development and understanding of the multiple interacting influences on science learning	construction of science knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on science learning
12. Uses informal and formal assessment data to inform and modify science instruction, to plan appropriate lessons, including purposeful choices regarding group formations, and to engage students in reflective self-analysis. (NSTA/NCATE 8.a, 8.b, 8.c)	Rarely uses informal and formal assessment data to inform or modify instruction, to plan appropriate lessons, to make purposeful decisions about group formations, or to encourage students to engage in reflective self-analysis	On some occasions, uses informal and formal assessment data to inform and modify science instruction, to plan appropriate lessons, including purposeful decisions about group formations, and to engage students in reflective self-analysis	Consistently uses informal and formal assessment data to inform and modify science instruction, to plan appropriate lessons, including purposeful decisions about group formations, and to engage students in reflective self-analysis
13. Sequences learning tasks into coherent units of instruction derived from the science curriculum in an effort to effectively scaffold student learning (NSTA/NCATE 5.a)	Does not intentionally sequence learning tasks into coherent units of instruction and is, therefore, unable to effectively scaffold student learning	Attempts to deliberately sequence learning tasks into coherent units of instruction in order to effectively scaffold student learning	Purposely and effectively sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning
14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques (NSTA/NCATE 5.f)	Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	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. Conveys to students the importance of personal and technological applications of science in their fields of licensure (NSTA/NCATE 1.c)	Rarely conveys to students the importance of personal and technological applications of science in their fields of licensure	Occasionally conveys to students the importance of personal and technological applications of science in their fields of licensure	Consistently conveys to students the importance of personal and technological applications of science in their fields of licensure

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

	1	2	3	NA
11. Creates a respectful, safe, and challenging environment that supports students' development, construction of science knowledge, and motivation to learn; in doing so demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on science (NSTA/NCATE 5.f)	○	○	○	○
12. Uses informal and formal assessment data to inform and modify science instruction, to plan appropriate lessons, including purposeful choices regarding group formations, and to engage students in reflective self-analysis. (NSTA/NCATE 8.a, 8.b, 8.c)	○	○	○	○
13. Sequences learning tasks into coherent units of instruction derived from the science curriculum in an effort to effectively scaffold student learning (NSTA/NCATE 5.a)	○	○	○	○
14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques (NSTA/NCATE 5.f)	○	○	○	○
15. Conveys to students the importance of personal and technological applications of science in their fields of licensure (NSTA/NCATE 1.c)	○	○	○	○

Block 5

CT Common Core of Teaching II: Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting

	Score 1: Not Making Progress	Score 2: Satisfactory Progress	Score 3: Outstanding Progress
16. Applies an understanding of the historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction (NSTA/NCATE 2.a)	Struggles to apply an understanding of historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction	Attempts to apply an understanding of the historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction	Effectively applies an understanding of the historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction

17. Demonstrates an understanding of philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways if knowing the world (NSTA/NCATE 2.b)	Shows limited understanding of philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world	Shows increasing understanding of philosophical tenets, assumptions, goals and values that distinguish science from technology and from other ways of knowing the world	Demonstrates an accurate understanding of philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world
18. Engages students in the studies of the nature of science, including the critical analysis of false or doubtful assertions made in the name of science (NSTA/NCATE 2.c)	Does not engage students in the studies of the nature of science, or the critical analysis of false or doubtful assertions made in the name of science	Attempts to engage students in studies of the nature of science, including the critical analysis of false or doubtful assertions made in the name of science	Successfully engages students in studies of the nature of science, including the critical analysis of false or doubtful assertions made in the name of science 1
19. Introduces students to socially important issues related to science and technology in their field of licensure and exposes them to processes used to analyze and make decisions on such issues (NSTA/NCATE 4.a)	Does not attempt to introduce students to socially important issues related to science and technology in their field of licensure, nor do they expose students to processes used to analyze and make decisions on such issues	Makes attempts to introduce the students to socially important issues related to science and technology in their field of licensure, and exposes them to processes used to analyze and make decisions on such issues	Purposefully and effectively introduces students to socially important issues related to science and technology in their field of licensure, and exposes them to processes used to analyze and make decisions on such issues10.
20. Demonstrates and promotes knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the classroom (NSTA/NCATE 9.a, 9.b, 9.c, 9.d)	Does not demonstrate or promote knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the science classroom	Makes an effort to demonstrate and promote knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the science classroom	Aggressively demonstrates and promotes knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the science classroom

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

	1	2	3	NA
16. Applies an understanding of the historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction (NSTA/NCATE 2.a)	○	○	○	○
17. Demonstrates an understanding of philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways if knowing the world (NSTA/NCATE 2.b)	○	○	○	○
18. Engages students in the studies of the nature of science, including the critical analysis of false or doubtful assertions made in the name of science (NSTA/NCATE 2.c)	○	○	○	○
19. Introduces students to socially important issues related to science and technology in their field of licensure and exposes them to processes used to analyze and make decisions on such issues (NSTA/NCATE 4.a)	○	○	○	○
20. Demonstrates and promotes knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the classroom (NSTA/NCATE 9.a, 9.b, 9.c, 9.d)	○	○	○	○

Block 6

CT Common Core of Teaching III: Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration

	Score 1: Not Making Progress	Score 2: Satisfactory Progress	Score 3: Outstanding Progress
21. 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 (NSTA/NCATE 10.d)	Does not take initiative to communicate with families in supportive and empowering ways, establish respectful and collaborative relationships with families, and involve families in students' science learning	Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in the students' science learning	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
22. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being (NSTA/NCATE 10.c)	Seldom uses information from students, supervisors, school and university faculty members to support students' science learning and well-being	Regularly uses information from students, supervisors, school and university faculty members to support students' science learning and well-being	Frequently uses information from students, supervisors, school and university faculty members to support students' science learning and well-being
23. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	Rarely reflects critically on his/her own practices and seldom seeks input about how to grow and improve	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

(NSTA/NCATE 10.b)	instruction		instruction
24. Seeks out and participates in opportunities to grow professionally (NSTA/NCATE 10.a)	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

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard.
1 = Student is not making satisfactory progress and still remains weak in addressing this standard.

	1	2	3	NA
21. 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 (NSTA/NCATE 10.d)	○	○	○	○
22. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being (NSTA/NCATE 10.c)	○	○	○	○
23. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction (NSTA/NCATE 10.b)	○	○	○	○
24. Seeks out and participates in opportunities to grow professionally (NSTA/NCATE 10.a)	○	○	○	○

Block 7

Section 3:

Teachers have knowledge of students, content, and pedagogy regarding the planning, instructing, assessing, and adjusting

What 2-4 strengths did the student teacher candidate possess?

What are 2-4 areas of improvement for the student teacher candidate?

Teachers have knowledge of students, content, and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration.

What 2-4 strengths did the student teacher candidate possess?

What are 2-4 areas for improvement for the student teacher candidate?