

# ***UCONN 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.

## **C. Items identified in the CT Common Core of Teaching that are common to all student in the Neag School of Education teacher preparation programs**

**Directions:** Teacher candidates will have a formal review of their progress at the midterm and final using a **hard copy** of the IB/M Student Teaching Evaluation Form. **It is the responsibility of the teacher candidate and cooperating teacher to complete this form before the university supervisor arrives for the evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the teacher candidate. At the midterm and final evaluation, the cooperating teacher and teacher candidate will walk the university supervisor through the evaluation form noting the teacher candidate'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 teacher candidate. The university supervisor will complete and submit the on-line evaluation form based on that consensus.

## Agricultural Sciences Education Student Teaching Evaluation Form

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

<b>Score 1:</b>  <b>Emerging (Awareness, articulation, identification)</b>	<b>Score 2:</b>  <b>Target (Puts into practice, implements)</b>	<b>Score 3:</b>  <b>Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
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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](mailto:teachered-surveys@uconn.edu).

### Grading

**Midterm:** A letter grade is not issued on the midterm evaluation, and there will be a column added to indicate that the practice being evaluated may not yet have been observed. However, if a teacher candidate has more than five #1's, the University Supervisor and/or Cooperating Teacher need to contact Robin Hands, Ed.D., Director of School-University Partnerships ([robin.hands@uconn.edu](mailto:robin.hands@uconn.edu)) in order to work with the teacher candidate to create an Action Plan.

**Final:** ***“Target” is developmentally appropriate for this learning experience; therefore, 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.

Agricultural Sciences Education Student Teaching Evaluation Form

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

Teacher Candidate (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Cooperating Teacher (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

University Supervisor (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level Placement: \_\_\_\_\_

Program: *IB/M, Storrs*

Concentration Area/Field of Study: *Agriscience*

Circle or Highlight One:            Midterm            Final            Grade (only enter for Final): \_\_\_\_\_

Agricultural Sciences Education Student Teaching Evaluation Form

<b>CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting</b>	<b>Score 1: Emerging (Awareness, articulation, identification)</b>	<b>Score 2: Target (Puts into practice, implements)</b>	<b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
<b>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</b>	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
<b>2. Plans and implements instruction based on local, state, and national curricula, frameworks and standards. CCT 1.2</b>	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
<b>3. Plans and implements instruction based on knowledge and consideration of school, family, and community contexts. CCT 2.1, 3.6</b>	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
<b>4. Constructs lessons adapted to student needs based on different developmental levels, learning needs, and personal and career interests. CCT 2.1, 3.1</b>	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
<b>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</b>	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
<b>6. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning, and organizes</b>	Does not effectively sequence learning tasks into coherent units of instruction to scaffold student learning; does not	Attempts to deliberately sequence learning tasks into coherent units of instruction in order to effectively scaffold	Purposely and effectively sequences learning tasks into coherent units of instruction in order to effectively scaffold

## Agricultural Sciences Education Student Teaching Evaluation Form

<b>lessons for initiation, development, and closure. CCT 3.2, 4.4</b>	organize lessons for initiation, development, and closure	student learning, and organizes lessons for initiation, development, and closure	student learning, and organizes lessons for initiation, development, and closure
<b>7. Monitors and questions for understanding and responds to group and individual levels of understanding by adjusting teaching strategies. CCT 4.6</b>	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
<b>8. Applies concepts, procedures, and activities to build understanding and to help students connect knowledge and skills to real world problems. CCT 3.6</b>	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
<b>9. Provides opportunities for students to develop and improve problem-solving skills, and to think critically and creatively. CCT 3.5, 3.8</b>	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
<b>10. Seeks out and uses a variety of resources from multiple sources to create meaningful and interesting activities to support learning. CCT 3.5</b>	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
<b>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</b>	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
<b>12. Creates a respectful, safe, and challenging classroom climate</b>	Has difficulty creating a respectful, safe, and	Usually creates a respectful, safe, and challenging	Routinely creates a respectful, safe, and challenging

## Agricultural Sciences Education Student Teaching Evaluation Form

<b>that supports a productive and safe learning environment for all students. CCT 2.1, 2.4</b>	challenging environment that supports productive and safe learning for all students	environment that supports a productive and safe learning environment for all students	environment that supports a productive and safe learning environment for all students
<b>13. Maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement and behavior. CCT 2.4, 2.5</b>	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
<b>14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. CCT 1.3, 2.1</b>	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
<b>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</b>	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
<b>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</b>	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
<b>17. Introduces students to socially relevant issues in agriculture, and provides opportunities for respectful and critical analysis of various perspectives regarding such issues. CCT 2.1, 3.6, 3.8</b>	Does not introduce students to socially relevant issues in agriculture or provide opportunities for respectful and critical analysis of various perspectives regarding such issues	Makes attempts to introduce students to socially relevant issues in agriculture, and provides opportunities for respectful and critical analysis of various perspectives regarding such issues	Purposely and effectively introduces students to socially relevant issues in agriculture, and provides opportunities for respectful and critical analysis of various perspectives regarding such issues
<b>18. Demonstrates knowledge about legal and ethical issues,</b>	Does not demonstrate knowledge about legal and	Makes an effort to demonstrate knowledge about legal and	Consistently and effectively demonstrates knowledge about legal and ethical issues,

Agricultural Sciences Education Student Teaching Evaluation Form

<p><b>safety, and respect for living things. CCT 1.2, 2.4</b></p>	<p>ethical issues, safety, and respect for living things</p>	<p>ethical issues, safety, and respect for living things</p>	<p>safety, and respect for living things</p>
<p><b>CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration</b></p>	<p><b>Score 1: Emerging (Awareness, articulation, identification)</b></p>	<p><b>Score 2: Target (Puts into practice, implements)</b></p>	<p><b>Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b></p>
<p><b>19. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. CCT 6.1</b></p>	<p>Rarely reflects critically on his/her own practices and seldom seeks input about how to grow and improve instruction</p>	<p>Often reflects critically on his/her own practices and regularly seeks input about how to grow and improve instruction</p>	<p>Consistently reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction</p>
<p><b>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</b></p>	<p>Does not take initiative to communicate with families, establish respectful and collaborative relationships with families, and involve families in students' learning</p>	<p>Makes attempts to communicate with families, establish respectful and collaborative relationships, and involve families in students' learning</p>	<p>Creates frequent opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning</p>
<p><b>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</b></p>	<p>Does not regularly conduct self in a professional manner and makes attempts with colleagues, administrators, students, and families to sustain a positive school climate</p>	<p>Conducts self in an acceptable professional manner and makes attempts with colleagues, administrators, students, and families to sustain a positive school climate</p>	<p>Consistently conducts self in a professional manner and collaborates with colleagues, administrators, students, and families to sustain a positive school climate</p>
<p><b>22. Seeks professional development opportunities, including professional organizations, to improve knowledge, skills, and effectiveness for teaching all students. CCT 6.1, 6.2</b></p>	<p>Rarely seeks out and participates in opportunities to grow professionally</p>	<p>Usually seeks out and participates in opportunities to grow professionally</p>	<p>Exceeds expectations in seeking out and participating in opportunities to grow professionally</p>
<p> </p>			

Agricultural Sciences Education Student Teaching Evaluation Form

<i>Common Student Teaching Evaluation Items</i>			
<b>CT COMMON CORE OF TEACHING:</b> <b>Planning</b>	<b>Score 1:</b> <b>Emerging (Awareness, articulation, identification)</b>	<b>Score 2:</b> <b>Target (Puts into practice, implements)</b>	<b>Score 3:</b> <b>Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
Common Planning Item: Candidate aligns learning goals to state and national content standards and communicates learning goals to students.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities. Goals set high expectation for all students.
Common Planning Item: Candidate organizes and sequences curriculum and instruction to support all students' learning.	Articulates key elements of curriculum sequencing and demonstrates awareness of the importance of planned lesson organization to support and enhance student learning.	Uses subject matter knowledge to consistently organize units of instruction in a sequence that promotes student understanding and mastery of key ideas.	Reflects on units of instruction and student/classroom progress to make design improvements that integrate goals, standards, and educational activities in a cohesive sequence to promote student understanding of key ideas.



Agricultural Sciences Education Student Teaching Evaluation Form

<b>CT COMMON CORE OF TEACHING:</b>  <b>Instructing</b>	<b>Score 1:</b>  <b>Emerging (Awareness, articulation, identification)</b>	<b>Score 2:</b>  <b>Target (Puts into practice, implements)</b>	<b>Score 3:</b>  <b>Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b>
<p>Common Instruction Item: Candidate engages learners in relevant learning experiences using best practices from their discipline(s).</p>	<p>Understands and can articulate the relationship between research-based methods and information about students' diverse needs in the development of good instructional practice.</p>	<p>Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural experiences to design lessons. Implements instructional strategies that reflect this connection.</p>	<p>Seeks out and utilizes a variety of subject-area best practices that are targeted to student/class-wide needs, helping students to access and build upon prior knowledge, interests, instructional, and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.</p>
<p>Common Technology Item: Candidate uses developmentally and discipline-appropriate technology to support student learning.</p>	<p>Identifies technologies that are appropriate to a given instructional situation based upon understanding of content knowledge, curriculum design, standards, and students' unique needs.</p>	<p>Utilizes developmentally and discipline-appropriate technology to support and enhance student learning.</p>	<p>Reflects on how to use developmentally and discipline-appropriate technology to best meet student/class specific needs in order to support and enhance student learning.</p>

Agricultural Sciences Education Student Teaching Evaluation Form

<p><b>CT COMMON CORE OF TEACHING:</b></p> <p><b>Assessing</b></p>	<p><b>Score 1:</b></p> <p><b>Emerging (Awareness, articulation, identification)</b></p>	<p><b>Score 2:</b></p> <p><b>Target (Puts into practice, implements)</b></p>	<p><b>Score 3:</b></p> <p><b>Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b></p>
<p>Common Assessing Item: Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.</p>	<p>Candidate recognizes the use of data collection from appropriate assessments for monitoring student learning and for guiding practice.</p>	<p>Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.</p>	<p>Candidate collects, uses and analyzes data from appropriate assessments to monitor student learning and adjust his or her practice accordingly.</p>
<p><b>CT COMMON CORE OF TEACHING:</b></p> <p><b>Professional and Ethical Practice and Development</b></p>	<p><b>Score 1:</b></p> <p><b>Emerging (Awareness, articulation, identification)</b></p>	<p><b>Score 2:</b></p> <p><b>Target (Puts into practice, implements)</b></p>	<p><b>Score 3:</b></p> <p><b>Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)</b></p>
<p>Common Diversity Item: Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.</p>	<p>Candidate recognizes the importance of external factors outside the classroom and school that affect student learning.</p>	<p>Candidate develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.</p>	<p>Candidate develops and makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.</p>
<p>Common Professionalism Item: Candidate acts according to professional standards.</p>	<p>Aware of professional organizations and can articulate standards associated with their area of expertise.</p>	<p>Incorporates professional standards into written work and discussions.</p>	<p>Extends own professional practice by reflecting on professional literature and analyzing relevance and connection to own practice.</p>

Agricultural Sciences Education Student Teaching Evaluation Form

<p>Common Professionalism Item: Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.</p>	<p>Identifies professional learning opportunities and can articulate their potential impact on professional growth</p>	<p>Incorporates new knowledge and skills from professional learning opportunities into written work and discussions.</p>	<p>Extends own professional practice by reflecting on professional learning opportunities and engaging in a professional organization or professional workshops, seminars, and/or conferences.</p>
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*Cooperating Teacher writes a summary comment about the teacher candidate's progress toward each standard in preparation for final 3-way meeting. University Supervisor can add to the summary comments, as needed.*

CT Common Core of Teaching	Summary Comments
<p>I. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the teacher candidate possess in these areas?</p> <p>What improvement can the teacher candidate make in these areas?</p>	

Agricultural Sciences Education Student Teaching Evaluation Form

<p><b>II. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning, leadership and collaboration.</b></p> <p>What strengths does the teacher candidate possess in these areas?</p> <p>What improvement can the teacher candidate make in these areas?</p>	
<p>Comments:</p>	