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.

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.

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

Score 1: **Emerging (Awareness, articulation, identification)**	**Score 2:** **Target (Puts into practice, implements)**	**Score 3:** **Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**

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, 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) 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.

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: *Science Education*

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

CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting	**Score 1: Emerging (Awareness, articulation, identification)**	**Score 2: Target (Puts into practice, implements)**	**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
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.
3. 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.
4. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how	Candidate uses a **limited number** of strategies that demonstrate the candidates' knowledge and	Candidate **usually** uses a variety of strategies that demonstrate the candidates' knowledge and	Candidate **systematically** uses a variety of strategies that demonstrate the candidates'

to 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. NSTA 3a	understanding of how to select the appropriate teaching and learning activities.	understanding of how to 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 **most** students.	knowledge and understanding of how to 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.
5. 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	Active inquiry lessons where students collect and interpret data using applicable science-specific technology **are rare** in the candidate's lesson plans.	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.	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.
6. 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	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.	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 understandings that students have formulated.	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.

7. 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.
8. 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.
9. 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.
10. 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	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	Candidate **in some instances** designs and demonstrates activities in a P-12 classroom that demonstrate ethical decision-making with respect to the	Candidate **actively** designs and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all

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	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.	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.	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.
11. 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	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.	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.	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.
12. 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	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.	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.	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.
13. Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. NSTA 5c	Candidate requires students to develop concepts and relationships from **others'** observations, data, and inferences.	Candidate **usually** engages students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	Candidate **consistently** engages students in 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	**Score 1: Emerging (Awareness, articulation, identification)**	**Score 2: Target (Puts into practice, implements)**	**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
13. 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 m**akes 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.
14. 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.
15. 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
16. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community. NSTA 6a	Candidate **rarely** seeks out and participates in opportunities to grow professionally.	Candidate **usually** seeks out and participates in opportunities to grow professionally.	Candidate **exceeds expectations** in seeking out and participating in opportunities to grow professionally.
17. Engage in professional development opportunities such as conferences, research opportunities,	Candidate **rarely or never** engages in professional development opportunities such as conferences,	Candidate **often** engages in professional development opportunities such as conferences,	Candidate **frequently** engages in professional development opportunities such as conferences, research

or projects within their community. NSTA 6b	research opportunities, or projects within their community.	research opportunities, or projects within their community.	opportunities, or projects within their community.

Common Student Teaching Evaluation Items			
CT COMMON CORE OF TEACHING: Planning	**Score 1: Emerging (Awareness, articulation, identification)**	**Score 2: Target (Puts into practice, implements)**	**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
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.
CT COMMON CORE OF TEACHING: Instructing	**Score 1: Emerging (Awareness, articulation, identification)**	**Score 2: Target (Puts into practice, implements)**	**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Instruction Item: Candidate engages learners in relevant learning experiences using best practices from their discipline(s).	Understands and can articulate the relationship between research-based methods and information about students' diverse needs in	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited	Seeks out and utilizes a variety of subject-area best practices that are targeted to student/class-wide needs, helping students to

	the development of good instructional practice.	English proficiency, and cultural experiences to design lessons. Implements instructional strategies that reflect this connection.	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.
Common Technology Item: Candidate uses developmentally and discipline-appropriate technology to support student learning.	Identifies technologies that are appropriate to a given instructional situation based upon understanding of content knowledge, curriculum design, standards, and students' unique needs.	Utilizes developmentally and discipline-appropriate technology to support and enhance student learning.	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.
CT COMMON CORE OF TEACHING: **Assessing**	**Score 1:** **Emerging (Awareness, articulation, identification)**	**Score 2:** **Target (Puts into practice, implements)**	**Score 3:** **Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Assessing Item: Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate recognizes the use of data collection from appropriate assessments for monitoring student learning and for guiding practice.	Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate collects, uses and analyzes data from appropriate assessments to monitor student learning and adjust his or her practice accordingly.
CT COMMON CORE OF TEACHING: **Professional and Ethical Practice and Development**	**Score 1:** **Emerging (Awareness, articulation, identification)**	**Score 2:** **Target (Puts into practice, implements)**	**Score 3:** **Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**
Common Diversity Item: Candidate responds to individual differences and	Candidate recognizes the importance of external factors	Candidate develops work plans and responds to students in ways	Candidate develops and makes adjustments to work plans and

diverse families, cultures and communities to promote inclusive and equitable learning experiences.	outside the classroom and school that affect student learning.	that demonstrate an understanding of the influence of external factors outside the classroom and school.	relationships with students that reflect an understanding of the influence of external factors on student learning.
Common Professionalism Item: Candidate acts according to professional standards.	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature and analyzing relevance and connection to own practice.
Common Professionalism Item: Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Identifies professional learning opportunities and can articulate their potential impact on professional growth	Incorporates new knowledge and skills from professional learning opportunities into written work and discussions.	Extends own professional practice by reflecting on professional learning opportunities and engaging in a professional organization or professional workshops, seminars, and/or conferences.

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
I. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting. What strengths does the teacher candidate possess in these areas? What improvement can the teacher candidate make in these areas?	

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