

Neag Agricultural Sciences Education Student Teaching Evaluation Form 2020-2021

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

A. Teachers apply knowledge by...

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

B. Teachers demonstrate professional responsibility through...

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

Directions

Student teachers will have a formal review of their progress at the midterm and final using this TCPCG Student Teaching Evaluation Form. **It is the responsibility of the student teacher and cooperating teacher to complete this form before meeting with the university supervisor 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 from Qualtrics 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 for Midterm and Final Evaluations

Within two weeks after the due date of the midterm evaluation and of the final evaluation, 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 at niralee.patel-lye@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 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
1. Plans and implements instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts. CCT 1.1, 1.2	Knowledge and use of core academic principles, discipline-specific content, and learning concepts is weak	Makes deliberate attempts to implement instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts	Effectively plans and implements instruction based on knowledge and use of core academic principles, discipline-specific content, and learning concepts	
2. Plans and implements instruction based on local, state, and national curricula, frameworks and standards. CCT 1.2	Has difficulty planning and implementing instruction based on local, state, and national curricula, frameworks and standards	In most instances, plans and implements instruction based on local, state, and national curricula, frameworks and standards	Consistently plans and implements instruction based on local, state, and national curricula, frameworks and standards	
3. Plans and implements instruction based on knowledge and consideration of school, family, and community contexts. CCT 2.1, 3.6	Does not plan and implement instruction based on knowledge and consideration of school, family, and community contexts	Makes deliberate attempts to plan and implement instruction based on knowledge and consideration of school, family, and community contexts	Effectively plans and implements instruction based on knowledge and consideration of school, family, and community contexts	
4. Constructs lessons adapted to student needs based on different developmental levels, learning needs, and personal and career interests. CCT 2.1, 3.1	Rarely constructs lessons that are adapted in response to diverse student characteristics	Often constructs lessons that are adapted in response to diverse student characteristics	Routinely constructs lessons that are adapted in response to diverse student characteristics	
5. Plans and implements instruction based on awareness of students' prior knowledge and experience in order to promote active learning. CCT 2.1, 3.1	Instruction does not reflect an awareness of students' prior knowledge and experience in order to promote active learning	Makes deliberate attempts to plan and implement instruction based on awareness of students' prior knowledge and experience in order to promote active learning	Consistently plans and implements instruction based on awareness of students' prior knowledge and experience in order to promote active learning	

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

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use of technology, to promote learning. CCT 1.4, 3.5, 4.2	technology to promote learning	strategies, methods, and technology to promote learning	help students apply knowledge and skills to real world problems	
12. Creates a respectful, safe, and challenging classroom climate that supports a productive and safe learning environment for all students. CCT 2.1, 2.4	Has difficulty creating a respectful, safe, and challenging environment that supports productive and safe learning for all students	Usually creates a respectful, safe, and challenging environment that supports a productive and safe learning environment for all students	Routinely creates a respectful, safe, and challenging environment that supports a productive and safe learning environment for all students	
13. Maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement and behavior. CCT 2.4, 2.5	Ineffective use of instructional time due to difficulties managing transitions, routines, student engagement and behavior	Makes deliberate attempts to effectively use instructional time by managing transitions, routines, student engagement and behavior	Consistently maximizes the amount of time spent on learning by effectively managing transitions, routines, student engagement and behavior	
14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. CCT 1.3, 2.1	Has difficulty creating positive and supportive interactions with students due to ineffective verbal and nonverbal communication	Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques	
15. Uses a variety of informal and formal assessment data to plan, implement, and adjust instruction and learning activities based on expectations and monitoring of student learning. CCT 3.4, 4.6, 5.2, 5.3	Does not adequately use assessment to plan, implement, and modify instruction for effective learning	Makes a deliberate effort to use a variety of informal and formal assessment data to plan, implement, and modify instruction	Consistently uses a variety of informal and formal assessment data to plan, implement, and modify instruction	
16. Demonstrates knowledge, plans instruction, and chooses learning activities that reflect current practices and anticipated needs in relevant agricultural fields. CCT 3.2, 3.6	Instruction, knowledge, and learning activities do not reflect current practices in relevant aspects of agricultural fields	Usually demonstrates knowledge, plans instruction, and chooses learning activities that to reflect current practices in relevant aspects of agricultural fields	Consistently demonstrates knowledge, plans instruction, and chooses learning activities that to reflect current practices in relevant aspects of agricultural fields	

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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	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	
18. Demonstrates knowledge about legal and ethical issues, safety, and respect for living things. CCT 1.2, 2.4	Does not demonstrate knowledge about legal and ethical issues, safety, and respect for living things	Makes an effort to demonstrate knowledge about legal and ethical issues, safety, and respect for living things	Consistently and effectively demonstrates knowledge about legal and ethical issues, safety, and respect for living things	
CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration	Level 1 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
19. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. CCT 6.1	Rarely reflects critically on his/her own practices and seldom seeks input about how to grow and improve instruction	Often reflects critically on his/her own practices and regularly seeks input about how to grow and improve instruction	Consistently reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	
20. Creates opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning. CCT 5.6, 6.6	Does not take initiative to communicate with families, establish respectful and collaborative relationships with families, and involve families in students' learning	Makes attempts to communicate with families, establish respectful and collaborative relationships, and involve families in students' learning	Creates frequent opportunities to communicate with families, establishes respectful and collaborative relationships with families, and involves families in students' learning	
21. Conducts self in a professional manner and collaborates with colleagues, administrators, students, and	Does not regularly conduct self in a professional manner and makes attempts with colleagues, administrators, students,	Conducts self in an acceptable professional manner and makes attempts with colleagues, administrators, students, and families to	Consistently conducts self in a professional manner and collaborates with colleagues, administrators, students, and	

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families to sustain a positive school climate. CCT 6.3, 6.11	and families to sustain a positive school climate	sustain a positive school climate	families to sustain a positive school climate	
22. Seeks professional development opportunities, including professional organizations, to improve knowledge, skills, and effectiveness for teaching all students. CCT 6.1, 6.2	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	
Common Items	Level 1 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
23. Candidate aligns learning goals to state and national content standards and communicates learning goals to students.	Candidate's learning goals and standards are often unaligned and/or these learning goals are not articulated clearly to students.	Candidate consistently aligns learning goals to state and national content standards and clearly communicates learning goals to students.	Plus: Candidate consistently reviews learning objectives and expectations with students both verbally and in writing.	
24. Candidate organizes and sequences curriculum and instruction to support all students' learning.	Candidate's lessons are somewhat disjointed. It is unclear how activities build on one another to support student learning.	Candidate's lessons include activities that build on one another to foster all students' understanding of targeted skills or knowledge.	Plus: Clear connections between prior academic knowledge and skills and current lessons are explicitly articulated to students.	
25. Candidate differentiates instructional strategies to deliver content, including the use of materials, groupings, and learning activities.	Candidate maintains uniform instructional strategies: materials, groupings and learning activities do not address differences in individual student learning strengths and needs.	Candidate differentiates instructional strategies to deliver content, including the use of materials, groupings, and learning activities.	Plus: Candidate creates modified materials to meet the learning needs of individual students.	
26. Candidate engages learners in relevant learning experiences using best practices from their discipline(s).	Candidate mainly uses teacher-centered practices and seldom varies their methods of instruction.	Candidate consistently engages learners in relevant learning experiences using best practices from their discipline(s).	Plus: Candidate experiments with new methods in their discipline.	

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27. Candidate uses developmentally and discipline-appropriate technology to support student learning.	Candidate uses technology in limited ways. Technology use is generic rather than discipline-appropriate and does not take into account student learning goals.	Candidate consistently uses developmentally and discipline-appropriate technology in their instruction to support student learning goals.	Plus: Candidate designs lesson where students use discipline-appropriate technology to meet learning goals.	
28. Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate makes and uses summative assessments to monitor student learning.	Candidate consistently uses formative and summative assessments to monitor student learning and guide practice.	Plus: Candidate uses assessment data to differentiate future instruction for individual students.	
29. Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.	Candidate does little to learn about the individual differences of students or the families, cultures and communities the school serves.	Candidate makes efforts to learn about students' individual differences, families, cultures and communities to promote an inclusive classroom environment and create equitable learning experiences.	Plus: Candidate has consistently engages with parents and participates in school and community events.	
30. Candidate acts according to professional standards.	Candidate is unaware of professional standards. Candidate does not always meet or adhere to the professional standards of the district.	Candidate consistently meets and acts according to professional standards in their work with students, colleagues and families.	Plus: Candidate engages with students, colleagues and school community members beyond their classrooms in ways that reflect professional standards.	
31. Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Candidate rarely takes advantage of professional learning opportunities.	Candidate consistently engages in ongoing professional learning within the school and district to further their knowledge and to support the needs of learners, schools, and communities.	Plus: Candidate has attended a conference or webinar beyond the school or district to advance their professional learning and brought that knowledge back to the school community.	

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.

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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>	