UCONN Neag Science Education Student Teaching Evaluation Form 2020-2021

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

A. Teachers apply knowledge by…

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

B. Teachers demonstrate professional responsibility through…

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

Directions

Student teachers will have a formal review of their progress at the midterm and final using 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.

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)**: _____

CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting	**Level 1 Emerging**	**Level 2 Target**	**Level 3 Exceptional**	**Not Observed**
1. Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. NSTA 2a	Candidate plans multiple lessons using a **limited number** of inquiry approaches that demonstrate **an emerging** knowledge and understanding of how all students learn science.	Candidate **increasingly** plans multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.	Candidate **consistently** plans multiple lessons using a variety of inquiry approaches that demonstrate **a deep** knowledge and understanding of how all students learn science.	
2. Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. NSTA 2b	Active inquiry lessons where students collect and interpret data are **rare** in the candidate's learning activities.	Candidate **attempts to** include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.	Candidate **purposefully** includes active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.	
3. Applications of science-specific technology are included in the lessons when appropriate. NSTA 2b	Applications of science-specific technology are **randomly** included in the lessons.	Applications of science-specific technology are **sometimes** included in the lessons when appropriate.	Applications of science-specific technology are **always** included in the lessons when appropriate.	
4. Design instruction and assessment strategies that confront and address naïve concepts/preconceptions. NSTA 2c	Candidate **seldom** designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.	Candidate **works diligently to** design instruction and assessment strategies that confront and address naïve concepts/preconceptions.	Candidate **effectively** designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.	
5. Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to	Candidate uses a **limited number** of strategies that demonstrate the candidates' knowledge and understanding	Candidate **usually** uses a variety of strategies that demonstrate the candidates' knowledge and understanding	Candidate **systematically** uses a variety of strategies that demonstrate the candidates' knowledge and	

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	of how to select the appropriate teaching and learning activities.	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.	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.	
6. Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students. NSTA 3b	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.	
7. Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated. NSTA 3c	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	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.	understandings that students have formulated.	
8. Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area. NSTA 3d	Candidate **struggles to** plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	Candidate **shows increasing ability to** plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	Candidate **habitually** plans a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	
9. Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction. NSTS 4a	Candidate **inconsistently** demonstrates the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Candidate **increasingly** designs activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Candidate **consistently** designs activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	
10. Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students. NSTA 4b	Candidate's ability to implement emergency procedures, maintain safety equipment, and communicate policies and procedures that comply with established state and/or national guidelines is **weak**.	Candidate **works diligently to** design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	Candidate **faithfully** designs and demonstrates activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	

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

inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. NSTA 5c	relationships from **others'** observations, data, and inferences.	appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	
CT COMMON CORE OF TEACHING: Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration	**Level 1 Emerging**	**Level 2 Target**	**Level 3 Exceptional**	**Not Observed**
15. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning.	Candidate **does not** take initiative to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' science learning.	Candidate 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.	
16. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	Candidate **seldom** uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	Candidate **regularly** uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	Candidate **frequently** uses information from students, supervisors, school and university faculty members to support students' science learning and well-being.	
17. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction.	Candidate **rarely** reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	Candidate **often** reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	Candidate **consistently** reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction	

18. 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.	
19. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community. NSTA 6b	Candidate **rarely or never** engages in professional development opportunities such as conferences, research opportunities, or projects within their community.	Candidate **often** engages in professional development opportunities such as conferences, research opportunities, or projects within their community.	Candidate **frequently** engages in professional development opportunities such as conferences, research opportunities, or projects within their community.	
Common Items	**Level 1 Emerging**	**Level 2 Target**	**Level 3 Exceptional**	**Not Observed**
20. 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.	
21. 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.	
22. 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.	

23. 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.	
24. 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.	
25. 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.	
26. 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 learning 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.	
27. 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.	
28. Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the	Candidate rarely takes advantage of professional learning opportunities.	Candidate consistently engages in ongoing professional learning within the school and district to	Plus: Candidate has attended a conference or webinar beyond the school or district to advance their professional	

needs of learners, schools, and communities.		further their knowledge and to support the needs of learners, schools, and communities.	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.

CT Common Core of Teaching	Summary Comments
1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting. What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas? 2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning. What strengths does the student teacher candidate possess in these areas? What improvement can the student teacher candidate make in these areas?	