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- or below.

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

Student Teacher/Candidate (plea	se print):		Signature:
Cooperating Teacher (please prin	nt):		Signature:
University Supervisor (please pr	int):		Signature:
School District:		School:	Grade Level Placement:
Program (select one): TCPCG H	lartford	TCPCG Avery Point	TCPCG Waterbury
Concentration Area/Field of Stud	dy:		
Circle or Highlight One:	Midterm	Final	Grade (only enter for Final):

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

select the appropriate teaching	of how to select the	of how to select the	understanding of how to	
and learning activities –	appropriate teaching and	appropriate teaching and	select the appropriate teaching	
including laboratory or field	learning activities.	learning activities – including	and learning activities –	
settings and applicable		laboratory or field settings	including laboratory or field	
instruments and/or		and applicable instruments	settings and applicable	
technology- to allow access so		and/or technology- to allow	instruments and/or	
that all students learn. These		access so that all students	technology- to allow access so	
strategies are inclusive and		learn. These strategies are	that all students learn. These	
motivating for all students.		inclusive and motivating for	strategies are inclusive and	
NSTA 3a		most students.	motivating for all students.	
6. Develop lesson plans that	Active inquiry lessons where	Candidate is working on	Candidate routinely develops	
include active inquiry lessons	students collect and interpret	developing lesson plans that	lesson plans that include	
where students collect and	data using applicable science-	include active inquiry lessons	active inquiry lessons where	
interpret data using applicable	specific technology are rare	where students collect and	students collect and interpret	
science-specific technology in	in the candidate's lesson	interpret data using applicable	data using applicable science-	
order to develop concepts,	plans.	science-specific technology in	specific technology in order to	
understand scientific		order to develop concepts,	develop concepts, understand	
processes, relationships and		understand scientific	scientific processes,	
natural patterns from		processes, relationships and	relationships and natural	
empirical experiences. These		natural patterns from	patterns from empirical	
plans provide for equitable		empirical experiences. These	experiences. These plans	
achievement of science		plans provide for equitable	provide for equitable	
literacy for all students.		achievement of science	achievement of science	
NSTA 3b		literacy for most students.	literacy for all students.	
7. Plan fair and equitable	Candidate finds it	Candidate makes deliberate	Candidate regularly plans	
assessment strategies to	challenging to plan fair and	attempts to plan fair and	fair and equitable assessment	
analyze student learning and	equitable assessment	equitable assessment	strategies to analyze student	
to evaluate if the learning	strategies to analyze student	strategies to analyze student	learning and to evaluate if the	
goals are met. Assessment	learning and to evaluate if the	learning and to evaluate if the	learning goals are met.	
strategies are designed to	learning goals are met.	learning goals are met.	Assessment strategies are	
continuously evaluate	Assessment strategies seldom	Assessment strategies are	always designed to	
preconceptions and ideas that	evaluate preconceptions and	often designed to	continuously evaluate	
students hold and the	ideas that students hold and	continuously evaluate	preconceptions and ideas that	
understandings that students	the understandings that	preconceptions and ideas that	students hold and the	
have formulated. NSTA 3c	students have formulated.	students hold and the		

		understandings that students have formulated.	understandings that students have formulated.
8. Plan a learning	Candidate struggles to plan a	Candidate shows increasing	Candidate habitually plans a
environment and learning	learning environment and	ability to plan a learning	learning environment and
experiences for all students	learning experiences for all	environment and learning	learning experiences for all
that demonstrate chemical	students that demonstrate	experiences for all students	students that demonstrate
safety, safety procedures, and	chemical safety, safety	that demonstrate chemical	chemical safety, safety
the ethical treatment of living	procedures, and the ethical	safety, safety procedures, and	procedures, and the ethical
organisms within their	treatment of living organisms	the ethical treatment of living	treatment of living organisms
licensure area. NSTA 3d	within their licensure area.	organisms within their	within their licensure area.
		licensure area.	
9. Design activities in a P-12	Candidate inconsistently	Candidate increasingly	Candidate consistently
classroom that demonstrate	demonstrates the safe and	designs activities in a P-12	designs activities in a P-12
the safe and proper techniques	proper techniques for the	classroom that demonstrate	classroom that demonstrate
for the preparation, storage,	preparation, storage,	the safe and proper techniques	the safe and proper techniques
dispensing, supervision, and	dispensing, supervision, and	for the preparation, storage,	for the preparation, storage,
disposal of all materials used	disposal of all materials used	dispensing, supervision, and	dispensing, supervision, and
within their subject area	within their subject area	disposal of all materials used	disposal of all materials used
science instruction. NSTS 4a	science instruction.	within their subject area	within their subject area
		science instruction.	science instruction.
10. Design and demonstrate	Candidate's ability to	Candidate works diligently	Candidate faithfully designs
activities in a P-12 classroom	implement emergency	to design and demonstrate	and demonstrates activities in
that demonstrate an ability to	procedures, maintain safety	activities in a P-12 classroom	a P-12 classroom that
implement emergency	equipment, and communicate	that demonstrate an ability to	demonstrate an ability to
procedures and the	policies and procedures that	implement emergency	implement emergency
maintenance of safety	comply with established state	procedures and the	procedures and the
equipment, policies and	and/or national guidelines is	maintenance of safety	maintenance of safety
procedures that comply with	weak.	equipment, policies and	equipment, policies and
established state and/or		procedures that comply with	procedures that comply with
national guidelines.		established state and/or	established state and/or
Candidates ensure safe		national guidelines.	national guidelines.
science activities appropriate		Candidates ensure safe	Candidates ensure safe
for the abilities of all students.		science activities appropriate	science activities appropriate
NSTA 4b		for the abilities of all students.	for the abilities of all students.

11. Design and demonstrate	Candidate rarely designs and	Candidate in some instances	Candidate actively designs	
activities in a P-12 classroom	demonstrates activities in a P-	designs and demonstrates	and demonstrate activities in a	
that demonstrate ethical	12 classroom that demonstrate	activities in a P-12 classroom	P-12 classroom that	
decision-making with respect	ethical decision-making with	that demonstrate ethical	demonstrate ethical decision-	
to the treatment of all living	respect to the treatment of all	decision-making with respect	making with respect to the	
organisms in and out of the	living organisms in and out of	to the treatment of all living	treatment of all living	
classroom. They emphasize	the classroom. They seldom	organisms in and out of the	organisms in and out of the	
safe, humane, and ethical	emphasize safe, humane, and	classroom. They often	classroom. They always	
treatment of animals and	ethical treatment of animals	emphasize safe, humane, and	emphasize safe, humane, and	
comply with the legal	and comply with the legal	ethical treatment of animals	ethical treatment of animals	
restrictions on the collection,	restrictions on the collection,	and comply with the legal	and comply with the legal	
keeping, and use of living	keeping, and use of living	restrictions on the collection,	restrictions on the collection,	
organisms. NSTA 4c	organisms.	keeping, and use of living	keeping, and use of living	
_	_	organisms.	organisms.	
12. Collect, organize, analyze,	Candidate does little to	Candidate is beginning to	Candidate systematically	
and reflect on diagnostic,	collect, organize, analyze, and	collect, organize, analyze, and	collects, organizes, analyzes,	
formative and summative	reflect on diagnostic,	reflect on diagnostic,	and reflects on diagnostic,	
evidence of a change in	formative and summative	formative and summative	formative and summative	
mental functioning	evidence of a change in	evidence of a change in	evidence of a change in	
demonstrating that scientific	mental functioning	mental functioning	mental functioning	
knowledge is gained and/or	demonstrating that scientific	demonstrating that scientific	demonstrating that scientific	
corrected. NSTA 5a	knowledge is gained and/or	knowledge is gained and/or	knowledge is gained and/or	
	corrected.	corrected.	corrected.	
13. Provide data to show that	Candidate makes little	Candidate on some occasions	Candidate routinely provides	
P-12 students are able to	attempt to collect data to	provides data to show that P-	data to show that P-12	
distinguish science from	show that P-12 students are	12 students are able to	students are able to	
nonscience, understand the	able to distinguish science	distinguish science from	distinguish science from	
evolution and practice of	from nonscience, understand	nonscience, understand the	nonscience, understand the	
science as a human endeavor,	the evolution and practice of	evolution and practice of	evolution and practice of	
and critically analyze	science as a human endeavor,	science as a human endeavor,	science as a human endeavor,	
assertions made in the name	and critically analyze	and begin to critically analyze	and critically analyze	
of science. NSTA 5b	assertions made in the name	assertions made in the name	assertions made in the name	
	of science.	of science.	of science.	
14. Engage students in	Candidate requires students to	Candidate usually engages	Candidate consistently	
developmentally appropriate	develop concepts and	students in developmentally	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	Level 1 Emerging	Level 2 Target	Level 3 Exceptional	Not Observed
Collaboration 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 makes 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 wellbeing. 17. Reflects critically on his/her own practices and actively seeks input about how to grow and improve 	Candidate seldom uses information from students, supervisors, school and university faculty members to support students' science learning and well-being. Candidate rarely reflects critically on his/her own practices and actively seeks input about how to grow and	Candidate regularly uses information from students, supervisors, school and university faculty members to support students' science learning and well-being. Candidate often reflects critically on his/her own practices and actively seeks input about how to grow and	Candidate frequently uses information from students, supervisors, school and university faculty members to support students' science learning and well-being. Candidate consistently reflects critically on his/her own practices and actively seeks input about how to	

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. 21. Candidate organizes and sequences curriculum and instruction to support all students' learning. 	Candidate's learning goals and standards are often unaligned and/or these learning goals are not articulated clearly to students. Candidate's lessons are somewhat disjointed. It is unclear how activities build on one another to support student learning.	Candidate consistently aligns learning goals to state and national content standards and clearly communicates learning goals to students. Candidate's lessons include activities that build on one another to foster all students' understanding of targeted skills or knowledge.	Plus: Candidate consistently reviews learning objectives and expectations with students both verbally and in writing. 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). 24. Candidate uses developmentally and discipline-appropriate technology to support student learning.	Candidate mainly uses teacher-centered practices and seldom varies their methods of instruction. 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 engages learners in relevant learning experiences using best practices from their discipline(s). Candidate consistently uses developmentally and discipline-appropriate technology in their instruction to support student learning goals.	Plus: Candidate experiments with new methods in their discipline. 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. 26. Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.	Candidate makes and uses summative assessments to monitor student learning. Candidate does little to learn about the individual differences of students or the families, cultures and communities the school serves.	Candidate consistently uses formative and summative assessments to monitor student learning and guide practice. Candidate makes efforts to learning about students' individual differences, families, cultures and communities to promote an inclusive classroom environment and create equitable learning	Plus: Candidate uses assessment data to differentiate future instruction for individual students. 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.	experiences. 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	further their knowledge and to	learning and brought that
communities.	support the needs of learners,	knowledge back to the school
	schools, and communities.	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
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?	
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?	