The development of this form was based on Council for the Accreditation of Educator Preparation (CAEP) K-6 Elementary Teacher Preparations Standards, InTASC Standards adopted by CAEP, the Neag School’s Core Practices, 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 students 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 midterm and final 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 Teacher Candidate, Cooperating Teacher, University Supervisor, and Faculty 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/or Cooperating Teacher need to contact Dr. Sandra Quiñones, Director of School-University Partnerships ([drq@uconn.edu](mailto:drq@uconn.edu)) in order to work with the Teacher Candidate to create a Success 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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| **CAEP Elementary Education Teacher Preparation Standard:**  **Teachers Apply This Knowledge By: 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)** | **Comments** |
| **1. Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.**  (InTASC1; CAEP 1.a) | Planning and instruction are sometimes developmentally appropriate, but often require more modification, more scaffolding, more building of background knowledge, and/or more challenge to respond to the individual strengths and broader developmental needs of children. | Planning and instruction show progress in responding to appropriate understanding of children’s developmental needs, their existing knowledge and level of skill, their capacity to handle challenges, and their need for scaffolding that responds to individual children’s strengths and needs. | [same as target, plus:]  Planning and instruction often include developmentally appropriate levels of challenge and some intentional scaffolding in order to support ambitious and developmentally appropriate learning. |  |
| **2. Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.**  (InTASC2; CAEP 1.b) | Candidate plans lessons that address whole class goals and needs for content learning, but does not yet consistently identify or address individual differences, strengths, and needs. | Candidate plans learning experiences and environments that show a growing understanding of diverse individual differences and needs.  Candidate demonstrates a growing understanding of diverse families and their personal, cultural, and community assets by often providing instruction and experiences that explicitly recognize those assets and individual student needs. | Candidate regularly creates learning experiences and environments that articulate understanding of individual differences, diverse families, cultures, and communities.  Planning and instruction regularly address and leverage personal, cultural, and community assets, connecting experiences to specific individual or group needs. |  |
| **3. Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.**  (InTASC10; CAEP 1.c) | Candidate engages occasionally in communication with families; such communication is usually one-way transmission of information or requests to parents.  Candidate participates in required events that facilitate communication with families, such as “parent teacher night”. | Candidate’s communication and engagement with families is clear, accessible to most parents, professional, and respectful.  Candidate has created the opportunity for parents to share some information that will help the candidate maximize children’s learning and motivation. | [same as target, plus:]  Candidate’s communication and engagement with families is clear, accessible to most parents, professional ,and respectful.  Candidate has actively created and encouraged parents to be engaged and/or provide information that is helping the teacher gain insight into children in ways that support their learning, development, and motivation. |  |
| **4. Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.**  (InTASC5; CAEP 2.a) | Candidate’s planning and instruction demonstrate partial understanding of traditional elements of literacy instruction but does not yet apply a full understanding of elements critical for literacy in an integrative, holistic manner. | Candidate’s planning and instruction reflect an understanding of the elements of literacy instruction. Candidate engages in literacy instruction that shows progress in integrating these elements into teaching that supports purposeful oral, print, and/or digital communication. | [same as target, plus:]  Candidate sometimes helps learners use literacy skills to communicate with audiences beyond the teacher or fellow students, for authentic purposes, and/or to explore and communicate content and purposes that the learners themselves have chosen. |  |
| **5. Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.**  (InTASC4; CAEP 2.b) | Candidate’s planning and instruction address required content, but don’t yet reflect a full understanding of concepts and/or procedures. | Candidate’s planning and instruction show a growing ability both to apply understanding of content–concepts, algorithms, and procedures– and to support students’ ways of learning and application of mathematical thinking and practice. | Candidate’s planning and instruction regularly show clear understandings of major mathematics concepts, algorithms, and procedures, applications, and their application.  Candidate creates lessons that consistently provide opportunities for individuals and groups to engage in productive struggle, i.e., to work through challenging problems or applications of math in ways that might promote deeper understanding. |  |
| **6. Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.**  (InTASC4; CAEP 2.c) | When teaching science, candidate’s planning and instruction demonstrate initial understanding and application or one or two of the following things: the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas. | Candidate demonstrates solid understanding of at least two of the following things and shows progress in applying at least two of these things through planning to instruction: the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas. | Candidate’s planning and instruction demonstrate nuanced understanding and application of at least two of the following things: the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas. |  |
| **7. Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.**  (InTASC4; CAEP 2.d) | Candidate plans and implements lessons that teach isolated, fact-based content, but does not yet create opportunities for students to engage in more open-ended inquiry or exploration of issues. | Candidate plans and implements lessons that show understanding of key social studies content while also targeting student understanding and use of tools and processes of inquiry and/or understandings of key concepts and tools. | [same as target, plus:]  Candidate creates and scaffolds opportunities for diverse learners to construct individual understandings through engaging in inquiry  and/or  Candidate creates opportunities for learners to communicate conclusions and/or to take social action based upon learning. |  |
| **8. Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.**  (InTASC6; CAEP 3.a) | Candidate administers formative and/or summative assessments, but does not yet show evidence of using results to determine students’ competencies and learning needs or to adapt instruction based on learning | Candidate administers formative and summative assessments to determine answers to questions about individual learners.  Candidate demonstrates a growing ability to adapt instruction based on analysis of assessments. | Candidate creates multiple opportunities to assess based on initial recognition of student needs.  Candidate adapts and individualizes instruction based on assessment analysis and/or adapts assessments to respond to individual differences |  |
| **9. Candidates use assessment results to improve instruction and monitor learning.**  (InTASC6; CAEP 3.b) | Candidate designs and administers forms of assessment appropriate to the learners and content to monitor student learning and inform whole class instruction. | Candidate designs and administers forms of assessment appropriate to the learners and uses results to monitor whole class and individual learning and inform subsequent instruction. | Candidate designs and administers forms of assessment appropriate to whole class and diverse learners and uses assessment data to monitor student learning and inform whole group instruction as well as individual or small group remediation/support. |  |
| **10. Candidates plan instruction including goals, materials, learning activities and assessments.**  (InTASC7; CAEP 3.c) | Candidate prepares complete lesson plans and materials regularly but does not yet connect all activities to clear goals or identified student needs. | Candidate prepares complete lesson plans and materials that identify clear goals for student learning and provide activities and assessments that support those goals. | Candidate prepares complete lesson plans and materials that identify clear goals for student learning that are based on identified student needs and provide activities and assessments that support those goals.  Candidate thoughtfully aligns goals, materials, activities, and assessments to create coherent learning experiences. |  |
| **11. Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.**  (InTASC2; CAEP 3.d) | Candidate plans lessons that meet the needs of the class as a whole, i.e, of many students, and shows progress in addressing individual learning needs, modifications, or accommodations specified in IEPs and 504 plans. | [same as emerging, plus:] Candidate designs various activities that include modifications that make learning more accessible for groups of learners including and beyond those with IEPs and 504 plans, such as emergent bilinguals (ELLs) or gifted students. | [same as target, plus:]  Candidate plans lessons with scaffolds, modifications and accommodations that serve all students, including those with IEPs, 504 plans, and other special learning needs. |  |
| **12. Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.**  (InTASC3; CAEP 3.e) | Candidates establishes and maintains social norms and behavior expectations. | Candidate utilizes several approaches to teaching and maintaining social norms and behavioral expectations consistently and appropriately.  Candidate positively conveys social norms and behavioral expectations to students and works with students to practice them. | [same as target, plus:]  Candidate explicitly teaches, models, and supports norms, routines, and expected behaviors.  Candidate uses praise, visual supports, and other approaches to reinforce and clarify social norms, routines, and expected behaviors. |  |
| **13. Candidates explicitly support motivation and engagement in learning through diverse evidence based practices.**  (InTASC3; CAEP 3.f) | Candidate implements one or two practices that support motivation and engagement. | Candidate implements several practices to promote student motivation and engagement based on burgeoning understandings of individual student interests and needs, and evidence-based practices. | Candidate designs and implements a variety of experiences and practices that motivate and engage diverse learners based on a clear understanding of students’ individual interests, strengths and needs as well as evidence-based practices. |  |
| **14. Candidates use a variety of instructional practices that support the learning of every child.**  (InTASC8; CAEP 4.a) | Candidate plans lessons that target key content and skills and begins to use various approaches to instruction to address different students’ needs. | Candidate plans and implements intentional whole-group, small-group, and/or individual learning experiences and assessments that target identified learning needs of different children; the variety of instructional approaches supports students’ content learning and engagement. | [same as target, plus:]  Candidate’s planning demonstrates the ability to use and adapt various whole-group and small-group activities to address the varied needs and strengths of different children as they become apparent during instruction and change over time. |  |
| **15. Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.**  (InTASC7; CAEP 4.b) | Candidate plans and sequences lessons to assist students in meeting learning goals. | Candidate designs and sequences lessons that promote clear connection across lessons and provide all students with opportunities to build key skills and content knowledge. | [same as target, plus:]  Candidate is able to adapt and modify sequencing and/or learning opportunities while maintaining cohesive, integrative instruction across multi-day learning experiences, responding to whole class and individual students’ progress during a sequence of lessons. |  |
| **16. Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.**  (InTASC5; CAEP 4.c) | Candidate targets required or important academic content, but does not explicitly teach specific thinking and learning approaches. | Candidate targets required or important academic content and shows an awareness of the need to connect content to instruction about learning concepts, strategies, and skills. | Candidate plans and implements educational experiences that engage students in using learning strategies and skills appropriate to the content focus.  Candidate also teaches students general learning strategies that are applicable across content areas. |  |
| **17. Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.**  (InTASC6; CAEP 4.d) | Candidate provides constructive feedback that helps learners understand the level of performance they have reached. | Candidate provides feedback that helps students understand how they are performing, and which suggests areas for improvement, strategies for learning, or encouragement for continued effort. The tone of feedback is constructive and supportive. | [same as target, plus:]  Candidate provides feedback that points to specific strengths AND specific areas for improvement in ways learners can readily understand and use. |  |
| **18. Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.**  (InTASC8; CAEP 4.e) | Candidate plans and delivers lessons and experiences that tend to be more teacher-centered and focus more on delivery of content than on strategies or skills, but which include some opportunities for student response to questions while working as a whole group.  Candidate’s questions to individual students usually require short answers. | Candidate occasionally plans for and implements lessons that require group analysis and discussion, in ways that promote investigation of and reflection on specific content, strategies, or skills; some questions to students elicit longer responses and/or deeper thinking rather than factual recall.  Candidate shows evidence of using one or more strategies that promote more equitable group participation. | [same as target, plus:]  Candidate regularly plans for whole group discussions.  Candidate employs strategies–such as wait time, integrated small-group or dyad discussion, pre-writing, etc.–that help more learners successfully contribute to discussions.  and/or  Candidate uses strategies before and during discussions that help learners with diverse strengths, needs, and styles to participate in and benefit from discussion such as using graphic organizers to prepare ideas before a discussion or visually recording key ideas to make them more accessible to emergent bilinguals (ELLs). |  |
| **19. Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning** **needs of each child.**  (InTASC8; CAEP 4.f) | Candidate uses small group instruction. Candidate experiences some difficulty in transitioning from large group to small group instruction. Small groups instruction does not clearly support students meeting learning objectives. | Candidate effectively designs, organizes, and manages small group instruction to provide students focused, intensive opportunities to learn content and to make instruction work well for most students. | Candidate designs, organizes, and manages small group instruction to provide students focused, intensive opportunities to learn content. Candidate plans for and uses sufficient scaffolds to help diverse learners benefit from small group instruction. |  |
| **20. Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning**  (InTASC8; CAEP 4.g) | Candidate prepares lessons that include group work, whole class discussion, and/or individual experiences, but do not yet include individualized instruction based on the identification of different children’s learning needs. | Candidate can identify the individual needs of at least one child, and plan for and implement individualized, focused, and intensive instruction based on those needs. | Candidate regularly identifies diverse students’ learning needs and effectively organizes and manages individual, focused, and intensive instruction that enhances learning for several or all students. |  |
| **21. Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.**  (InTASC10; CAEP 5.a) | Candidate completes work and collaborates with other professionals when required. Candidate seldom uses collaboration to enhance learners’ development and growth. | Candidate participates in required collaborative professional experiences.  Candidate asks questions of– and accepts input from–colleagues, mentors, and other school personnel in order to meet common goals that directly enhance learners’ development and growth. | [same as target, plus:]  Candidate independently seeks out and collaborates with colleagues, mentors, and other school personnel to identify, create, and meet common goals that directly enhance learners’ development and growth. |  |
| **22. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.**  (InTASC9; CAEP 5.b) | Candidate engages in required activities of planning and instruction, but does not yet engage in self-directed professional learning through reflection, participation in non-required professional development activities, or examinations of standards, research, and literature on best practices.  Candidate does not yet provide clear evidence of meeting standards of ethical practice. | Candidate engages in self-directed professional learning, reflecting regularly on practice and identifying next steps for learning.  Candidate provides evidence of meeting standards of ethical practice. | [same as target, plus:]  Candidate proactively seeks out input and support for professional development from multiple sources (e.g., other professionals or student teachers, research, literature/resources sharing best practices, and/or professional development opportunities). |  |
| **23. Candidates participate in peer and professional learning communities to enhance student learning.**  (InTASC10; CAEP 5.c) | Candidate does not connect participation in peer and professional learning communities to instruction that enhances student learning. | Candidate’s participation in peer and professional learning communities demonstrates an openness to feedback and further learning.  Candidate’s subsequent instruction shows clear connections to personal learning that occurred during participation in peer and professional learning communities. | [same as target, plus:]  Candidate independently and actively participates in, contributes to, and/or organizes opportunities for self and peer professional learning that address specific, identified needs for candidate growth or improvement. |  |

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| ***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)** | **Comments** |
| Common Planning Item: Candidate **aligns learning goals** to state and national content standards and **communicates learning goals** to students.  (InTASC 4, 7; CAEP R1.2; CCT 1.2; 3.3; Core Practices 1) | * Candidate’s plans **identify learning goals aligned** with state or national content standards. * Candidate **sets a general purpose** for instruction. | * Candidate’s plans **identify learning goals aligned** with state and national content standards and that are **observable and/or measurable**. * Candidate **plans to inform students** of content learning goals at the beginning of each lesson. | * Candidate’s plans **identify learning goals aligned** with state and national content standards and that are **observable and/or measurable**. * Candidate **plans to inform students of learning goals** at the beginning of each lesson and to **provide students opportunities to reflect** on their content learning at one or more points during a lesson. |  |
| Common Planning Item: Candidate **organizes and sequences** curriculum and instruction to support **all students’ learning**.  (InTASC 2, 3,4,7; CAEP R1.1; R1.3; CCT 3.2, 3.3; 3.6; Core Practices 2,8) | * Candidate plans to teach content in **a logical progression**. The level of **challenge is not appropriate for all students** to meet learning standards; it is too low or too difficult for students. | * Candidate plans to teach content in **a logical progression**; * Plans **recognize and adjust** for individual student learning differences. * Candidate’s choice of activities and materials is informed by their **knowledge of their students as members of cultural and/or social groups**. | * Candidate plans to teach content in **a logical progression**; * Plans **recognize and adjust** for individual student learning differences. * Candidate’s plans **anticipate students’ misconceptions and** **content learning challenges and identifies how to address them in advance of instruction**. * Candidate’s choice of activities and materials is informed by their **knowledge of their students as members of cultural and/or social groups**. |  |
| **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)** | **Comments** |
| Common Instruction Item: Candidate **differentiates instructional strategies** to deliver content, including the use of materials, groupings, and learning activities.  (InTASC 1,2,8; CAEP R1.2, R1.3, Diversity; CCT 3.5,3.7,3.8; Core Practices 2,5,15) | * Candidate uses materials, tasks and groupings that **minimally support** student learning. * Candidate attempts to **adjust instruction in response to whole-group performance.** | * Candidate uses **differentiated strategies, materials, and groupings** to support student learning. * Candidate **adjusts instruction in response to individual and group performance.** | * Candidate uses **differentiated strategies, materials, and groupings** that support student learning. * Candidate **invites students to identify** various ways to approach learning tasks that will be **effective for them as individuals** and will result in quality work. |  |
| Common Instruction Item: Candidate engages learners in **relevant learning experiences** using **best practices from their discipline(s).**  (InTASC 1**,** 3,4,5,8; CAEP R1.1,R1.2,R1.3; CCT 4.3, 4.4; Core Practices 3,4,6,7,14,16) | * Candidate **uses teacher-directed** instructional strategies, tasks, and questions that support students’ disciplinary learning primarily at a **lower level of cognitive demand**. * Candidate **attempts to connect** learning to students’ real-world experiences. | * Candidate **draws on their knowledge of their students’ patterns of learning and of research** to use **developmentally-appropriate** instructional strategies, tasks, and questions that engage students in **disciplinary learning through constructing meaning, problem-solving, critical or creative thinking, or inquiry-based learning**. * Candidate **makes clear connections** between students’ learning and their real-world experiences. | * Candidate **draws on their knowledge of their students’ patterns of learning and of research** to use **developmentally-appropriate** instructional strategies, tasks, and questions that engage students in **disciplinary learning through constructing meaning, problem-solving, critical or creative thinking, or inquiry-based learning**. * Candidate **releases responsibility to the students** **to extend and apply** their disciplinary learning to their real-world experiences and/or their communities. |  |
| **CT COMMON CORE OF TEACHING:**  **Technology** | **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)** | **Comments** |
| Common Technology Item: Candidate **designs** authentic learning activities that align with content area standards and **use digital tools and resources** to maximize **learning of central concepts within the content area**.  (InTASC 4, 5, 7,8; CAEP R1.2, R1.3; Technology; ISTE 2.5b; Core Practices 3,4,12,13) | * Candidate **uses available technology resources** to support content learning that is **teacher directed and generic**. | * Candidate uses available and developmentally-appropriate technology to **explain disciplinary content** and/or to **model disciplinary practices** to advance **student learning of core content area concepts.** * **Students use available technology** to build their **knowledge of core content area concepts**. * Candidate establishes and maintains **classroom rules** so that students use technology appropriately. | * Candidate uses available and developmentally-appropriate technology to **provide students multiple representations and explanations of disciplinary content** and/or to **model disciplinary practices** to advance **student learning of core content area concepts**. * Candidate facilitates **students’ selection and use of available technology** to build **knowledge of core content area concepts.** * Candidate establishes and maintains **classroom rules** so that students use technology appropriately. |  |
| Common Technology Item: Candidate **uses technology** to **create, adapt and personalize learning experiences** that foster independent learning and **accommodate** learner differences and needs. (InTASC 1, 2, 3; CAEP R1.1, R1.4; Technology; ISTE 2.5a; CCT 4.2, 4.5; Core Practices 2,5,11) | * Candidate **uses available technology resources and tools** (e.g., simulations, mathematical software, Web tools) during whole-group instruction to support student learning. | * Candidate **evaluates and uses** **a variety** of available technology resources to **address diverse student needs**. * Candidate **makes appropriate technology resources available to students** to support their learning. | * Candidate **selects and uses a variety of available technology** resources **to design and enact learner-centered activities** that **accommodate diverse student strengths and needs**, and support **student independent learning**. * Candidate **seeks out and engages in opportunities to learn about** new technologies **to support diverse students’ 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)** | **Comments** |
| Common Assessing Item: Candidate **collects and uses data** from appropriate assessments to **monitor student learning** and **guide practice**.  (InTASC 1,6,7,8; CAEP R1.2, R1.3, Technology; ISTE 2.7b; CCT 5.2, 5.3, 5.4, 5.6, 6.9; Core Practices 5,9,10, 11) | * Candidate **uses data** from formative and/or summative assessments to **draw conclusions about student learning** and **assess their instruction**. * Candidate **keeps digital and/or other records** to report student learning. | * Candidate **designs, uses and/or adapts** formative and summative assessments to **provide students timely and constructive feedback** and **draw conclusions about students’ progress toward learning objectives.** * Candidate uses this analysis to **adjust and guide instruction to meet learning goals.** * Candidate **keeps digital and/or other records** to **support their analysis, report student learning** and to **make data-based decisions about current and future instruction.** | * Candidate **designs, uses and/or adapts** formative and summative assessments to **provide students multiple ways** to demonstrate their learning and **to provide students timely and constructive feedback**. * Candidate **draws on information from a variety of assessments to assess, adjust, and guide instruction to meet learning goals.** * Candidate **keeps digital and/or other records to support their analysis** of student learning, **report student learning** and **make data-based decisions about current and future instruction.** |  |
| **CT COMMON CORE OF TEACHING:**  **Diversity** | **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)** | **Comments** |
| Common Diversity Item: Candidate **responds to** **individual differences and diverse families, cultures and communities** to **promote inclusive and equitable learning experiences.**  (InTASC 2,3,5,10**;** CAEP R1.1,R1.4, Diversity; CCT 2.1, 3.1,3.7, 5.7;Core Practices 2,8, 13,19) | * Candidate **actively seeks out information** about students and their families, cultures, and communities from colleagues to **build positive relationships** with students. | * Candidate **seeks out opportunities to collaborate** with colleagues **to build their understanding** of students’ individual differences, families, cultures and communities, **to foster positive relationships** with and among students, and **to identify specific learning needs.** * Candidate **incorporates this understanding into their teaching by including multiple perspectives** **that make content accessible to all students**. | * Candidate seeks and/or creates opportunities to **collaborate with colleagues, students, and/or families to expand and deepen their understanding** of student differences, families, cultures and communities, **to foster positive relationships** with and among students, and **to identify** **how they impact student learning**. * Candidate **incorporates this understanding into their teaching by including multiple perspectives** and **by setting individual and group learning goals**. * Candidate **facilitates learners’ understanding of and engagement with their own and others’ cultures and communities** to advance their learning. |  |
| **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)** | **Comments** |
| Common Professionalism Item: Candidate **acts** **according to professional standards**.  (InTASC 9, CAEP R1.4; CCT 6.1, 6.3, 6.11; Core Practices 11,17,18) | * Candidate is **well-prepared to teach** and **forms respectful relationships** with students, families and colleagues. * Candidate **reflects on how their actions** in their classroom **affect their students’ learning and well-being.** | * Candidate **is well-prepared to teach** and **assumes responsibility for supporting students’ learning and well-being** in their classroom. * Candidate **forms respectful relationships** with students, families, and colleaguesin **on-line and in-person settings**. * Candidate **assesses how their behaviors and choices** inside their classrooms and with their colleagues **affect their students’ learning and well-being.** | * Candidate is well-prepared to teach and **assumes responsibility for supporting students’ learning and well-being** in their classroom. * Candidate **forms respectful relationships** with students, families, and colleagues in **on-line and in-person settings**. * Candidate **assesses and reflects on how their behavior, choices, and actions** in their classrooms, schools, and with colleagues **affect their relationships with colleagues, families and/or students and their students’ learning and well-being.** |  |
| Common Professionalism Item: Candidate **engages in ongoing professional learning** **designed to further teacher knowledge and to support the needs of learners, schools, and communities**.  (InTASC 2,9,10; CAEP R1.1,R1.4, **Diversity**; CCT 6.1,6.2,6.4,6.6; Core Practices 11,17,18,19) | * Candidate **uses feedback and information** **from colleagues** in the school to **reflect on their teaching and how it impacts diverse students’ learning**. | * Candidate **actively reflects on their own implicit biases and seeks professional, community, and technology-based resources** within and outside the school to **reflect on and adjust their teaching in ways that address students’ individual learning differences**. * Candidate **incorporates knowledge of students’ families and communities** into their planning and instruction. | * Candidate **draws on reflection, including on their own implicit biases, professional, community and technology-based resources, and other sources of feedback and knowledge** within and outside the school **to broaden their understanding of diverse learner development and adjust their instruction to support student learning**. * Candidate **invites family and/or community members** into their classrooms and/or **engages students in their communities to deepen students’ engagement and learning.** |  |

***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.***

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| CT Common Core of Teaching  **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? | Summary Comments |
| **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? |  |
| Additional Comments: |  |