The development of this form was based on standards promoted by the National Council of Teachers of English (NCTE), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (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 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: *English Education*

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

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| --- | --- | --- | --- | --- |
| **Learners and Learning in ELA** | | | | |
|  | **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. Knowing Learners and Learning Contexts**  (NCTE 1.1, InTASC Standard 1,2) | Candidate **seeks to better understand students’** prior academic or personal/ cultural/community backgrounds.  Candidate’s planned supports are only **loosely tied** to standards-based learning objectives and/or the curriculum. | Candidate **actively seeks out data** related to students’ prior academic or personal/cultural community backgrounds and identities, and planned supports are **generally** **tied to** standards-based learning objectives and/or the curriculum.  Candidate’s attention is **focused on characteristics of the class as a whole.** | Candidate’s planned supports reflect a **deep knowledge of** students’ prior academic or personal/cultural community backgrounds and identities, **and are consistently tied** to standards-based learning objectives and/or the curriculum.  Candidate’s supports address the **needs of specific individuals or groups** with similar needs and **include specific strategies** to identify and respond to common errors and misunderstandings. |  |
| **2. Adapting instruction to the identities of students**  (NCTE 1.2, InTASC Standard 2) | Candidate **makes connections to** the identities of students whenever these connections occur in existing instructional materials or texts. Candidate **also makes connections to adolescence** when opportunities present themselves.  Candidate is **aware of the ways that race and bias shape the themes and texts** that students are encountering as well as their own personal identities and experiences. They recognize that they may need to adapt instruction to better infuse opportunities for students to learn about these connections. | Candidate **designs strategic opportunities** **for students to make connections** between their identities and to instructional materials/texts. Candidate may also create opportunities for students **to explore and discuss adolescent stereotypes and the ways these shape identities.**  Candidate **implements instructional models** and techniques that invite students to **consider and disrupt racism and bias**, as well as the way that each shapes their identities and experiences. | Candidate **designs a unit of instruction** that engages students in **ongoing explorations of identity and/or adolescence**, planning for activities that make strategic connections between texts, identity/adolescence, issues of race/bias, and contemporary or historical events.  Candidate **anticipates opportunities for anti-racist, anti-bias teaching** by planning for activities that make strategic connections between texts, issues of race/bias, student identities, and contemporary or historical events.  This might include relevant and current media, phenomena, and/or geographic and community reference points that are familiar and known by students. |  |
| **3. Planning for Meaningful Engagement with Texts**  (NCTE 1.3, InTASC Standard 3) | Candidate **uses mostly individual learning experiences** to engage students with texts, with the majority of experiences **focused on print texts.**  Candidate allows **few, if any, opportunities for students to read or compose texts in a critical way.** | Candidate **uses individual and collaborative learning experiences** to meaningfully engage students with texts (i.e., literature circles, Socratic seminars, book clubs, visual summaries, role playing, reader’s theater, multimodal research). Experiences are **built around a variety of texts**: e.g., print, digital, media.  Candidate engages students in **deeper examination of claims put forth in texts**, as well as the supporting points and possible counterarguments. | **Meaningful classroom interaction is at the heart** of literacy instruction.  Candidate **provides frequent opportunities** for students to engage in both individual and collaborative reading, composing and speaking activities that are standards-based, interesting, timely, antiracist/bias and relevant to students’ identities and backgrounds.  **Candidate creates opportunities for students to engage as both critical consumers and producers of a variety of texts across units of instruction.** |  |
| **ELA Content Knowledge** | | | | |
| **4. Text Selection**  (NCTE 2.1, InTASC Standard 4) | Candidate **makes little or no reference to research/theory** when discussing their selection of texts.  **Candidate selects texts that tend to be classic/canonical**, and are reflective of or affirming to a limited range of identities and experiences.  **Candidate never or rarely uses supplemental texts** alongside anchor texts to incorporate interdisciplinary perspectives. | Candidate **articulates how their selection of texts is purposefully grounded in theory/research**.  Candidate **selects varied texts,** (e.g., young adult, contemporary, classic, and media texts) that reflect diverse world literatures, historical traditions, genres, cultures and lived experiences.  **Candidate uses supplemental texts alongside anchor texts** to bolster interdisciplinary perspectives. | In addition to **grounding their text selection in current theory/research** and **selecting a variety of supplemental and anchor texts**, candidate **anticipates and accounts** for the ways that their selection of texts as a whole might **bring awareness to global diversity, issues of equity, power, race, and/or identity.** |  |
| **5. Composing Across Modalities**  (NCTE 2.2, InTASC Standard 4) | Candidate **makes little or no reference to research/theory** when discussing their approach to the teaching of writing.  Candidate provides **limited opportunities** for students to write about **different topics**, or for different audiences, purposes, or modalities.  Candidate **employs similar processes and strategies across all writing activities, regardless of the writing task.**  Candidate often assigns writing tasks that are **divorced from what students are currently reading about or discussing in class,** and writing is treated as a **highly structured, linear process**. | Candidate **articulates how their approach to writing is purposefully grounded in theory/research**.  Candidate implements **frequent opportunities** for students to write about a variety of **engaging topics**, for a multitude of audiences, purposes, and modalities.  Candidate uses a **variety** of writing processes and strategies, reflecting a **familiarity with the various demands of different kinds of writing tasks**.  Candidate **designs writing tasks that draw upon or extend what is being read and/or discussed in class,** and **writing is treated as a recursive process** that positions students to write flexibly and adaptively, shaping their approaches according to the purposes and audiences they have in mind. | Candidate **designs cohesive units** of study that reflect strong theoretical groundings in the teaching of writing.  In addition to meeting target proficiencies**,** candidate **engages students in conversations/ explorations of the social significance of different composition practices**, drawing connections between voice, audience, and power. |  |
| **6. Language and Languaging across Contexts and Audiences**  (NCTE 2.3, InTASC Standard 4) | **Candidate draws upon theory and research to demonstrate a working knowledge** of language structure, language conventions (e.g., spelling punctuation).  Candidate understands **the impact of languages on society** as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.  **Candidate offers explicit instruction on particular aspects of writing and editing,** but does so in a manner that is mostly **decontextualized** from students’ writing.  Candidate **prioritizes language instruction that requires students to forego** home and community languages in order to assimilate into standardized language practices. | Candidate **designs research-based language instruction that allows students ongoing opportunities** to develop their knowledge of form and convention in spoken, written, and visual language as they create their own compositions and critique those of others.  Candidates offer students **opportunities to explore and critique the impact of languages on society** as they relate to a multitude of rhetorical situations.  Candidate **offers explicit instruction** on language structure and conventions **in the context of real writing and peer-editing activities.**  Candidate designs instruction that **incorporates students’ home and community languages** to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. | (target+) Candidate strategically **incorporates language instruction that grows out of their observation of students’ writing processes and careful reading of their work**.  Candidate **determines which aspects of language structure are giving students trouble a**nd helps them learn these concepts through direct instruction and guided practice.  Candidate **provides opportunities for students to study grammar, punctuation, and spelling in a workshop context** in which students work together to expand their repertoire of syntactic and verbal cues.  Candidate designs instruction that **sustains students’ home and community languages and language practices**, designing classroom activities that invite students to celebrate and/or teach peers about the uses for and strengths of their home and community languages/language practices. |  |
| **Planning for Instruction in ELA** | | | | |
| **7. Purposeful Planning**  (NCTE 3.1, InTASC Standard 7) | Candidate develops plans for instruction that **support student learning of facts, skills, academic language functions, and procedures** with vague connections to interpretation/responses to the text and its broader meaning/significance. Content inaccuracies may lead to student misunderstandings or plans are not aligned with standards/objectives.  **Candidate makes no connections to research/theory** and **does not** align the central focus of the lessons to learning objectives, academic language and/or language demands, key strategies.  Candidate **may not effectively attend** to requirements in IEP/s and 504 plans. | Candidate develops plans that progressively **support understanding of complex texts and academic language functions** as well as make clear connections to interpretive skills or responses to text (supported by textual evidence).  **Candidate makes some connections to research and/or theory** and **aligns the central focus** of the lessons to learning objectives, academic language and/or language demands, and key strategies.  **Candidate attends to** requirements in IEPs/504 plans. | Candidate develops plans that progressively **support understandings of complex texts and academic language functions as well as consistent connections** to interpretive skills or responses to the text (supported by textual references) **AND** candidate articulates how students will be assisted in making such connections.  Candidate **makes connections to research and/or theory** AND **justifies learning tasks using examples** of students’ prior academic learning and their personal/cultural/community assets.  **Candidate attends to** requirements in IEPs/504 plans. |  |
| **8. Designing Assessments**  (NCTE 3.2, InTASC Standard 6) | Candidate tends to **use reading assessments in textbooks or other instructional materials,** without regard for student interest or performance after instruction.  Candidate designs writing assessments that focus on **isolated writing skills** that are loosely tied to learning objectives,  aren’t consistent with current research and theory, and don’t promote students’ development as writers.  Candidate designs assessments that provide **limited evidence to monitor students’ abilities** and interactions with texts. | Candidate **designs or knowledgeably selects** **appropriate reading assessments that provide data about student interests, reading proficiencies, and reading processes.** This informs candidate’s future instruction and the crafting of ongoing, **authentic performance assessments** that capture what students should know and be able to do.  Candidate designs a **range of authentic writing assessments** that promotes students’ development as writers, are appropriate to the writing task, and are consistent with current research and theory.  Candidate **designs assessments that provide specific evidence** to monitor students’ abilities/performance. | (target+) Candidates **share their designed assessments and rubrics with students** prior to beginning instruction.  Candidate designs assessments that provide **multiple forms of evidence to monitor** students’ abilities. |  |
| **Implementing Instruction in ELA** | | | | |
| **9. Delivering meaningful instruction**  (NCTE 4.1, InTASC Standard 8) | Candidate **invites student participation in tasks that are vaguely connected to objectives and/or activities**; instruction is focused solely **on literal comprehension** of texts and academic language functions.  Candidate **does not link student learning** to prior academic or personal/cultural/community backgrounds.  Candidate makes **vague or superficial use of textual references**. | Candidate **facilitates students’ engagement in constructing meaning from/interpreting complex texts and applying academic language functions**.  Candidate implements instruction in ways that **allow students to link** prior academic or personal/cultural/community backgrounds.  Candidate makes **use of textual references in ways that help students deepen** subject-related understanding. | (target +) Candidate instruction demonstrates a **deepening and extension of students’ abilities**.  Candidate prompts students to **link new learning** to prior academic AND personal/cultural/community backgrounds.  **Candidate and students** use strategically chosen textual references to deepen students’ understanding of subject-related material (texts and skills). |  |
| **10. Implementing assessment**  (NCTE 4.2, InTASC Standard 8) | Candidate employs questions that are surface-level and responses are evaluated as correct/incorrect, providing candidate with a thin understanding of what students know and can do.  Candidate **only** responds to students’ finished texts. | Candidate asks questions that are specifically meant to elicit student responses related to constructing meaning/interpreting texts, offering the candidate insight into how students are approaching and thinking about texts.  Candidate **responds to student writing in process and to finished texts** in ways that engage students’ ideas and encourage their growth as writers over time. | **Candidate poses questions and supports interactions** that encourage students to evaluate their own abilities and apply strategies toward more complete interpretations and meanings.  Candidate **consistently** responds to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time. |  |
| **11. Communicating feedback to learners**  (NCTE 4.3, InTASC Standard 6) | Candidate **reports student progress** in terms of grades, scores, and information on discrete aspects of **reading and writing.**  **Feedback is inconsistently provided**, inaccurate, or unrelated to learning objectives and **focuses on errors OR strengths.** | Candidate **interprets and reports accurately the progress that students are making** in terms of their ability to interpret, critique, and evaluate texts as they read, write, speak, listen, view, and present. They reference student performances across these areas to illuminate both what they can do and how they can advance.  **Feedback is accurate, generally consistent** for most students, and primarily **focuses on errors OR strengths, with some attention to the other.** | (target +) **Candidate involves students** in understanding relevant dispositions, skills, and procedures needed to approach assigned literacy tasks so that students gain self confidence in self-assessment and planning for personal growth.  **Feedback is related to specific learning objectives** and **addresses BOTH errors and strengths**; commentaries might describe how students may use feedback to evaluate themselves. |  |
| **Professional Responsibility of ELA Teachers** | | | | |
| **12. Critical Self-Reflection**  (NCTE 5.1, InTASC Standard 9) | Candidate **reflects on the ways that personal experiences** attached to places like school and home; and identity categories like race, class, and gender shape their views on teaching and learning. | Candidate **reflects on the affordances and constraints of their accumulated experiences and identities**, making connections to and adjusting their practice as they attempt to better connect to and support the experiences and identities of their students. | (target+) Candidate **intentionally engages in a consistent practice** like journaling, blogging, or ongoing dialogue with teacher peers to consistently reflect upon positionalities/ biases/knowledges and the ways these shape their teaching practice. |  |
| **13. Data informed practice**  (NCTE 5.2, InTASC Standard 9) | Candidate **does not provide or describe** opportunities for students to incorporate feedback.  Candidate’s **analysis is superficial**/not supported by student work samples or summaries of student learning.  Candidate’s self-assessment **is not connected to student learning and instructional objectives**. | Candidate **provides or describes** opportunities for students to incorporate feedback.  Candidate’s **analysis is supported by students’ work samples or summaries of student learning** and addresses some differences in whole-class learning.  Candidate’s self-assessment is **connected to student learning and instructional objectives**, with **some connections to research and theory**. | Candidate **provides or describes** opportunities for students to incorporate feedback beyond the work samples and segments highlighted in the edTPA portfolio.  Candidate’s analysis draws on specific examples from student work, describes patterns for whole-class learning, **and demonstrates connections between quantitative and qualitative patterns of student’s teaching.**  Self-assessment is **justified by research and/or theory.** |  |
| **14. Collaboration with communities**  (NCTE 5.3, InTASC Standard 10) | **Candidate can identify stakeholders** and their roles and interests in **student progress.**  Candidate engages in **mostly unidirectional communication**, with the candidate sharing most knowledge and information about student progress only, primarily in haphazard ways. | Candidate **engages stakeholders** and their roles and interests in **student progress, well-being, and/or agency.** They use relevant and accessible terminology and share examples that illustrate student learning, engagement, and successes.  Candidate uses **bidirectional modes of communication,** with the candidate inviting stakeholders in to share their perspectives and generate holistic understandings of students’ social and academic progress. | **Candidate strategically engages a wider audience**, either in the school or local community, to explore the ways in which larger sociocultural factors at play and/or school policies (e.g., language policies, writing programs, banned books) are impacting (either positively or negatively) student progress, well-being, and/or agency.  **Candidate designs opportunities for generative dialogue happening through intergenerational collaboration,** where youth and adult stakeholders are brought together to explore an issue/topic relevant to the school community. |  |
| **15. Leadership & Advocacy**  (NCTE 5.4, InTASC Standard 10) | Candidate is **aware of organizations and resources to consult for professional development**, articulating areas of interest that they hope to explore more deeply in the future. | Candidate **engages in professional organizations and professional learning communities** in generative ways that allow them ongoing opportunities for professional collaboration, development, and/or community engagement. Candidate **may begin to show readiness for leadership** as they hone their interest in a particular area and share related knowledge with learners, families, colleagues, and ELA-related learning communities. | (target+) **Candidate designs professional learning opportunities for others**, sharing pedagogical knowledge, experiences, and strategies with a wider audience.  Candidate **may also invite community stakeholders to design these opportunities alongside them** (e.g., students, families), leveraging their position and professional voice to create space for historically overlooked stakeholders to share their knowledge and experiences with a wider audience. |  |

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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: |  |