The development of this form was based on standards promoted by the National Council of Teachers of Social Studies (NCSS), 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 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 Quinones, Director of School-University Partnerships (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: *History/Social Studies Education*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CT COMMON CORE OF TEACHING:** **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 plan learning sequences that demonstrate alignment with the C3 Framework, state requiredcontent standards, and theory and research.** **(**NCSS 2a; InTASC 7; CAEP R1.3) | Candidate plans learning sequences where objectives, assessments, and activities loosely or partially align with the C3 Framework, state standards, or theory and research.  | Candidate plans learning sequences where objectives, assessments, and activities generally align with the C3 Framework, state-required content standards, and theory and research.  | Candidate plans learning sequences that consistency demonstrate explicit and multiple points of alignment between learning objectives, assessments, and activities and the C3 Framework, state content standards, and theory and research, and indicates how this alignment is used to create effective learning sequences. |  |
| **2. Candidates plan learning sequences that engage learners with *disciplinary concepts, facts, and tools* from the social studies disciplines to facilitate learning for civic life.**(NCSS 2b; InTASC 4; CAEP R1.3) | Candidate plans learning sequences that loosely use disciplinary concepts, facts, and tools (e.g. - empathy, cause and effect, primary source analysis) but does not show any significant connections to civic life.  | Candidate plans learning sequences that clearly and intentionally use disciplinary concepts, facts, and tools (e.g. - empathy, cause and effect, primary source analysis) that enable learners to be aware of their role as participants in civic life.  | Candidate plans learning sequences that clearly and intentionally use disciplinary concepts, facts, and tools (e.g. - empathy, cause and effect, primary source analysis) that enable learners to take action as participants in civic life.  |  |
| **3. Candidates plan learning sequences that engage learners in *disciplinary inquiry* to develop social studies literaciesfor civic life.** (NCSS 2c; InTASC 3i; InTASC 4; CAEP R1.3) | Candidate plans learning sequences that show limited awareness for using inquiry (asking questions, using evidence, evaluating sources, taking informed action) with minimal ability to develop social studies literacies.  | Candidate plans learning sequences that engage learners in specific inquiry activities (asking questions, using evidence, evaluating sources, taking informed action) that enable learners to develop social studies literacies and to be aware of how they can participate in civic life.  | Candidate plans learning sequences that engage learners in specific inquiry activities (asking questions, using evidence, evaluating sources, taking informed action) and that help learners apply inquiry to new topics. Learning sequences enable learners to develop social studies literacies and to take action to participate in civic life. |  |
| **4. Candidates plan learning sequences where learners create *disciplinary forms of representation* that convey social studies knowledge and civic competence.** (NCSS 2d; InTASC 7,8; CAEP R1.3) | Candidate plans learning sequences that show limited awareness for supporting learners’ creation of disciplinary forms of representation (e.g., written essays, propaganda posters, and dialogue with peers) to support social studies knowledge and civic competence.   | Candidate plans learning sequences that explicitly support learners’ creation of disciplinary forms of representation (e.g., written essays, propaganda posters, and dialogue with peers) to support social studies knowledge and civic competence through strategies such as modeling these forms for students and using appropriate rubrics. Forms of representation enable learners to develop social studies literacies and to be aware of how they can participate in civic life. | Candidate plans learning sequences that explicitly support learners’ creation of disciplinary forms of representation (e.g., written essays, propaganda posters, and dialogue with peers) to support social studies knowledge and civic competence through strategies such as modeling these forms for students and using appropriate rubrics. Forms of representation enable learners to develop social studies literacies and to take action to participate in civic life. |  |
| **5. Candidates use theory and research to plan learning sequences that integratesocial studies content, disciplinary sources, digital learning, and contemporarytechnologies to foster inquiry and civic competence.** (NCSS 2e; InTASC 4, 5, 8; CAEP R1.1, R1.2) | Candidate plans learning sequences that do not demonstrate the use of theory/research or contemporarytechnologies.  | Candidate plans learning sequences based on theory and research (e.g., based on theory from readings from methods classes or other courses) and that use contemporary technologies (Google classroom, polleverywhere, virtual museum tours).  | Candidate plans learning sequences based on theory and research (e.g., based on theory from readings from methods classes or other courses) and that use contemporary technologies (Google classroom, polleverywhere, virtual museum tours). These learning sequences also investigate questions related to diverse, problematic, and controversial issues to lead to civic competence.  |  |
| **6. Candidates design a range of authentic assessments that measure learners’ mastery of *disciplinary knowledge, inquiry, and forms of representation* forcompetence in civic life and demonstrate alignment with state-required contentstandards.** (NCSS 3a; InTASC 6; CAEP R1.3) | Candidate designs assessments that measure learners’ mastery of historical thinking (e.g., empathy, turning points) and inquiry (e.g., asking questions and evaluating sources) but the assessments are not authentic.  | Candidate designs a range of authentic assessments that measure learners’ mastery of specific historical thinking concepts, such as empathy or turning points, and learners’ inquiry skills, such as asking questions and evaluating sources. These assessments promote learners’ ability to develop various forms of representation, such as written essays, propaganda posters, and dialogue with peers, and enable students to be aware of how they can participate in civic life. Candidate aligns most assessments with state content standards.  | Candidate designs a range of authentic assessments that measure learners’ mastery of specific historical thinking concepts, such as empathy or turning points, and learners’ inquiry skills, such as asking questions and evaluating sources. These assessments promote learners’ ability to develop various forms of representation, such as written essays, propaganda posters, and dialogue with peers that enable students to investigate issues in the world around them and take action to participate in civic life. Candidate aligns all assessments with state content standards.  |  |
| **7. Candidates design coherent and relevant learning experiences and engage learners in *disciplinary knowledge, inquiry, and forms of representation* for competence in civic life and demonstrate alignment with state-required content standards.** (NCSS 3b; InTASC 7, 8; CAEP R1.3) | Candidate designs learning experiences that may be disjointed or not relevant to the learners and/or that do not address disciplinary knowledge and inquiry.  | Candidate designs coherent learning experiences where activities build on one another and connect back to core learning goals. Activities are relevant to learners and engage them with disciplinary knowledge (e.g., historical thinking), inquiry (e.g., asking questions, evaluating evidence), and forms of representation. Candidate aligns learning experiences with state content standards including themes, compelling questions, and unit topics.  | Candidate designs coherent learning experiences where activities build on one another and connect back to core learning goals. Activities are relevant to learners and engage them with disciplinary knowledge (e.g., historical thinking), inquiry (e.g., asking questions, evaluating evidence), and forms of representation. Candidate aligns learning experiences with state content standards including themes, compelling questions, and unit topics.ANDLearning experiences explicitly promote competence in civic life.  |  |
| **8. Candidates use theory and****research to implement a variety of instructional practices and authentic assessments featuring****disciplinary knowledge, inquiry, and forms of representation for competence in civic life.** (NCSS 3c; InTASC 4, 5, 6, 8; CAEP R1.2, R1.3) | Candidate plans learning sequences that do not demonstrate the use of theory/research or use a variety of instructional practices and authentic assessments. | Candidate plans learning sequences based on theory and research (e.g., based on theory from readings from methods classes or other courses) to implement a variety of instructional practices (group work, use of primary sources, film, simulations) and to use authentic assessments. | Candidate plans learning sequences based on theory and research (e.g., based on theory from readings from methods classes or other courses) to implement a variety of instructional practices (group work, use of primary sources, film, simulations) and to use authentic assessments to investigate questions related to diverse, problematic, and controversial issues to lead to civic competence. |  |
| **9. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.** (NCSS 3d; InTASC 6,8; CAEP R1.3) | Candidate collects student assessment data but do not use it to plan learning sequences or reflect on student learning outcomes.  | Candidate collects, analyzes, and interprets various types of data including student-learning outcomes (e.g., performance on formal assessments, participation in class, skill and language levels, behavior in class) to explicitly inform instructional decision-making with examples of changes to learning sequences with some connections to disciplinary knowledge, inquiry, and forms of representations. | Candidate collects, analyzes, and interprets various types of data including student-learning outcomes (e.g., performance on formal assessments, participation in class, skill and language levels, behavior in class) to explicitly shape instructional decision-making with examples of changes to learning sequences with explicit and extensive connections to disciplinary knowledge, inquiry, and forms of representations and connections to civic competence. |  |
| **10. Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life.** (NCSS 3e; InTASC 6; CAEP R1.3) | Candidate plans learning sequences that mostly rely on teacher-centered assessments and/or use learner self-assessments ineffectively. Self-assessment practices do not support learners’ mastery of specific historical thinking concepts, such as empathy or turning points, or learners’ inquiry skills, such as asking questions and evaluating sources. | Candidate plans learning sequences that require learners to self-assess their progress on formative and summative assessments that supportlearners’ mastery of specific historical thinking concepts, such as empathy or turning points, and learners’ inquiry skills, such as asking questions and evaluating sources. Self-assessment may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations. These self-assessments promote learners’ ability to develop various forms of representation, such as written essays, propaganda posters, and dialogue with peers and enable learners to be aware of how they can participate in civic life. | Candidate plans learning sequences that require learners to self-assess their progress on formative and summative assessments that supportlearners’ mastery of specific historical thinking concepts, such as empathy or turning points, and learners’ inquiry skills, such as asking questions and evaluating sources. Self-assessment may include setting learning goals, participating in reflective thinking, acquiring feedback from peers and others, and conducting self-evaluations. These self-assessments promote learners’ ability to develop various forms of representation, such as written essays, propaganda posters, and dialogue with peers. Evidence is provided that the self-assessments improved learner performance. Self-assessments enable learners to take action as participants in civic life.  |  |
| **11. Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.** (NCSS 4a; InTASC 1, 2, 3, 7; CAEP R1.1, R1.3) | Candidate plans and implements pedagogy that acknowledges learners’ socio-cultural assets, learning demands, and individual identities though plans may not effectively ensure equitable learning opportunities. | Candidate uses knowledge of learners’ socio-cultural assets, learning demands, and individual identities (e.g. content of lessons connect to students personal experiences, attention to race, gender and other identities, modifications for IEPs, modifications for English learners) to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences.ANDCandidate uses knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands. | Candidate uses knowledge of learners’ socio-cultural assets, learning demands, and individual identities (e.g., content of lessons connect to students personal experiences, attention to race, gender and other identities, modifications for IEPs, modifications for English learners) to plan and implement pedagogy that is relevant to learners’ personal, family, and community experiences that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success.ANDCandidate uses knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement pedagogy that is relevant to learners’ cognitive and emotional demands and that demonstrate rigorous expectations for all learners and the necessary scaffolding that ensures their success. |  |
| **12. Candidates facilitate collaborative learning environments in which learners use *disciplinary facts, concepts, and tool*s, engage in *disciplinary inquiry*, and create *disciplinary forms of representation* across the social studies disciplines.** (NCSS 4b; InTASC 3, 8; CAEP R1.1, R1.3) | Candidate directs learning environments that primarily support teacher-dependent learning with limited opportunities for collaboration and/or limited opportunities for learners to use inquiry and create forms of representation.  | Candidate facilitates collaborative learning environments including collaboration between teacher and learner and between learner and learner. These opportunities feature knowledge and practices (e.g. asking questions, using evidence to support a position, developing empathy), and forms of representation across social studies disciplines (e.g. written essays, dialogue with peers). | Candidate facilitates collaborative learning environments including collaboration between teacher and learner, between learner and learner, and between learner and the community. These opportunities feature knowledge and practices (e.g. asking questions, using evidence to support a position, developing empathy), and forms of representation across social studies disciplines (e.g. written essays, dialogue with peers) to explore civic life. |  |
| **13. Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.** (NCSS 4c; InTASC 3, 8; CAEP R1.3) | Candidate acknowledges social, political, and economic issues with learners using compelling questions and direct instruction. Learners have limited opportunities to engage in ethical reasoning or to take informed action.  | Candidate engages learners’ in ethical reasoning to deliberate on social, political, and economic issues and communicate conclusions through hands-on activities that explore difficult history and controversial issues allowing learners to identify potential opportunities for informed action. Equity in society is considered but not central to class activities or taking informed action.  | Candidate engages learners in ethical reasoning to deliberate on social, political, and economic issues and communicate conclusions through hands-on activities that explore difficult history and controversial issues allowing learners to identify potential opportunities for informed action that explicitly addresses injustices in schools, community, or society. |  |

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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.***

|  |  |
| --- | --- |
| 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: |  |