The development of this form was based on standards promoted by the National Council of Teachers of Mathematics (NCTM), 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 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: *Mathematics Education*

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

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| **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. Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.**  (NCTM 3a) | Designs and implements lessons without attending to the sequencing suggested by the standards or attention to specified prior knowledge. | Is aware that knowledge of curricular standards and their sequencing can support student learning, and makes efforts to use the information strategically. | Uses knowledge of curricular standards to develop and implement lessons that build on the prior knowledge indicated by standards to support learning across domains. |  |
| **2. Analyze and consider research in planning for and leading students in rich mathematical learning experiences.** (NCTM 3b) | Plans incorporate to a minimal degree or do not reflect a consideration of research on supporting rich math learning experiences. | Plans incorporate aspects of research that are connected with supporting rich math experiences for students. | Plans reflect a careful consideration of the research, and the candidate can explain the decisions in relation to research. |  |
| **3. Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency.** (NCTM 3c) | Plans lessons and units that do not reflect an aim to develop students’ conceptual understanding and procedural proficiency (perhaps only one of these) and/or rely on a small number of strategies, with little differentiation or use of instructional technology. | Plans lessons and units that aim to develop conceptual understanding and procedural proficiency, and plans reflect attention to using a variety of strategies for diverse populations, which includes use of instructional technologies. | Plans lessons and units that will clearly result in developing conceptual understanding and procedural proficiency, and plans incorporate multiple strategies to address diverse populations, including use of math-specific instructional technologies. |  |
| **4. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.** (NCTM 3d) | Classroom time provides few opportunities to discuss mathematics and/or few opportunities to connect mathematical ideas with other areas. | Organizes classroom time to provide students with opportunities to discuss mathematics, and connect mathematical ideas and/or connect math with other school subjects. | Organizes classroom time to provide students with opportunities to discuss mathematics, and connect mathematics to their lives, future vocation, or other school subjects. |  |
| **5. Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.** (NCTM 3e) | Student engagement and communication is not prominent during class, which reflects the implementation of few techniques among the following: guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. | Student engagement and communication is present in class for some lessons, reflecting implementation of a limited range of techniques that includes some of the following: selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. | Student engagement and communication is readily noticeable during class and reflects implementation of techniques such as selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. |  |
| **6. Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.**  (NCTM 3f) | Formative and summative assessments are implemented. The information is not regularly used to inform teaching and make sense of students’ mathematical proficiencies. | Formative and summative assessments are designed and implemented in ways that support learning and most importantly adjustments to instruction. Assessments could be refined to elicit and use more targeted information. | Formative and summative assessments are designed and implemented to target core proficiencies *and* provide useful information to inform instruction, that is then used. |  |
| **7. Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments.**  (NCTM 3g) | Formative and summative assessment are used with the primary purpose of offering grades and deciding when to advance to the next topic. | Formative and/or summative assessment are used to make sense of students’ understanding of some mathematical topics and aspects of their progress. | Formative and summative assessment are used to make sense of students’ understanding of a wide range of mathematical topics and aspects of their progress. |  |
| **8. Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.**  (NCTM 4a) | Exhibits little knowledge of adolescent learning, development, and behavior and activities generally do not reflect a positive disposition toward mathematical processes and learning. | Exhibits (through plans or teaching) some knowledge of adolescent learning and/or a positive disposition toward mathematics. | Uses knowledge of adolescent learning, development and behavior along with a positive disposition towards mathematical processes during lessons on a regular basis. |  |
| **9. Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.**  (NCTM 4b) | Lessons (plans and implementation) are designed with a one-size fits all approach, with some attention to prior knowledge or appropriate sequencing of activities for the set of students. | Lessons (plans and implementation) are designed to account for students’ prior knowledge and to build on it. | Lessons (plans and implementation) are designed to account for students’ prior knowledge, build on it, follow an appropriate sequence based on student development, and engage students actively in knowledge construction. |  |
| **10. Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.** (NCTM 4c) | Planning and teaching reflects an awareness of individual differences in culture and language in the classrooms. | Knowledge of individual’s cultures, cultural diversity and language diversity is valued within the classroom through candidate’s actions and interactions with students. | Knowledge of individual’s cultures, cultural diversity and language diversity is recognized and valued within the classroom, and used as a resource for instruction (student reasoning and motivation in the classroom). |  |
| **11. Demonstrate equitable and ethical treatment of and high expectations for all students.**  (NCTM 4d) | Actions reflect equitable and ethical treatment of a subset of students. | Actions reflect attention to equitable and ethical treatment of an extensive number of subgroups of students. Actions suggest high expectations for all students. | Actions reflect attention to equitable and ethical treatment of all students. Actions suggest high expectations for all students. |  |
| **12. Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.**  (NCTM 4e) | Plans and lesson implementationincorporate some instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages). | Plans and lesson implementationreflect knowledge of the benefits of tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages) for student learning. | Plans and lesson implementationreflect knowledge of the benefits of tools, as well as limitations, and reflect wise decision making about incorporating such tools to support learning. Tools include: manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages) |  |
| **13. Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.** (NCTM 4a) | Candidate verifies some aspects of students’ knowledge, such as conceptual understanding and procedural fluency; but does not verify other aspects, such as application of math in contexts or reasoning practices. | Candidate verifies many aspects of students’ reasoning, such as conceptual understanding, formulating and representing problems, logical reasoning, and application, but does not attend to all areas. | Candidate verifies a comprehensive set of students’ practices and understandings, such as conceptual understanding, procedural fluency, capacity to formulate and represent problems, logical reasoning, and application, productive disposition toward math, and application to other contexts. |  |
| **14. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.**  (NCTM 5b) | Candidate prioritizes lessons that require compliance and attention from students, with little use of technology. | Candidate prioritizes lessons that aim to engage students in active learning, include technology, and match students’ prior backgrounds. | Candidate prioritizes lessons that aim to engage students in active learning, include technology, match students’ prior backgrounds, and executes lessons in a way that builds new knowledge. |  |
| **15. Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction.** (NCTM 5c) | Candidate uses informal reflection rather then systematic data to assess how students’ mathematical proficiencies have increased as a result of their instruction. | Candidate uses data from some formative and summative assessments to make claims about the extent to which student’ math proficiencies have increased as a result of their instruction. | Candidate uses data from a range of formative and summative assessments to examine, reflect on, and make claims about the extent to which student’ math proficiencies have increased as a result of their instruction. |  |
| **CT COMMON CORE OF TEACHING:**  **Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration** | **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** |
| **16. Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.**  (NCTM 6a) | Candidate rarely or inconsistently engages professional learning activities to advance their teaching of mathematics. | Candidate engages professional learning activities as required or suggested by other teachers, supervisor or school. | Candidate seeks out professional learning activities suited to their specific learning needs and goals and participates regularly in such activities. |  |
| **17. Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.** (NCTM 6b) | Candidate collaborates with other colleagues when required to do so or at times when it is convenient. Candidate engages at times with other school professionals, families, and stakeholders. | Candidate collaborates with other colleagues during required and informal times. Candidate engages at times with other school professionals, families, and stakeholders. | Candidate collaborates with other colleagues regularly with intention of advancing their own and other’s practice, and in ways that draw upon external resources (e.g., research). Candidate engages with other school professionals, families, and stakeholders as appropriate to support student learning. |  |
| **18. Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.** (NCTM 6c) | Candidate relies on past knowledge or personal relationships as resources. | Candidates uses resources from individuals or uncurated sets, with some attention to resources from professional organizations. | Candidate uses resources from curated collections, such as those from professional mathematics education organizations, and uses a range of resources. |  |

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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: |  |