### The development of this form was based on standards promoted by the National Association of Schools of Music (NASM), 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 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: *Music Education*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CT COMMON CORE OF TEACHING: II**  **Teachers Apply This Knowledge By: Planning, Instructing, Assessing and Adjusting** | **Score 1:**  **Emerging (Awareness, articulation, identification)** | **Score 2:**  **Target (Puts into practice, implements)** | **Score 3:**  **Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)** | **Comments** |
| **1. Plans and implements instruction based on knowledge of the academic principles, essential music concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music**  (NASM I. 3.b.c) | Knowledge and use of music academic content, essential musical concepts, and appropriate learning and teaching strategies are weak; language diversity is not respected | Makes deliberate attempts to implement instruction based on knowledge of academic principles, essential musical concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music | Effectively implements instruction based on knowledge of academic principles, essential musical concepts, respect for language diversity and learning and teaching strategies appropriate to the discipline of music |  |
| **2. Responds to the group or individual student’s levels of musical understanding while teaching**  (NASM I.3.c.d.) | Finds it challenging to respond to the group or individual student’s levels of musical understanding while teaching | Increasingly responds to the group or individual student’s levels of musical understanding while teaching | Regularly responds to the group or individual student’s levels of musical understanding while teaching |  |
| **3. Plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals**  (NASM I.3.c.d.) | Does not plan and implement music instruction based on knowledge of the community context and of students as a group and as individuals | Makes deliberate attempts to plan and implement music instruction based on knowledge of the community context and of students as a group and as individuals | Effectively plans and implements music instruction based on knowledge of the community context and of students as a group and as individuals |  |
| **4. Constructs music lessons that are adapted to diverse student needs based on understanding of students’ different developmental levels and approaches to learning**  (NASM I.3.d.) | Shows lack of understanding of students’ different developmental levels and approaches to learning and rarely constructs music lessons that are adapted to meet diverse student needs | Shows increasing understanding of students’ different developmental levels and approaches to learning and often constructs music lessons that are adapted to meet diverse student needs | Demonstrates accurate understanding of students’ different developmental levels and approaches to learning and routinely constructs music lessons that are adapted to meet diverse student needs |  |
| **5. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems**  (NASM I.3.a) | Has difficulty connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems | Is working on connecting interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems | Regularly connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply musical knowledge and skills to real world problems |  |
| **6. Plans and implements instruction based on music national and state curriculum frameworks and classroom curricular goals**  (NASM I.3.a) | Has difficulty planning instruction based on music national and state curriculum frameworks and classroom curricular goals | In most instances, plans instruction based on music national and state curriculum frameworks and classroom curricular goals | Consistently plans instruction based on music national and state curriculum frameworks and classroom curricular goals |  |
| **7. Activates students’ prior musical knowledge and experience**  (NASM I.3.c) | Seldom activates students’ prior musical knowledge and experience | Oftenactivates students’ prior musical knowledge and experience | Regularly activates students’ prior musical knowledge and experience |  |
| **8. Asks questions and implements methods that encourage students to think critically**  (NASM I.3.d) | Rarely asks questions and implements methods that encourage students to think critically | Works diligently to ask questions and implement methods that encourage students to think critically | Habitually asks questions and implements methods that encourage students to think critically |  |
| **9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance**  (NASM 1.3.d) | Randomly and rarely provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance | Attempts to provide some opportunities for students to solve problems, explain their thinking, and evaluate their own performance | Purposefully and frequently provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance |  |
| **10. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum to support students’ music learning**  (NASM I.3.d) | Demonstrates little initiative in seeking out and using resources from a variety of sources to create meaningful and challenging music curriculum | In some instances, seeks out and uses resources from a variety of sources to create meaningful and challenging music curriculum | Actively seeks out and uses resources from a variety of sources to create meaningful and challenging music curriculum |  |
| **11. Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of musical knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on music learning**  (NASM 1.3.d) | Has difficulty creating a respectful, supportive, and challenging environment that supports individual student’s development, construction of musical knowledge, and motivation to learn; constrained by limited knowledge of child and/or adolescent development and understanding of the multiple interacting influences on music learning | Usually creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of musical knowledge, and motivation to learn; in doing so, demonstrates adequate knowledge of child and/or adolescent development and beginning understanding of the multiple interacting influences on music learning | Routinely creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of musical knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on music learning |  |
| **12. Uses informal and formal assessment data to modify music instruction and to plan appropriate lessons, including purposeful choices regarding group formations**  (NASM 1.3.d) | Rarely uses informal and formal assessment data  to modify music instruction, to plan appropriate lessons, or to make purposeful decisions about group formations | On some occasions, uses informal and formal assessment data to modify music instruction, to plan appropriate lessons, and to make purposeful decisions about group formations | Consistently uses informal and formal assessment data to modify music instruction, to plan appropriate lessons, and to make purposeful decisions about group formations |  |
| **13. Sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning**  (NASM I.3.c.d.) | Does not intentionally sequence learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning | Attempts to deliberately sequence learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning | Purposely and effectively sequences learning tasks into coherent units of instruction derived from the music curriculum in an effort to effectively scaffold student learning |  |
| **14. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques**  (NASM I.3.a) | Has difficulty creating positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques | Attempts to create positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques | Routinely creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques |  |
| **15. Documents student music learning in both ongoing and summative ways and provides students with this feedback**  (NASM I.3.d) | Is not systematically documenting student music learning in both ongoing and summative ways and rarely provides students with this feedback | Is beginning to systematically document student music learning in both ongoing and summative ways and often provides students with this feedback | Systematically documents student music learning in both ongoing and summative ways and provides students with this feedback |  |
| **16. Implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media**  (NASM I.3.a) | Rarely implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students or responses to varied forms of musical media | Is learning to implement effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media | Consistently implements effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration among students and responses to varied forms of musical media |  |
| **17. Uses musical works representing a broad spectrum of historical and contemporary musical genres**  (NASM I.3.c) | Shows little knowledge of varied works representing a spectrum of musical genres | Demonstrates adequate knowledge of literary works representing a spectrum of both historical and contemporary musical genres | Demonstrates an in-depth knowledge of and ability to teach works representing a broad spectrum of historical and contemporary musical genres |  |
| **18. Draws upon a range of musical works to enhance students’ understanding and appreciation notated and aural music and the relationship between symbols and meaning**  (NASM I.3.c) | Shows little knowledge or application of ability to enhance students’ understanding and appreciation of music as an aural, oral, and notated art | Knows and uses a variety of teaching applications ability to enhance students’ understanding and appreciation of music as an aural, oral, and notated art | Demonstrates an in-depth knowledge of and ability to enhance students’ understanding and appreciation of music as an aural, oral, and notated art |  |
| **19. Articulates using acceptable and appropriate oral and written expressions**  (NASM I.3.a) | Spoken or written language contains grammatical and/or syntactical errors; vocabulary is developmentally inappropriate or vague | Spoken and written language is grammatically and syntactically correct; vocabulary is developmentally appropriate and enhances student understanding of musical content | Spoken and written language is grammatically and syntactically correct; vocabulary is developmentally appropriate, creative, prescriptive and specifically enhances student understanding of musical content |  |
| **20. Draws on composing and improvising processes to enable students to create in developmentally appropriate ways**  (NASM I.3.b.c) | Demonstrates infrequent use of composing and improvising processes to teach students | Demonstrates some ways to teach students composing and improvising processes that enable them to create in developmentally appropriate ways | Demonstrates a variety of ways to teach students composing and improvising processes that enable them to create in developmentally appropriate ways |  |
| **21. Teaches students a variety of strategies to comprehend, interpret, appreciate and respond to music**  (NASM I.3.a.b.c.) | Reflects limited knowledge and teaches few strategies to students | Reflects knowledge of a variety of strategies and teaches students to use these strategies | Engages students in a wide variety of learning strategies to interpret, evaluate, respond to, and appreciate music |  |
| **22. Demonstrates**  **the interrelation of singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning**  (NASM I.3.a.b.c.) | Shows little understanding of interrelation of singing, moving, playing instruments, listening, reading, composing as interrelated dimensions of music learning | Demonstrates interrelation among singing, moving, playing instruments, listening, reading, composing as interrelated dimensions of music learning | Engages all students in singing, moving, playing instruments, listening, reading, notating, and composing as interrelated dimensions of music learning |  |
| **23. Exhibits an understanding of the influence of language and visual images on music thinking and composing**  (NASM I.3.c) | Demonstrates a lack of understanding of the influence that language and visual images have on music thinking and composing | Reflects an understanding of the influence of language and visual images on music thinking and composing | Creates opportunities for students to demonstrate the influence of language and visual images on their music thinking and composing |  |
| **CT COMMON CORE OF TEACHING: III**  **Teachers Demonstrate Professional Responsibility Through: 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** |
| **24. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ music learning**  (NASM I.3.a) | Does not take initiative to communicate with families in supportive and empowering ways, establish respectful and collaborative relationships with families, and involve families in students’ music learning | Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students’ music learning | Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ music learning |  |
| **25. Collaborates with a variety of faculty members in the school community to support students’ music learning and well-being**  (NASM I.3.a) | Seldom collaborates with faculty members in the school community to support students’ music learning and well-being | Occasionally collaborates with faculty members in the school community to support students’ music learning and well-being | Regularly collaborates with a variety of faculty members in the school community to support students’ music learning and well-being |  |
| **26. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions and draw upon music research and theory in an effort to inform and shape practice**  (NASM I.3.a) | Rarely reflects critically on his/her own practice and infrequently uses reflection to grow and change practice; is seldom willing to ask probing questions or consult music research or theory | Often reflects critically on his/her own practice and regularly uses reflection to grow and change practice; is often willing to ask probing questions and occasionally draws upon music research and theory in an effort to inform practice | Consistently reflects critically on his/her own practice and constantly uses reflection to grow and change practice; is routinely willing to ask probing questions and regularly draws upon music research and theory in an effort to inform and shape practice |  |
| **27. Seeks out and participates in opportunities to grow professionally**  (NCTE/NCATE 2.3, 3.7.2) | Rarely seeks out and participates in opportunities to grow professionally | Usually seeks out and participates in opportunities to grow professionally | Exceeds expectations in seeking out and participating in opportunities to grow professionally |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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: |  |