The development of this form was based on standards promoted by the National Science Teachers Association (NSTA), 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: *Science 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. Using science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts.**  (NSTA 2a) | Candidate exhibits an awareness of the science standards through making connections between student learning and the variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts. | Candidate exhibits an understanding of the science standards. This is demonstrated as they draw on this understanding to identify and/or design a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts supportive of student learning. | Candidate exhibits an understanding of the science standards and exhibits ease and flexibility in supporting student learning through the planning, creation, and implementation of a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts. |  |
| **2. Incorporating appropriate differentiation strategies, wherein all students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from empirical experiences.**  (NSTA 2b) | Candidate exhibits an awareness of differentiation strategies supportive of students developing conceptual knowledge and an understanding of the nature of science. | Candidate implements differentiation strategies supportive of students developing conceptual knowledge and an understanding of the nature of science, through the planned use of science practices to examine relationship or identify patterns connected to evidence both in connection to planned and emergent questions about phenomena or problems. | Candidate selects and implements differentiation strategies supportive of students developing conceptual knowledge and an understanding of the nature of science through planning for and being responsive to surfacing and supporting students to resolve uncertainty in connection to questions about phenomena or problems. |  |
| **3. Using engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem.**  (NSTA 2c) | Candidate articulates an awareness of the importance of engineering practices, but struggles to support students in using these practices to systematically and recursively refine and optimize solutions to problems. | Candidate demonstrates and understanding of engineering practices supportive of science learning. They identify or develop resources, tools, or scaffolds that support student designs and provide time and support for testing and optimizing solutions to problems. | Candidates exhibit an understanding of how reflection through strategies like engaging students in problem scoping (i.e., carefully considered the interplay between designs and problems in the context of broader systems and distributions of power and privilege) are connected to justice-centered engineered solutions to problems. They engage students in reflection as part of design and identify or develop resources, tools, or scaffolds like causal loop models that support student designs and provide time and support for testing and optimizing solutions to problems that are more just to human and more-than human communities |  |
| **4. Aligning instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions.**  (NSTA 2d) | Candidate demonstrates an awareness of the importance of student ideas for planning future instruction. They elicit students’ initial and on-going hypotheses, questions, or conceptual frameworks about a scientific idea, but struggle to revise instruction in response to students' initial ideas. | Candidate exhibits an understanding of the importance of students' ideas. They plan instruction and assessments that elicit and acknowledges students’ partial understandings as well as alternative conceptions and use public representations like models to make student thinking visible. They plan future instruction in response to students' ideas and thinking. | Candidate exhibits an understanding of the importance of students' ideas and demonstrate an ability to flexibly adapt instruction both through planning and moment-to-moment classroom interactions. They plan instruction and assessments that elicit and use students’ language, partial understandings, and experiences as building blocks to shape the direction of classroom conversations. They plan instruction and assessments to pursue students’ lines of thinking by making their ideas visible and plan to support students in weaving their lines of reasoning together with scientifically coherent ideas. |  |
| **5. Integrating science-specific technologies to support all students’ conceptual understanding of science and engineering.**  (NSTA 2e) | Candidate demonstrates an awareness of the role technology can play in supporting students conceptual understanding of science and engineering, but struggles to engage students with technology in responsive ways that position students as sense makers in explaining phenomena or solving problems. | Candidate implements science-specific technologies in the context of sensemaking explanatory or engineering learning experiences for students in ways that support learning that would otherwise not be possible (e.g., using simulations to provide insights into microscopic interactions or exploring patterns over time). | Candidate exhibits ease and flexibility in planning, creating, and implementing a variety of appropriate science-specific technologies to support students sensemaking pursuits. They engage students in discussion to explore and reflect on the role, appropriateness, and limitations of technologies as tools for supporting explanations and solutions to problems. |  |
| **6. Plan a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.**  (NSTA 3a) | Candidate demonstrates an awareness of the importance of learning activities for fostering inclusive, equitable, and anti-bias environments, but struggles in enact them in ways that engage all learners. | Candidate puts into practice science standards-aligned learning activities that foster an inclusive, equitable, and anti-bias environment to engage all learners. They establish classroom norms and practices where students' ideas and experiences shape the direction of science lessons and seek opportunities to connect students’ interests and identities to science pursuits in the classroom (e.g., explaining phenomena, solving problems). | Candidate designs and implements standards-aligned learning activities that foster an inclusive, equitable, and anti-bias environment to engage all learners. Beyond establishing classroom norms and practices where students' ideas and experiences shape the direction of science lessons and seek opportunities to connect students’ interests and identities to science pursuits in the classroom, they also seek to expand what counts as science in the classroom by foregrounding cultural and community knowledge practices and designing learning activities that engages students in science and engineering for social transformation. |  |
| **7. Plan learning experiences for all students in a variety of environments (e.g., the laboratory, field, and community) within their fields of licensure.**  (NSTA 3b) | Candidate demonstrates an awareness of the different environments important for knowledge productive in their field of licensure and importance of engaging students these environments, but struggles to engage students in the breadth of environments (e.g., labs) to support authentic versions of disciplinary learning. | Candidate engages students in a variety of learning environments representative of their disciplinary field of licensure. The science-specific sensemaking students engage in (e.g., earth science/geology) is representative of the sensemaking disciplinary scientists engage in these environments (e.g., field work or experiences reasoning about fossils). | Candidate engages students in a variety of learning environments representative of their disciplinary field of licensure. They explicitly make connections between the affordances of the different environments and support students in understanding how the different learning environments specific to disciplinary fields support knowledge production in those fields. |  |
| **8. Plan lessons in which all students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of: scientific phenomena, observations, and data.**  (NSTA 3c) | Candidate demonstrates a growing awareness of the importance of press for “how/partial why” something happened explanations. They create lessons for students to engage collaboratively with peers to hypothesize about reasons for relationships among variables or observations, and how these predict the ways some natural system will behave. They struggle to move students' initial explanations forward, especially in ways that would be characterized as student sensemaking. | Candidate puts into practice lessons that press for causal explanations in the context of individual, small group, and whole class sensemaking experiences. As part of lessons, they plan to support students to use unobservable events, processes, and entities to construct a causal story of why something happened. They identify or design lessons that support students collaborating with peers and the teacher to explicitly learn about the nature of scientific explanations, and about “what counts” as evidence. | Candidate puts into practice lessons that help students argue from evidence about an explanatory model or account. In lessons, students are asked to use evidence to support key parts of their causal story. Lessons include supporting students to learn about “what counts” as evidence. They support students to engage in scientific argument with peers, evaluating their own arguments, and those of others. |  |
| **9. Implement activities appropriate for the abilities of all students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of licensure.**  (NSTS 4a) | Candidate is aware of science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to chemical/materials/equipment and requires students to engage in safe practices. | Candidate exhibits understanding of and facility with implementing science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to chemical/materials/equipment. They make explicit to students the policies and practices necessary for supporting science safety. | Candidate exhibits understanding of and facility with implementing science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to chemical/materials/equipment. They make explicit the necessary science safety policies and practices as well as the rationale behind the necessity of the practices in ways that lead to both safe practices supported by students’ understanding of the need for and adherence to such practices. |  |
| **10. Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA).**  (NSTA 4b) | Candidate is aware of and enforces science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA). | Candidate exhibits understanding of and facility with implementing science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA). Candidate makes explicit to students the policies and practices necessary for supporting science safety. | Candidate exhibits understanding of and facility with implementing science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA). They make explicit the necessary science safety policies and practices as well as the rationale behind the necessity of the practices in ways that lead to both safe practices supported by students understanding of the need for and adherence to such practices. |  |
| **11. Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure.**  (NSTA 4c) | Candidate is aware of and enforces science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure. | Candidate exhibits understanding of and facility with implementing science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure. Candidate makes explicit to students the policies and practices necessary for supporting science safety. | Candidate exhibits understanding of and facility with implementing science safety practices and duties (i.e., duties of instruction, supervision, and maintenance) in connection to ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure. Candidate makes explicit the necessary science safety policies and practices as well as the rationale behind the necessity of the practices in ways that lead to both safe practices supported by students understanding of the need for and adherence to such practices. |  |
| **12. Implement assessments that show all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations.**  (NSTA 5a) | Candidate demonstrates an awareness of the importance of assessment practices for showing all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations, but struggles to connect assessments to the student learning experiences they plan. | Candidate demonstrates and understanding of the importance of assessment practices for showing all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations. They implement assessment practices that demonstrate student learning and facility with application of science concepts and practices in ways that are logically connected to student learning experiences that they plan. | Candidate demonstrates and understanding of the importance of assessment practices for showing all students have learned and can apply disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations. They implement assessment practices seamlessly within the arc of instruction in ways that demonstrates student learning and facility with application while also explicitly engaging students in the assessment process as part of their continued learning (e.g., helping students reflect on an improve their facility in applying learning as integral part of assessment). |  |
| **13. Collect, organize, analyze, and reflect on formative and summative evidence and use those data to inform future planning and teaching.**  (NSTA 5b) | Candidate collects, organizes, analyzes, and reflects on formative and summative evidence and using to monitor student learning but struggles to connect evidence to future planning and instruction. | Candidate collects, organizes, analyzes, and reflects on formative and summative evidence in ways that supportive future planning, teaching, and improvement. They intentionally plan for how evidence can inform planning and teaching. | Candidate collects, organizes, analyzes, and reflects on formative and summative evidence in ways that supportive future planning, teaching, and improvement. They exhibit responsiveness in shaping instruction in ways that are explicitly connected to patterns they identify and articulate from the evidence collected from formative and summative assessments. |  |
| **14. Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.**  (NSTA 5c) | Candidate analyzes science-specific assessment data based upon student demographics and categorizes the levels of learner knowledge. | Candidate analyzes science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflecting on results for subsequent lesson plans. They intentionally desegregate data to inform future planning and teaching. | Candidate analyzes science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans. Beyond intentionally desegregating data, they exhibit responsiveness in shaping instruction in ways that is explicitly tied to desegregated data (e.g., student demographic) to anticipate and inform how they can better meet their students' needs through future planning and teaching. |  |
| **15. Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.**  (NSTA 6a) | Candidate participates in opportunities to grow professionally in their content field required by their school placement. | Candidate seeks out and participates in opportunities to grow professionally in their content field offered in their school placement. | Candidate actively seeks outand participates in multiple opportunities to grow professionally in their content field offered by their school placement and professional organizations. |  |
| **16. Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.**  (NSTA 6b) | Candidate engages in professional development opportunities such as conferences, research opportunities, or projects required by their school placement. | Candidate seeks out andengages in professional development opportunities such as conferences, research opportunities, or projects within their community made available by their school placement.. | Candidateactively seeks out and engages in multiple professional development opportunities such as conferences, research opportunities, or projects within their community offered by their school placement and professional organizations. |  |

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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: |  |