**Sections**

The Evaluation form consists of four sections.

**Section 1:** Five domains based on standards developed by the Council for the Accreditation of Educator Preparation (CAEP; 2022 Initial Level Standards), the Council of Chief State School Officer’s Interstate Teacher Assessment and Support Consortium (InTASC; Model Core Teaching Standards: A Resource for State Dialogue, 2011), the Connecticut Common Core of Teaching (CCCT; 2010), the Neag School’s Core Practices, and the Council for Exceptional Children (CEC; 2020 Initial Practice-Based Professional Preparation Standards for Special Educators: Initial K-12 Standards)

**Lesson Observation**

**Domain A:** Planning and Preparing

**Domain B:** Learning Environment and Behavior

**Domain C:** Instruction

**Domain D:** Assessment

**Daily Student Teaching Placement**

**Domain E:** Professional Standards and Collaboration

**Section 2:** Domains identified in the CT Common Core of Teaching (CCCT) that are common to all students in the Neag School of Education teacher preparation programs.

**Section 3**: University Supervisor Summary

**Section 4**: Plan of Action (As needed)

**Directions**

**Before Mid Term and Final Evaluation**

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.

**During the Meeting**

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 areas for growth 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.

**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**

A three-point scale will be used to evaluate the Teacher Candidate:

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| **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)** |

**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. Tracy Sinclair, Special Education faculty member and instructor for Student Teaching Seminar at tracy.sinclair@uconn.edu in order to work with the Teacher Candidate to create a Success Plan. Dr. Sinclair will communicate with the Neag Teacher Education office.

**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,” they 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,” they will receive a B+. If the candidate has four “1’s,” they will receive a grade of B and if five or more #1’s, they 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: *Special Education*

Type of lesson: Academics Socio-Emotional Learning/Behavior Life Skills Functional Academics Transition Skills Other

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

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|  **Section 1** |
| **Domain A: Planning** |
| **Alignment with Standards** | **Score 1****Emerging** | **Score 2****Target** | **Score 3****Exemplary** |
| **A1. Design and modify lesson plans** |
| CAEP: R1.1, R1.3InTASC: 1d; 2a, 7i, 7j, 7nCCCT:CEC: 2.1, 2.2; 5.1, 5.6 | Lesson objectives are not developed from standards or IEP/504 goals | Uses standards and IEP/504 goals to develop lesson objectives | Uses standards, IEP/504 goals, and understanding of student development and learning progressions to develop lesson objectives |
| CAEP: R1.3InTASC: 4nCCCT: 5.2CEC: 4.1 | Composes learning objectives that are not measurable  | Composes measurable lesson objectives  | Composes measurable learning objectives with clear alignment to lesson assessment |
| CAEP: R1.3InTASC: 8dCCCT: 4.4CEC: 5.6 | 3/5 essential components of an explicit instructional delivery are present: (opening/hook, teacher model, guided practice, independent practice, and closing/daily assessment) | 4/5 essential components of an explicit instructional delivery are present: (opening/hook, teacher model, guided practice, independent practice, and closing/daily assessment) | 5/5 essential components of an explicit instructional delivery are present: (opening/hook, teacher model, guided practice, independent practice, and closing/daily assessment) |
| CAEP: R1.3InTASC: 1b; 4d, 4f, 4m; 6r; 7a; 7c; 7j, 7kCCCT: 3.1, 3.2, 3.6CEC: 2.1; 2.2; 3.1, 3.2; 5.6 | Learning activities are not sequenced and/or aligned with the learning objectives | Plans and appropriately sequences learning activities aligned with the learning objectives  | Plans and appropriately sequences learning activities that are relevant to the learners (i.e., prior learning, experiences, interests, cultural assets, etc.) and are aligned with the learning objectives |
| CAEP: R1.3InTASC: 3g, 3m; 4g; 5l; 6i; 7b, 7h, 7k; 8rCCCT:1.3,1.4; 3.1; 4.2CEC: 3.2; 4.1 | As appropriate: Included (assistive) technology does not engage learners and/or does not support meeting learning objectives | As appropriate: Included (assistive) technology supports learners in meeting learning objectives. | As appropriate: Incorporated (assistive) technology supports and engages learners in meeting learning objectives and IEP/504 requirements |
| CAEP: R1.3InTASC: 7b; 8a, CCCT: 3.7; 4.5CEC: 2.1, 2.2; 5.2, 5.3, 5.6 | Incomplete or inappropriate enhancements, accommodations, or modifications  | Provides instructional enhancements and/or accommodations /modifications that match the content or student needs (e.g., graphic organizers, strategy instruction, use of technology)  | Provides instructional enhancements and/or accommodations/ modifications that match the content and student needs (e.g., graphic organizers, strategy instruction, use of technology) |
| ***Domain A:*** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.  |

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|  **Section 1** |
| **Domain B: learning environment & Behavior** |
| **Alignment with Standards** | **Score 1****Emerging** | **Score 2****Target** | **Score 3****Exemplary** |
| **B1. Maintain an organized and efficient learning environment while teaching** |
| CAEP: R1.1InTASC: 3dCCCT: 2.5CEC: 6.1 | Has difficulty managing the physical learning environment: organizing, allocating and coordinating resources (e.g., time, space, materials) to meet lesson objectives | Manages the physical learning environment, by organizing, allocating and coordinating resources (e.g., time, space, materials) to meet lesson objectives (e.g., necessary items are organized and placed for easy access by the teacher and/or students, as appropriate) | Manages the physical learning environment, by organizing, allocating and coordinating resources (e.g., time, space, materials) to meet lesson objectives (e.g., necessary items are organized and placed for easy access by the teacher and/or students, as appropriate), promote learner engagement, and minimize loss of instructional time |
| CAEP: R1.1InTASC: 3dCCCT: 2.5CEC: 6.1 | Poorly planned or failed execution of transitions from one teaching activity to another | Transitions from one activity to another are planned and executed | Transitions from one activity to another are planned and executed to meet instructional and group socio-behavioral needs |
| **B2. Use positive behavior supports while teaching** |
| CAEP: R1.1InTASC: 3cCCCT: 2.1, 2.4CEC: 6.1, 6.2 | Does not articulate and/or monitor explicit expectations for a safe, positive learning environment | Articulates and monitors explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, responsibility for preparation, and completion of work | Articulates, prompts, and monitors explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, responsibility for preparation, and completion of work |
| CAEP: R1.1InTASC: 3CCCT: 2.4CEC: 6.1, 6.2 | Inconsistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation | Consistently implements evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation | Makes appropriate modifications of evidence-based behavior management techniques that are compatible with school and class policies and appropriate for the specific student and/or situation |
| CAEP: R1.1InTASC: 6nCCCT: 2.4; 4.7CEC: 6.1, 6.2 | Provides vague or generic praise and/or to a limited number of students during the lesson | Provides specific and contingent (delivered because of the behavior) reinforcement of appropriate behavior throughout the lesson to one or more students  | Provides timely, specific, and contingent (delivered because of the behavior) reinforcement of appropriate behavior throughout the lesson to all students |
| CAEP: R1.1InTASC: 3.7CCCT: 2.3, 2.4CEC: 6.1, 6.2 | Inconsistently manages disruptive behavior fairly and consistently and/or focuses on student’s personality | Manages disruptive behavior fairly and consistently (e.g., by focusing on student behavior rather than personality) | Uses an instructional approach to manage disruptive behavior fairly and consistently in a way that minimizes disruptions to instruction and/or to classroom order |
| CAEP: R1.1InTASC: 2m; 3f, 3l, 3n, 3q, 3rCCCT: 2.1, 2.4CEC: 6.1 | Communicates verbally and nonverbally in ways that inconsistently demonstrate respect for each learner | Communicates verbally and nonverbally in ways that demonstrate respect for each learner. | Models and communicates respectful interaction, verbally and nonverbally that is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment |
| ***Domain B:*** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.  |

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|  **Section 1** |
| **Domain c: instruction** |
| **Alignment with Standards** | **Score 1****Emerging** | **Score 2****Target** | **Score 3****Exemplary** |
| **C1. Deliver planned lesson** |
| CAEP: R1.3InTASC: 8dCCCT: 2.2; 4.4CEC: 5.6 | 3/5 essential components of an explicit instructional delivery are taught (opening/hook, teacher model, guided practice, independent practice, or closing/daily assessment)  | 4/5 essential components of an explicit instructional delivery are taught at an appropriate pace (opening/hook, teacher model, guided practice, independent practice, or closing/daily assessment) | 5/5 essential components of an explicit instructional delivery are taught at an appropriate pace: (opening/hook, teacher model, guided practice, independent practice, and closing/daily assessment)  |
| CAEP: R1.3InTASC: 2h; 8a, 8k; 8l CCCT: 4.1, 4.5CEC: 5.2, 5.3, 5.6 | Does not include evidence-based instructional strategies or evidence-based strategies do not meet the needs of the group | Includes evidence-based instructional strategies to meet the needs of the whole group | Includes evidence-based instructional strategies to meet the needs of individual students and the whole group |
| CAEP: R1.3InTASC: 2b; 4e, 4k; 7f; 8bCCCT: 3.3; 4.5, 4.6CEC: 2.1; 3.1; 4.3 | Does not evaluate group understanding throughout the lesson | Evaluates student understanding throughout the lesson | Evaluates student understanding and modifies instruction (i.e., lesson pacing, instructional strategies, materials, opportunities to demonstrate learning) throughout the lesson |
| **C2. Maximize student engagement while teaching** |
| CAEP: R1.3InTASC: 8eCCCT: 2.2CEC: 5.2 | Instruction, materials, and learning tasks elicit minimal student engagement with content and/or no opportunities to respond | Presents engaging instruction, materials, and learning tasks which provide opportunities for students to engage with content and to respond | Presents engaging instruction, materials, and learning tasks which provide equitable and varied opportunities for students to engage with content and to respond  |
| CAEP: R1.3InTASC: 3i; 6eCCCT: 2.2; 4.4CEC: 6.2 | No opportunity for students to demonstrate learning of lesson content | Includes guided/independent practice for students to demonstrate learning of lesson content  | Includes explicit and differentiated guided/independent practice for students to demonstrate learning of lesson content  |
| CAEP: R1.3InTASC: 6d, 6nCCCT: 4.7CEC: 6.3 | Provides only generic non-specific feedback or delivers feedback in ways which distract from learning | Provides specific and appropriate performance-based feedback to the whole group throughout the lesson | Provides in-depth specific and appropriate performance-based feedback to the whole group and individual students throughout the lesson |
| ***Domain 3:*** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit.  |

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|  **Section 1** |
| **Domain D: assessment** |
| **Alignment with Standards** | **Score 1****Emerging** | **Score 2****Target** | **Score 3****Exemplary** |
| **D1. Assess student ability and/or knowledge to support lesson planning** |
| CAEP: R1.3InTASC: 6g, 6l; 7dCCCT: 5.2, 5.8CEC: 4.1, 4.3; 5.1 | Inappropriate or incomplete use of assessments to determine relevant background information and/or skills necessary to meet learning objectives | Uses appropriate assessments to determine relevant background information and/or skills necessary to meet learning objectives for the group (e.g., vocabulary, conceptual understanding, or related prior knowledge) | Uses appropriate assessments to determine relevant background information and/or skills necessary to meet learning objectives for individual students (e.g., vocabulary, conceptual understanding, or related prior knowledge) |
| **D2: Assess response to instruction while teaching** |
| CAEP: R1.3InTASC: 6b CCCT: 5.2CEC: 4.1 | Uses ineffective or incomplete assessment strategies to monitor student learning throughout the lesson | Uses effective assessment strategies to monitor student learning throughout the lesson | Selects, develops, and/or adapts effective assessment strategies aligned to the lesson objectives to monitor student learning throughout the lesson |
| ***Domain 4:*** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit. Students must complete all bold Descriptors to indicate Satisfactory Progress in Student Teaching in each domain.  |

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|  **Section 2** |
| **Domain E: professional standards and collaboration** |
| **Alignment with Standards** | **Score 1****Emerging** | **Score 2****Target** | **Score 3****Exemplary** |
| **E1. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession** |
| CAEP: R1.4InTASC: 3qCCCT: 6.9CEC: 1.1 | Inconsistently uses professional verbal, non-verbal, and written language in all school based/related settings, activities, and communications | Uses professional verbal, non-verbal, and written language in all school based/related settings, activities, and communications | Uses professional verbal, non-verbal, and written language that is free from bias in all school based/related settings, activities, and communications and demonstrates respect for cultural backgrounds and differing perspectives |
| CAEP: R1.4InTASC: 9j; 9oCCCT: 6.7CEC: 1.1 | Does not understand and/or comply with laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse) | Complies with laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)  | Complies with laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse) AND advocates for learners’ rights |
| CAEP: R1.4InTASC: 10jCEC: 1.2 | Does not advocate for improved outcomes for individuals with exceptionalities and their families | Advocates for improved outcomes for individuals with exceptionalities and their families | Advocates for improved outcomes for individuals with exceptionalities and their families while elevating and responding to the unique needs of those with diverse social, cultural, and linguistic backgrounds |

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| **E2. Demonstrates working knowledge of classroom/school procedures DAY to DAY** |
| CAEP: R1.1InTASC: 6.1CCCT: 2.1CEC: 1.1; 6.1, 6.2 | Requires extensive support and prompts to implement effective routines and procedures that create a safe, positive, respectful, and productive learning environment on a daily basis | With prompts, implements effective routines and procedures that create a safe, positive, respectful, and productive learning environment on a daily basis | Independently implements effective routines and procedures that create a safe, positive, respectful, and productive learning environment on a daily basis |
| CAEP: R1.1InTASC: 6.1CCCT: 2.1CEC: 1.1; 6.1, 6.2 | Follows relevant school/district-wide policies in the classroom with cuing or assistance on a daily basis | Independently implements school/district-wide policies in the classroom (e.g., SRBI, health care plans, seclusion and restraint, bullying) on a daily basis | Independently implements school/district-wide policies in the classroom and school (e.g., SRBI, health care plans, seclusion and restraint, bullying) on a daily basis |
| **E3. Demonstrates collaboration skills** |
| CAEP: R1.4InTASC: 3a, 3n, 3q; 6c; 7e,7m, 7o; 9.c; 10a, 10b, 10nCCCT: 2.1; 5.4; 6.4, 6.8CEC: 4.1; 6.3; 7.2 | When collaborating with colleagues, struggles to evaluate the outcomes of teaching and learning and adapt planning and instruction OR does not collaborate with colleagues  | In collaboration with colleagues, evaluates the outcomes of teaching and learning and adapts planning and instruction | In collaboration with colleagues, evaluates the outcomes of teaching and learning, adapts planning and instruction, and reflects on and modifies own planning and practice |
| CAEP: R1.4InTASC: 3c, 3q, 7oCCCT: 2.2; 6.5, 6.8CEC: 7.2, 7.4 | Ineffectually uses communication strategies to collaborate with paraprofessionals and/or to plan programs and access services for individuals with exceptionalities  | Uses effective communication strategies to collaborate with paraprofessionals to effectively deliver programs and access services for individuals with exceptionalities  | Uses effective and respectful communication strategies to collaborate in a culturally responsive manner with paraprofessionals to effectively deliver programs and access services for individuals with exceptionalities  |
| CAEP: R1.4InTASC: 3q; 6.5; 7o; 10bCCCT: 6.8CEC: 7.2 | Ineffectually uses communication strategies to collaborate with other educators and service providers and/or to effectively deliver programs and access services for individuals with exceptionalities  | Uses effective communication strategies to collaborate with other educators and service providers to effectively deliver programs and access services for individuals with exceptionalities  | Uses effective and respectful communication strategies to collaborate in a culturally responsive manner with other educators and service providers to effectively deliver programs and access services for individuals with exceptionalities  |
| CAEP: R1.4InTASC: 3q; 7o; 10qCCCT: 6.6; 6.8, 6.10CEC: 7.2 | Ineffectually uses communication strategies to collaborate with families and/or to plan programs and access services for individuals with exceptionalities  | Uses effective communication strategies to collaborate with families to plan programs and access services for individuals with exceptionalities (during PPT and parent/teacher meetings) | Uses effective and respectful communication strategies to collaborate in a culturally responsive manner with families, to plan programs and access services for individuals with exceptionalities (during PPT and parent/teacher meetings) |
| CAEP: R1.1, R1.4InTASC: 3e, 3k, 3l, 3q; 10d, 10qCCCT: 2.4; 6.8CEC: 6.1, 6.2; 7.2 | Ineffectually uses communication strategies to collaborate with students to maintain a positive and motivating learning environment  | Uses communication strategies to collaborate with students to maintain a positive and motivating learning environment  | Uses communication strategies to collaborate in a culturally responsive manner with students to maintain a positive and motivating learning environment  |
| ***Domain E:*** Comments & Feedback. Please make note of ANY Descriptors that were not observed. Unobserved Descriptors should be targeted for observation during a future visit. |

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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.
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| 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**.
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| **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.
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| 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.
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| **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.**
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| **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.
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| **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.**
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***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: |  |