The development of this form was based on standards promoted by the American Council on the Teaching of Foreign Languages (ACTFL), 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.

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: *World Languages Education*

Circle or Highlight One: Midterm Final Final grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Instructional Standards | **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. Language acquisition theories**. Candidate demonstrates an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.  (ACTFL Standard 3; CAEP - Diversity) | Candidate exhibits an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies. | Candidate exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition. | Candidate exhibits ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidate exhibits originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories. |  |
| **2. Target language input**. Candidate uses the target language in the classroom 90% of the time, provide meaningful target language input, and assist students in understanding this input.  (ACTFL Standard 3, World Language Teacher Core Practice 1, InTASC Standard 4) | Candidate uses the target language for specific parts of classroom lessons at all levels of instruction, but avoids spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input. | Candidate uses the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students’ developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons. | Candidate structures classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content. |  |
| **3. Negotiation of meaning.** Candidate guides students in learning how to negotiate meaning and to take risks with the language to express meaningful thoughts and ideas and to fulfill a variety of communicative interactions with one another, with the teacher, and with native speakers of the target language.  (ACTFL Standard 3, InTASC Standard 1, Teacher Core Practice 4) | Since most classroom interaction is planned, Candidate does not regularly negotiate meaning with students. Candidate uses few scaffolding strategies. They teach students some expressions in the target language for negotiating meaning, such as “Could you repeat that, please?” | Candidate negotiates meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities. Candidate uses scaffolding strategies and employs several question types for negotiating meaning. | Negotiation of meaning is an integral part of classroom interaction. Candidate negotiates meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others. Candidate consistently uses scaffolding strategies while employing a variety of question types for negotiating meaning. |  |
| **4. Meaningful classroom interaction.** Candidate designs and enacts content-based lessons that enable meaningful classroom interaction by integrating language, culture, and student interests around topics drawn from a variety of subject areas.  (ACTFL Standard 3, Teacher Core Practice 5, InTASC Standard 3) | Candidate uses communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials. Candidate allows few opportunities for clarification or wait time. | Candidate designs activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students’ interests. Candidate makes efforts towards allowing sufficient wait time and giving ample opportunities for clarification. | Meaningful classroom interaction is at the heart of language instruction. Candidate provides frequent opportunities for interaction, engages students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals. Candidate allows sufficient wait time and give ample opportunities for clarification. |  |
| **5. Adapting instruction to address students’ language levels, language backgrounds, and learning styles.** Candidate demonstrates the ability to adapt language instruction to address students’ multiple ways of learning by means of a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles.  (ACTFL Standard 3, InTASC Standard 2, CAEP-Diversity; Teacher Core Practice 2) | Candidate recognizes that students have a wide range of language levels, backgrounds, and styles and attempts to address these differences by using a limited variety of instructional strategies. Candidate recognizes that students approach language learning in a variety of ways. | Candidate seeks out information regarding their students’ language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.Candidate identifies multiple ways in which students learn when engaged in language classroom activities. | Candidate consistently uses information about their students’ language levels, language backgrounds, and learning styles to plan for and implement language instruction. Candidate plans for and implements a variety of instructional models and strategies that accommodate different ways of learning. |  |
| **6. Adapting instruction to meet students’ special needs** Candidate demonstrates an understanding of the physical, cognitive, emotional, and social development of K-12 students at all levels of instruction in order to create a supportive learning environment that meets individual students’ needs.  (ACTFL Standard 3, Teacher Core Practice 2) | Candidate identifies special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs. | Candidate implements a variety of instructional models and techniques that address specific special needs of their students. | Candidate anticipates their students’ special needs by planning for differentiated alternative classroom activities as necessary. |  |
| **7. Critical thinking and problem solving.** Candidate uses a variety of instructional strategies to engage students in critical thinking and problem solving, valuing the role of inquiry and collaboration in the classroom.  (ACTFL Standard 3, Teacher Core Practices 4 and 6) | Candidate implements activities that have a limited number of answers and allow little room for critical thinking and/or problem solving. | Candidate implements activities that promote critical thinking and problem-solving skills. | Candidate rewards their students for engaging in critical thinking and problem solving. |  |
| **8. Grouping.** Candidate maximizes learning and interaction through the use of pair, small group, and large group activities.  (ACTFL Standard 3; Teacher Core Practice 15; InTASC Standard 3) | Candidate teaches primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually. | Candidate differentiates instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity. | Candidate differentiates instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task. |  |
| **9. Use of questioning and tasks.** Candidate uses questioning techniques, error correction strategies, and task-based instruction when appropriate to attain the goals of instruction in their language classroom.  (ACTFL Standard 3) | Candidate uses short answer questioning as the primary strategy for eliciting language from students | Candidate recognizes that questioning strategies and task-based activities serve different instructional objectives. Candidate uses tasks as they appear in instructional materials. | Candidate uses an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students. |  |
| **10. Integration of Standards into instruction**. Candidate understands and uses the national Standards for Foreign Language Learning in the 21st Century (2006) or the World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions.  (ACTFL Standard 4) | Candidate conducts activities that address specific SFLL or W-RSLL and state standards to the extent that their instructional materials include a connection to standards. | Candidate adapts activities as necessary to address SFLL or W-RSLL and state standards. | SFLL or W-RSLL and state standards are the focus of classroom practice. |  |
| **11. Use of three modes of communication (interpretive, interpersonal, presentational).** Candidate demonstrates a good understanding of the interpersonal, interpretive, and presentational modes of communication, and they manage communication in their classrooms by integrating these three modes in instruction.  (ACTFL Standard 4; World Language Core Practices 2 and 5) | Candidate understands the connection among the three modes of communication and focus on one mode at a time in communicative activities. | Candidate designs opportunities for students to communicate by using the three modes of communication in an integrated manner. The three language skills are integrated in most lessons. | Candidate uses the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication, and integrate these language skills into each lesson. |  |
| **12. Use of standards-based cultural products, practices, and perspectives.** Candidate understands culture from an anthropological view and engage their students in exploring and comparing cultural systems in terms of their interrelated products, practices, and perspectives, referred to as the 3Ps framework.  (ACTFL Standard 4) | Candidate understands the anthropological view of cultures in terms of the 3Ps framework and refers to one or more of these areas in their classroom practice and comparisons of cultures. | Candidate designs opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework. | Candidate uses the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons. |  |
| **13. Connections to other subject areas and connections to target language communities.** Candidate finds ways to integrate content from other subject areas into their language teaching, enabling their students to learn content and language simultaneously and to connect with target-language communities through a variety of means, including technology.  (ACTFL Standard 4, CAEP-Technology) | Candidate makes connections to other subject areas and introduces target language communities whenever these connections occur in existing instructional materials. | Candidate designs opportunities for students to learn about other subject areas in the target language and provides opportunities for students to connect to target language communities through technology. | Candidate designs a content-based curriculum and collaborates with colleagues from other subject areas. Candidate engages learners in interacting with members of the target language communities through a variety of means that include technology. |  |
| **14. Selection, adaptation, and integration of authentic materials and technology.** Candidate uses the organizing principles of the standards as they evaluate, select, and create instructional materials and authentic texts, including multimedia; visuals; realia; authentic printed, oral, and video texts; the Internet; and other technology-based tools, such as podcasts, social networks, and digital media.  (ACTFL Standard 4; InTASC Standards 4 and 8; CAEP -Technology) | Candidate primarily uses materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice. | Candidate identifies and integrates authentic materials and technology in support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media. Candidate adapts materials as necessary to reflect standards-based goals and instruction when materials fall short. | Candidate uses authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in learning and to enable students to acquire new information. An integral part of Candidate's planning is adapting materials to make standards-based learning more effective. |  |
| **15. Plan for assessment.** Candidate plans authentic assessments as part of designing instruction, before instruction begins, and they inform students of how their performance will be assessed.  (ACTFL Standard 5) | Candidate uses assessments in textbooks or other instructional materials without regard for student performance after instruction. | Candidate designs and uses authentic performance assessments to demonstrate what students should know and be able to do following instruction. | Candidate shares their designed assessments and rubrics with students prior to beginning instruction. |  |
| **16. Assessment of Cultural perspectives.** Candidate assesses how students use language in culturally appropriate ways within and beyond the classroom as they learn about the perspectives, practices, and products of the target cultures and comparisons to their own cultures.  (ACTFL Standard 5) | Candidate assesses isolated cultural facts. | Candidate devises assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents. | Candidate designs assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher. |  |
| **17. Assessment variety, reflection and adjustment.** Candidate reflects on and analyzes the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.  (ACTFL Standard 5, InTASC Standard 6; Teacher Core Practice 10) | Candidate cites the role of performance assessment in the classroom and attempts to measure student performances. They rely on discrete-point or right-answer assessments. Candidate interprets assessments as correct/incorrect student response. | Candidate assesses what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. Candidate observes and analyzes the result of student performances to discern global success and underlying inaccuracies. | Candidate designs assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning. Candidate teaches students to reflect upon their performances in a global and an analytical fashion. |  |
| **18. Interpret and report progress to students.** Candidate systematically reflects upon student performances in order to adapt their instruction and help students understand how to progress to a more advanced level.  (ACTFL Standard 5) | Candidate reports student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts. | Candidate interprets and reports accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance. | Candidate identifies ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth. |  |
| **19. Communicate with stakeholders.**. Candidate interprets and reports the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.  (ACTFL Standard 5) | Candidate identifies the stakeholders and their roles and interests in assessment of student progress. Candidate finds short-cut ways to report assessment results. | Candidate reports student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidate reports assessment results accurately and clearly. | Candidate communicates to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidate reports assessment results in a way that is tailored to particular groups of stakeholders. |  |

Top of Form

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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: |  |