STUDENT TEACHING EVALUATION FORM  
SCIENCE EDUCATION

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a midterm evaluation of a student's performance in order to facilitate the student's professional growth as a teaching candidate in the first year of the clinical experience. This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CCCT). The following CCCT standards are communicated for your reference. Additionally, the form is aligned to standards in your field as articulated in the displayed rubric.

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.

When you are through reading this page, press "next" located at the bottom of this screen.
Directions
There will be a three-way meeting among the student, cooperating teacher, and university supervisor. Student Teacher – Should come prepared with a self assessment of your own progress. Cooperating Teacher – Should come prepared to discuss the progress of the student. University Supervisor - Will facilitate discussion and reaching of consensus at the meeting in relation to student teacher’s scores for each of the standards. The university supervisor will enter student scores electronically into Checkbox. As part of the three-way meeting, this form, which is in three sections, will be completed. The first section of the form answers some general questions about placement. The second section asks you to indicate a score for the candidate’s performance on each standard. The third section requests background information.

For each of the standards, the following will be used to evaluate the teaching candidate:

3 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
2 = Student is making satisfactory progress by making deliberate attempts to address this standard
1 = Student is not making satisfactory progress and still remains weak in addressing this standard
N/A = For use only in the midterm, means “not applicable” because the standard is yet to be covered.

Follow Up
Within a week after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email within a week (as some may be delayed due to a buffer) and you have checked your “junk mail,” please send an e-mail to mjm.rahmowshi@uconn.edu that includes the student’s name, program (e.g., IBM or TCPCG), and field (e.g., spec ed, math). It would be appreciated that you do not inquire about a completed form until a week following the due date. This is because we process several hundred evaluations during this time and cannot respond to individual queries regarding the status of a completed form or to requests for an expedited copy for your records.

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 Cooperating Teacher need to work together with the student to create an Action Plan. Also, Dr. Robin Hands, Director of School-University Partnerships, must be contacted: robin.hands@uconn.edu with this information.
Final. Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 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, (“Making Outstanding Progress”), s/he will receive a letter 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.
Section 1: General Questions

* Please indicate the program component in which the student is enrolled:

- IB/M Storrs
- TCPCG Harford
- TCPCG Waterbury
- TCPCG Avery Point
- Curriculum & Instruction - Non-IB/M

* Please indicate the year of the student’s entrance to the Teacher Education Program:

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

Participating Individuals

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher/Candidate</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
</tr>
</tbody>
</table>

Location of Student Teaching

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
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</tbody>
</table>

Grade Level Placement (Check all that apply):

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Grade unspecified

Science area(s) (Check all that apply):

- Biology
- Chemistry
- Earth Science
- General Science
- Physics
- Multiple
## Section 2: Performance Areas

**CT COMMON CORE OF TEACHING II: Teachers Apply This Knowledge by Planning, Instructing, Assessing, Adjusting**

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Score: 3 Outstanding Progress</th>
<th>Score: 2 Satisfactory Progress</th>
<th>Score: 1 Not Making Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association (NSTA/NCATE 1.a, 1.d, 1.e)</td>
<td>Effectively plans and implements instruction based on knowledge of academic principles, essential concepts, theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association</td>
<td>Makes deliberate attempts to implement instruction based on knowledge of academic principles, essential concepts, theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association</td>
<td>Knowledge and use of science academic content, essential concepts, theories, laws, and appropriate learning strategies is weak</td>
</tr>
<tr>
<td>2. Responds to the group or individual student’s levels of science understanding by adjusting teaching strategies (NSTA/NCATE 5.E)</td>
<td>Regularly responds to the group or individual student’s levels of science understanding by adjusting teaching strategies</td>
<td>Increasingly responds to the group or individual student’s levels of science understanding by adjusting teaching strategies</td>
<td>Finds it challenging to respond to the group or individual student’s levels of science understanding and does not adjust teaching strategies</td>
</tr>
<tr>
<td>3. Plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource (NSTA/NCATE 2.a, 2.b)</td>
<td>Effectively plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource</td>
<td>Makes deliberate attempts to plan and implement science instruction based on knowledge of the community context and by using the community as an instructional resource</td>
<td>Does not plan and implement science instruction based on knowledge of the community context and by using the community as an instructional resource</td>
</tr>
<tr>
<td>4. Constructs science lessons adapted to student needs based on different developmental levels, approaches to learning, abilities, background experiences and personal interests (NSTA/NCATE 5.b)</td>
<td>Routinely constructs science lessons that are adapted to meet diverse student needs</td>
<td>Often constructs science lessons that are adapted to meet diverse student needs</td>
<td>Rarely constructs science lessons that are adapted to meet diverse student needs</td>
</tr>
<tr>
<td>5. Applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems (NSTA/NCATE 4.b)</td>
<td>Regularly applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems</td>
<td>Is working on applying concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems</td>
<td>Has difficulty applying concepts, procedures, and applications to build understanding and, therefore, is unable to help students connect science knowledge and skills to real world problems</td>
</tr>
</tbody>
</table>

### Additional Notes:

- The performance areas are rated based on their level of achievement.
- Score 3 (Outstanding Progress) indicates high achievement and mastery.
- Score 2 (Satisfactory Progress) indicates adequate achievement.
- Score 1 (Not Making Progress) indicates significant areas for improvement.

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**Outstanding Progress**

**Satisfactory Progress**

**Not Making Progress**

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1. Plans and implements instruction based on knowledge of the academic principles, essential concepts, theories, laws, learning strategies, and interrelationships of fields of licensure and supporting fields as recommended by the National Science Teachers Association (NSTA/NCATE 1.a, 1.d, 1.e)

2. Responds to the group or individual student’s levels of science understanding by adjusting teaching strategies (NSTA/NCATE 5.E)

3. Plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource (NSTA/NCATE 2.a, 2.b)

4. Constructs science lessons adapted to student needs based on different developmental levels, approaches to learning, abilities, background experiences and personal interests (NSTA/NCATE 5.b)

5. Applies concepts, procedures, and applications to build understanding and to help students connect science knowledge and skills to real world problems (NSTA/NCATE 4.b)
6. Plans and implements instruction based on science national and state curriculum frameworks and local curriculum goals in an effort to address student needs and abilities. (NSTA/NCATE 1.b, 6.a, 6.b)  

7. Activates students' prior science knowledge and experience to support and advance their science learning. (NSTA/NCATE 5.a)  

8. Asks questions and implements methods that encourage students to think critically. (NSTA/NCATE 3.a, 3.b)  

9. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance. (NSTA/NCATE 5.a)  

10. Seeks out and uses resources from a variety of sources, including technology, to create meaningful and interesting activities to support students' learning in science. (NSTA/NCATE 5.d)
<table>
<thead>
<tr>
<th>Table Entry</th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Creates a respectful, safe, and challenging environment that supports students' development, construction of science knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on science learning. (NSTA/NCATE 5.f)</td>
<td></td>
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</tr>
<tr>
<td>12. Uses informal and formal assessment data to inform and modify science instruction, to plan appropriate lessons, including purposeful choices regarding group formations, and to engage students in reflective self-analysis. (NSTA/NCATE 8.a, 8.b, 8.c)</td>
<td></td>
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</tr>
<tr>
<td>13. Sequences learning tasks into coherent units of instruction derived from the science curriculum in an effort to effectively scaffold student learning. (NSTA/NCATE 5.a)</td>
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</tr>
<tr>
<td>14. Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. (NSTA/NCATE 5.f)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. Conveys to students the importance of personal and technological applications of science in their fields of licensure. (NSTA/NCATE 1.c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score: 3</td>
<td>Score: 2</td>
<td>Score: 1</td>
<td></td>
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<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Outstanding Progress</td>
<td>Satisfactory Progress</td>
<td>Not Making Progress</td>
<td></td>
</tr>
</tbody>
</table>

16. Applies an understanding of the historical and cultural development of science and the evolution of knowledge in their discipline to the planning and implementation of science instruction. (NSTA/NCATE 2.a)

17. Demonstrates an understanding of philosophical tenets, assumptions, goals and values that distinguish science from technology and from other ways of knowing the world. (NSTA/NCATE 2.b)

18. Engages students in studies of the nature of science, including the critical analysis of false or doubtful assertions made in the name of science. (NSTA/NCATE 2.c)

19. Introduces students to socially important issues related to science and technology in their field of licensure, and exposes them to processes used to analyze and make decisions on such issues. (NSTA/NCATE 4.a)

20. Demonstrates and promotes knowledge about legal and ethical safety issues, safety procedures and materials use, and respect for living things in the science classroom. (NSTA/NCATE 9.a, 9.b, 9.c, 9.d)
<table>
<thead>
<tr>
<th>Score: 3</th>
<th>Score: 2</th>
<th>Score: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Outstanding Progress</em></td>
<td><em>Satisfactory Progress</em></td>
<td><em>Not Making Progress</em></td>
</tr>
<tr>
<td><strong>21. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ science learning NSTA/NCATE 10.d</strong></td>
<td>Creates frequent opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ science learning</td>
<td>Makes attempts at communicating with families in supportive and empowering ways, establishing respectful and collaborative relationships with families, and involving families in students’ science learning</td>
</tr>
<tr>
<td><strong>22. Uses information from students, supervisors, school and university faculty members to support students’ science learning and well-being NSTA/NCATE 10.c</strong></td>
<td>Frequently uses information from students, supervisors, school and university faculty members to support students’ science learning and well-being</td>
<td>Regularly uses information from students, supervisors, school and university faculty members to support students’ science learning and well-being</td>
</tr>
<tr>
<td><strong>23. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction NSTA/NCATE 10.b</strong></td>
<td>Consistently reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction</td>
<td>Often reflects critically on his/her own practices and regularly seeks input about how to grow and improve instruction</td>
</tr>
<tr>
<td><strong>24. Seeks out and participates in opportunities to grow professionally NSTA/NCATE 10.a</strong></td>
<td>Exceeds expectations in seeking out and participating in opportunities to grow professionally</td>
<td>Usually seeks out and participates in opportunities to grow professionally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making</th>
<th>Making</th>
<th>Not Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| **21. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students’ science learning NSTA/NCATE 10.d** | | |
| **22. Uses information from students, supervisors, school and university faculty members to support students’ science learning and well-being NSTA/NCATE 10.c** | | |
| **23. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction NSTA/NCATE 10.b** | | |
| **24. Seeks out and participates in opportunities to grow professionally NSTA/NCATE 10.a** | | |
Section 3:

Teachers have Knowledge of Students, Content, and Pedagogy Regarding the Planning, Instructing, Assessing, and Adjusting

What 2-4 strengths did the student teacher candidate possess?

What 2-4 areas for improvement for the student teacher candidate?

Teachers have Knowledge of Students, Content, and Pedagogy Regarding the Professional and Ethical Practice, Reflection and Continuous Learning, Leadership and Collaboration.

What 2-4 strengths did the student teacher candidate possess?

What 2-4 areas for improvement for the student teacher candidate?
Section 4: Background Information

The following questions are optional but the university is required to indicate in aggregate the background characteristics that assist us to offer student teaching experiences. Please consider answering a few questions that we will report in aggregate fashion. Thank you very much for your understanding of this need.

University Supervisor

Gender
- Female
- Male

Race/Ethnicity
- African American
- Caucasian/White
- Latino/a
- Multiracial
- Other:

Years K-12 Teaching Experience
- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Setting(s) of Teaching Experience (Check all that apply)
- Urban
- Suburban
- Rural
- Mixed

Cooperating Teacher

Gender
- Female
- Male

Race/Ethnicity
- African American
- Caucasian/White
- Latino/a
- Multiracial
- Other:

Years K-12 Teaching Experience
- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Setting(s) of Teaching Experience (Check all that apply)
- Urban
- Suburban
- Rural
- Mixed
If there is something else that you would like to share, please do so.

Message Format:
Html

From Email Address:
Nbe_Assessment@uconn.edu

To Email Address:
Nbe_Assessment@uconn.edu

Bcc:

Subject:
Science Evaluation

Body:

To submit your response, please select the "Finish" button below.

Neag School of Education
Thank you for your response!

Please visit our website for more information.