The main purpose of this evaluation form, completed by the university supervisor, is to be used as a summative evaluation of a student's performance in order to facilitate the student's professional growth as a teaching candidate. 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 the mid-term, means “not applicable” because the standard is yet to be covered.

The scoring process for the final evaluation is as follows: if the student has mostly #2’s and three or four #3’s, the student will receive a grade of “A”. If the student has all #2’s, a grade of “A-” is awarded. If mostly “2’s and three or four #1’s, a “B+” is awarded. If the student has more than five #1’s, a grade of “B” or below is awarded.

Please remember: For the midterm, there will not be a final grade submitted.

Follow-up

Within a week after the due date, the student, cooperating teacher, university supervisor, advisor, and the Teacher Education Office will receive electronically a PDF file with the completed form.
### Section 1: General Questions

#### Participating Individuals

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

#### Location of Student Teaching

<table>
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<tr>
<th>Name</th>
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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 Ungraded

#### Science Area(s) *(Check all that apply.)*

- Biology
- Chemistry
- Earth Science
- General Science
- Physics
- Other

#### Type of Evaluation

- Fall: Midterm
- Fall: Final
- Spring: Midterm
- Spring: Final

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## Section 2: Performance Areas

### CT Common Core of Teaching II-Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

### Scoring

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student is making <strong>outstanding progress</strong> by effectively planning/implementing instruction to address this standard.</td>
</tr>
<tr>
<td>2</td>
<td>Student is making <strong>satisfactory progress</strong> by making deliberate attempts to address this standard.</td>
</tr>
<tr>
<td>1</td>
<td>Student is <strong>not making satisfactory progress</strong> and still remains weak in addressing this standard.</td>
</tr>
<tr>
<td>N/A</td>
<td>For use only the mid-term, means “not applicable” because the standard is yet to be covered.</td>
</tr>
</tbody>
</table>

| 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) | Outstanding Progress | Satisfactory Progress | Not Making Progress | N/A |
| Responds to the group or individual student’s levels of science understanding by adjusting teaching strategies (NSTA/NCATE 5.e) | | | | |
| Plans and implements science instruction based on knowledge of the community context and by using the community as an instructional resource (NSTA/NCATE 7.a, 7.b) | | | | |
| 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) | | | | |
| **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)** | Outstanding Progress | Satisfactory Progress | Not Making Progress | N/A |
| Plans and implements instruction based on science national and state curriculum frameworks and local curricular goals in an effort to address student needs and abilities. (NSTA/NCATE 1.b, 6.a, 6.b) | | | | |
| Activates students’ prior science knowledge and experience to support and advance their science learning. (NSTA/NCATE 5.e) | | | | |
| Provides opportunities for students to engage in inquiry by pursuing scientific questions, proposing explanations based on evidence, and connecting experiences to the scientific body of knowledge. (NSTA/NCATE 3.a, 3.b) | | | | |
| Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance (NSTA/NCATE 5.a) | | | | |
| 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) | | | | |
| Creates a respectful, safe, and challenging environment that supports students’ construction of science knowledge. (NSTA/NCATE 5.f) | | | | |
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)

Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning. (NSTA/NCATE 5.a)

Creates positive and supportive interactions with students through respectful, appropriate, and effective verbal and nonverbal communication techniques. (NSTA/NCATE 5.f)

Conveys to students the importance of personal and technological applications of science in their fields of licensure. (NSTA/NCATE 1.c)

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)

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)

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)

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)

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)
CT Common Core of Teaching III: Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration

Scoring

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 the mid-term, means “not applicable” because the standard is yet to be covered.

<table>
<thead>
<tr>
<th></th>
<th>3=Making Outstanding Progress</th>
<th>2=Making Satisfactory Progress</th>
<th>1=Not Making Satisfactory Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
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<tr>
<td>Uses information from students, supervisors, school and university faculty members to support students’ science learning and well-being. (NSTA/NCATE 10.c)</td>
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<tr>
<td>Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. (NSTA/NCATE 10.b)</td>
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<tr>
<td>Seeks out and participates in opportunities to grow professionally. (NSTA/NCATE 10.a)</td>
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</tbody>
</table>

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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 are 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 are 2-4 areas for improvement for the student teacher candidate?
Section 3: 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

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
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
To submit your evaluation form, please select the "Finish" button below.
Thank you for your response!

Please visit our website for more information.