STUDENT TEACHING MIDTERM EVALUATION

SCIENCE EDUCATION

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 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 text.

A. Teachers and instruction 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 oral, nonverbal, and media communication techniques, and create and facilitate instructional opportunities to support student 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 be one prepared with a self-assessment of your own progress. Cooperating Teacher — Should have prepared to discuss the progress of the student. University Supervisor — Will facilitate discussion and reaching of consensus at all the meetings in relation to student-teacher's scores for each of the standards. The university supervisor will enter student scores electronically into Directions. As part of the three-way meeting, the 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:

2 = Student is making outstanding progress by effectively planning/implementing instruction to address this standard.
1 = Student is making satisfactory progress by making deliberate attempts to address this standard.
0 = Student is not making satisfactory progress and still remains work in addressing this standard.
NA = For use only in the midpoint; means "not applicable" because the standard is yet to be covered.

The grading process for the final evaluation is as follows: if the student has mostly 2's and three or four 1'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.

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 email to "studentteaching@uconn.edu" that includes the student's name, program (e.g., TCM or TCRP3), and field (e.g., (open ed. math). It would be appropriate 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 questions 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 the teaching candidate has more than three 1's, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. Also, Dr. Robin Hinds, Director of School-University Partnership, must be consulted. Email robin.hinds@uconn.edu with this information.
Final: Because satisfactory progress is the target for this learning experience, neither candidates need to aim for the number 2 as they seek to meet each standard. On the final, if the teaching candidate has mostly 2's and five or more 1's, "Making Outstanding Progress," they 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, she will receive a B+. If the candidate has four 1's, she will receive a grade of B and if five or more 1's, the teaching candidate will receive a grade of B- or below.
Section 1: General Questions

Participating Individuals

<table>
<thead>
<tr>
<th></th>
<th>First name</th>
<th>Last name</th>
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<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>
<td></td>
<td></td>
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<tr>
<td>Advisor</td>
<td></td>
<td></td>
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</tbody>
</table>

Location of Student Teaching

<table>
<thead>
<tr>
<th>Name</th>
<th>District</th>
<th>School</th>
</tr>
</thead>
</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
- [ ] Other

Section 2: Performance Areas

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

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.

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

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 6.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 7.a, 7.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 curricular 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/NCTE 5.e)

8. 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/NCTE 3.a, 3.b)

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

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/NCTE 5.g)

11. Creates a respectful, safe, and challenging environment that supports students' construction of science knowledge. (NSTA/NCTE 5.f)

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/NCTE 8.a, 8.b, 8.c)

13. Sequences learning tasks into coherent units of instruction in order to effectively scaffold student learning. (NSTA/NCTE 6.a)

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

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

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/NCTE 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/NCTE 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/NCTE 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/NCTE 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/NCTE 8.a, 8.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.

24. 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/NCTE 10.d)

25. Uses information from students, supervisors, school and university faculty members to support students' science learning and well-being. (NSTA/NCTE 10.e)

26. Reflects critically on his/her own practices and actively seeks input about how to grow and improve instruction. (NSTA/NCTE 10.b)

27. Seeks out and participates in opportunities to grow professionally. (NSTA/NCTE 10.a)
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?

Please respond to the following set of items, which are being piloted this semester. Items reflect changes that correspond with the 2012 NSTA/NCATE Standards.

<table>
<thead>
<tr>
<th>Item</th>
<th>Making Progress</th>
<th>Satisfactory Progress</th>
<th>Emerging Progress</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasizes in lessons and units the mastery by students of core concepts, central theories, essential questions, cross-cutting concepts, and/or “big ideas” of science. (NSTA/NCATE 1.a)</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>2. Develops lesson plans that reveal a clear understanding about the discipline-specific knowledge and practices of contemporary science as well as the connections to tool development (i.e., technologies) and engineering practices. (NSTA/NCATE 1.b)</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>3. Plans and implements lessons based on accurate understandings of science content knowledge identified within national standards, state frameworks and local curriculum goals. (NSTA/NCATE 1.c)</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<td>4. Incorporates a variety of student-centered experiences (e.g., inquiry approaches, scientific practices, hands-on activities, project-based laboratories) that allow access for all students to develop and demonstrate their understandings of science. (NSTA/NCATE 2.a)</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<td>5. Implements activities which prompt students to pose scientific questions, use conceptual models, carry out investigations, analyze/interpret data, construct empirical explanations, rely on evidence to support claims, and evaluate information. (NSTA/NCATE 2.b)</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<td>6. Uses assessments to make individual scientific preconceptions known to the teacher and the student, and uses this information to inform future lessons and activities for the purpose of stimulating conceptual change. (NSTA/NCATE 2.c)</td>
<td>☐ ☐ ☐ ☐</td>
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<td>7. Considers a variety of instructional approaches and resources material (e.g., technologies), and selects appropriate teaching strategies that are motivating and inclusive to afford each student the opportunity to learn the target material. (NSTA/NCATE 3.a)</td>
<td>☐ ☐ ☐ ☐</td>
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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

**Cooperative 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 response, please select the "Finish" button below.

Neag School of Education

Thank you for your response!

Please visit our website for more information.