



Science - Student Teaching Evaluation Form – Biology, Chemistry, Physicals, Earth/Space Science ---Midterm ---- Final

Student Teacher _____ Cooperating Teacher _____ University Supervisor _____ Date __/__/__

School Site _____ Content Area _____ Fall/Spring _____

Signature of Evaluator _____ Grade/Subject _____

The candidate varies their actions, strategies, and methods to promote the development of multiple student skills and levels of understanding (NSTA 5a) - Multiple Strategies

<p>0-Below Basic – Not Acceptable</p> <ul style="list-style-type: none"> ▪ limited repertoire of teaching strategies or active engagement of students ▪ little development of critical thinking, problem-solving or performance strategies for learners. 	<p>1-Basic- Acceptable</p> <ul style="list-style-type: none"> ▪ selects (2 – 3) alternative teaching strategies, materials & technology to achieve learning goals ▪ engages students in active learning to promote critical thinking & problem solving. 	<p>2-Competent</p> <ul style="list-style-type: none"> ▪ purposefully selects (3) alternative teaching strategies, materials & technology to achieve multiple learning goals ▪ consistently engages students in active learning to promote critical thinking & problem solving. 	<p>3- Exemplary</p> <ul style="list-style-type: none"> ▪ skillfully selects (3 or more) alternative teaching strategies, materials & technology to achieve multiple learning goals ▪ consistently engages students in active learning to promote critical thinking & problem solving
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NSTA Std 5a Score =

The candidate promotes the learning of science by students with different abilities, needs, interests and backgrounds (NSTA Std 5b) – Diverse Learners

<p>0-Below Basic- Not Acceptable</p> <ul style="list-style-type: none"> ▪ Observed little interaction with diverse students, parents, & school staff ▪ does not attempt to help self and students understand and affirm their home and community cultures ▪ Does not communicate the value of education in individual students’ lives 	<p>1-Basic - Acceptable</p> <ul style="list-style-type: none"> ▪ Observed using 2 – 3 strategies interacting with diverse students, and is respectful ▪ some attempt to help students understand science; and affirm their home and community cultures ▪ Limited communication of the value of science education in individual students’ lives. 	<p>2-Competent</p> <ul style="list-style-type: none"> ▪ Observed consistent interactions with diverse students, parents, & school staff in a respectful and effective manner ▪ consistently identifies resources of students’ home and community cultures ▪ ongoing communication of the value of science education in individual students’ lives 	<p>3- Exemplary</p> <ul style="list-style-type: none"> ▪ Observed consistent interactions with diverse students, respectful and effective manner to challenges students to promote science ▪ Learning; dispel ;negative attitudes about science ; & helps insure that all students are respected in the school ▪ consistently identifies and uses the resources of students’ home and community cultures ▪ meaningful communication of the value of education in individual students’ lives
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NSTA Std 5b Score =

<i>The candidate uses collaborative learning using different student group learning strategies (NSTA Std 5c). –Collaborative Learning</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Observed no or minimal effort to create collaborative student group learning strategies to support student learning (i.e. cooperative learning, group work, think-pair share, etc) ▪ Observed little collaboration and supportive interactions among students 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Observed and makes some effort to create at least two different collaborative student group learning strategies to support student learning ▪ Observed some collaboration and supportive interactions among students ▪ limited use of appropriate resources 	2-Competent <ul style="list-style-type: none"> ▪ Observed frequent & successful efforts of collaborative student group learning strategies to support student learning through various student learning/school activities ▪ Observed consistent collaboration and supportive interactions among students ▪ effective use of appropriate resources 	3- Exemplary <ul style="list-style-type: none"> ▪ Observed consistent and effective use of multiple forms of collaborative student group learning strategies to support student learning ▪ Observed consistent and effective collaboration and supportive interactions among students ▪ Effective and successful use of multiple resources to support student learning
			NSTA Std 5c Score =
<i>The candidate develops lessons that use advanced technologies to collect data and to teach student science (NSTA 5d) Technology in Teaching and Learning</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Observed little, if any, use of technology to support & engage students to learn; ▪ Observed using less than two different modes of technology, including computer-based instruments to teach students science and/or to collect data in the process of teaching science. ▪ Limited understanding of social, ethical, legal, & human issues in use of technology 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Observed some use of technology to plan, design, assess & support students in learning; ▪ Observed at least two different modes of technology, including computer-based instruments, to teach students science and/or collect data in the process of teaching science ▪ Observed adequate understanding of social, ethical, legal, & human issues in use of technology. 	2-Competent <ul style="list-style-type: none"> ▪ Observed consistent integration of technology to support student learning ▪ Observed three different modes of technology use, including computer-based instruments, to teach student science and/or to collect data in the process of teaching science ▪ Observed application of social, ethical, legal, & human practices in use of technology 	3- Exemplary <ul style="list-style-type: none"> ▪ Observed extensive and effective integration of technology to enhance student learning ▪ Observed four or more different modes of technology use, including computer-based instruments, to teach student science and/or to collect data in the process of teaching science ▪ Observed students use technology to create, collaborate, think critically, and/or conduct research
			NSTA Std 5d Score =

<i>The candidate uses prior conceptions and interests of students to promote learning of science (NSTA Std 5e) Prior Conceptions, Beliefs, Knowledge, Experiences</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ <i>Observed less than two incidents of determining and responding to student prior conceptions in science before and during instruction.</i> ▪ 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ <i>Observed at least two incidents of determining and responding to student prior conceptions in science before and during instruction.</i> ▪ <i>Observed two incidents relating science to the personal lives and interests of students.</i> ▪ Observed some use of motivation & class management techniques ▪ Observed learning environment that encourages positive engagement in learning & student self-motivation ▪ Observed management of time, space, transitions & activities effectively 	2-Competent <ul style="list-style-type: none"> ▪ <i>Observed consistent determination and response to student prior conceptions in science before and during instruction and effectively promotes new learning</i> ▪ <i>Consistently relates science to the personal lives and interests of students.</i> ▪ Observed learning environment that resulted in positive engagement & student self-motivation ▪ Observed students actively involved in decision making and taking responsibility for own actions; ▪ Observed management of time, space, transitions, activities to enhance science learning 	3- Exemplary <ul style="list-style-type: none"> • <i>Observed high expectations, determination, and response to student prior conceptions in science before and during instruction and effectively promotes new and exceptional learning.</i> ▪ Observed appropriate learning and behavior of all students ▪ Observed skillful management of time, space, transitions & activities to enhance learning ▪ responses to misbehaviors are effective & sensitive to student needs
			NSTA Std 5e Score =
<i>The candidate creates a psychologically and socially safe and supportive learning environment (NSTA 5f) - Safe & Supportive Learning</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Not observed conveying that all students are important and their experiences and ideas are valuable. ▪ Observed classroom that is not an orderly, functional learning environment; rules, routines and mutual respect not established ▪ Observed no connection of theories, behavior & classroom management ▪ Observed lack of positive social interaction ▪ Observed limited use of time, space, transitions & learning activities 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Observed in two –three classes conveying the idea that students are important and their experiences and ideas or valuable. ▪ Observed an orderly functional learning environment through established rules, routines, and mutual respect. 	2 Competent <ul style="list-style-type: none"> ▪ Observed consistently conveying that all students are important and their experiences and ideas are valuable. ▪ Observed maintenance of an orderly classroom, functional learning environment through established routines and mutual respect. ▪ sensitivity with regard to cultural, gender, intellectual, & physical ability differences in student ▪ students consistently involved in active inquiry 	3- Exemplary <ul style="list-style-type: none"> • Observe highly consistent and effective conveying and interaction among student to indicate their worth value/importance; and their experiences and ideas are valuable; • Observed consistent order, • functional learning • environment which enhanced the learning; • Observed consistency in routines, and mutual respect <ul style="list-style-type: none"> ▪ choice of vocabulary enriches lessons ▪ critical thinking questions are consistently used with adequate

Rubrics. Student Teaching – Science. Adapted from Brownstein, Jones, and Meissner

		▪	<ul style="list-style-type: none"> wait time for responses ▪ purposeful collaboration and interactions among students create high levels of learning
			NSTA Std 5f Score =
			Overall Standard 5 Score =
The candidate practices legal and ethical responsibilities of science teachers for the welfare of their students (NSTA Std 9a) - Legal and Ethical			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Has not responsibly followed the legal and ethical precedents for the welfare of students in the science classroom 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Follows the legal and ethical precedents for the welfare of students in the science classroom 	2-Competent <ul style="list-style-type: none"> ▪ Consistently follows the legal and ethical precedents for the welfare of students in the science classroom ▪ Discusses reasons for rules with students 	3-Exemplary <ul style="list-style-type: none"> ▪ Consistently follows the legal and ethical precedents for the welfare of students in the science classroom and provides case students/critical incidents as examples • Discusses and models reasons for rules with student.
			NSTA Std 9a Score =
The candidate practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction (NSTA Std 9b) - Chemical Safety			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials or ▪ MSDS files are not kept, or made available or currently maintained. 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. ▪ Maintains an up-to-date and readily available MSDS file for all materials used in the classroom. 	2-Competent <ul style="list-style-type: none"> ▪ Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. encourages student responsibility ▪ Maintains up-to-date and readily available MSDS files for all materials used in the classroom 	3- Exemplary <ul style="list-style-type: none"> ▪ Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. encourages student responsibility ▪ Maintains up-to-date and readily available MSDS files for all materials used in the classroom. ▪ Stays informed of potential hazards and legal concerns.
			NSTA Std 9b Score =

<i>The candidate follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students (NSTA 9c)- Safety Procedures/Equipment</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Does not responsibly plan, practice or enforce safety procedures in the classroom prompted. ▪ Unaware of actions to take during an emergency and to prevent or report an emergency. ▪ Fails to appropriately respond to hazardous situations once identified ▪ Does not attend to or obey or enforce rules for the safe, proper and ethical treatment of animals. 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Plans, practices and enforces safety procedures in all activities in the classroom ▪ Knows actions to take during an emergency and to prevent or report an emergency. ▪ Appropriately responds to hazardous situations once identified. ▪ Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals. 	2-Competent <ul style="list-style-type: none"> ▪ Consistently plans, practices and enforces safety procedures in classroom ▪ Demonstrates in the classroom that safety is a priority in science ▪ Takes action to prevent hazards and communicates needs and potential problems to administrators. ▪ Enforces rules for safe, proper and ethical treatment of animals 	3- Exemplary <ul style="list-style-type: none"> ▪ Consistently and effectively plans, practices and enforces safety procedures in classroom ▪ Demonstrates/Models in the classroom that safety is a priority in science • Takes action to prevent hazards and communicates needs and potential problems to administrators. • Consistently attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals. • Discusses reasons for such rules with students.
			NSTA Std 9c Score =
<i>The candidate treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use (NSTA Std 9d). – Living Organisms</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> ▪ Does not treat all organisms with respect, or humane and ethical manner ▪ Does not follow legal restrictions on collection, keeping, use of organisms 	1-Basic - Acceptable <ul style="list-style-type: none"> ▪ Aware of ethical and legal responsibilities of living organisms; ▪ Treats all organisms found in field in a safe manner ▪ Respect legal restrictions on collection, keeping, and use of living organisms. ▪ Follows all ethical and legal mandates 	2-Competent <ul style="list-style-type: none"> ▪ is aware of and sensitive to professional and ethical responsibilities of living organisms ▪ follows all ethical & legal mandates required ▪ Respects legal restrictions on collection, keeping, and use of living organisms 	3- Exemplary <ul style="list-style-type: none"> ▪ holds at the forefront ethical and legal responsibilities in all actions regarding living organisms ▪ models an on-going pursuit for respect of all living organisms ▪ Treats all living organisms in a safe , humane, and ethical manner
			NSTA Std 9d Score =
			Overall Standard 9 Score =

The candidate engages in on-going professional development and participates in professional organizations beyond the requirement of the program (NSTA Std 10a) - Professional Development			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> Provide no documentation of professional growth achieved through participation in professional activities beyond the university. 	1-Basic - Acceptable <ul style="list-style-type: none"> Provides documentation of professional growth achieved through participation in professional activities beyond the university classroom. 	2-Competent <ul style="list-style-type: none"> Provides documentation of professional growth achieved through participation in professional activities beyond the university classroom and Provides documentation of one publication and/or presentation in professional organizations. 	3- Exemplary <ul style="list-style-type: none"> Provides documentation of professional growth achieved through participation in professional activities beyond the university classroom and Provides documentation of two or more publications and/or presentations in professional organizations. Documentation of reflect research-based practices
			NSTA Std 10a Score =
<i>The candidate reflects on their teaching and identifies ways and means to grow professionally (NSTA 10b) – Reflective Practitioners</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> Reflections on teaching and growth is not demonstrated through changes in classroom practices does not complete written reflections after teaching or has limited insight into what is happening during teaching does not use data in reflection process does not participate in professional development opportunities. 	1-Basic – Acceptable <ul style="list-style-type: none"> Provides written evidence of reflection on their teaching Reflection on teaching and growth is demonstrated through appropriate changes in classroom practices. uses variety of problem solving strategies to reflect on practices, student growth & learning in writing after lesson; uses some data in reflection process seeks input from others & accepts advice in positive & collegial manner; participates in professional development opportunities. 	2-Competent <ul style="list-style-type: none"> Provides consistent written evidence of reflection on their teaching. Reflection on teaching and growth is demonstrated through changes in classroom practices that improve student learning. Evaluates how these reflections impact practice and growth consistent use of reflection to enhance student learning seeks input from variety of resources while seeing effects of own choices and actions on others; consistently and effectively uses data in reflection process takes initiative for professional development 	3- Exemplary <ul style="list-style-type: none"> Provides consistent and efficient written evidence of reflection on their teaching Offers specific, alternate strategies to improve student learning based on data-analysis and reflection, noting probable success of these approaches; Initiates activities to contribute to the profession, including making presentations or conducting action research in the classroom.
			NSTA Std 10b Score =

<i>The candidate uses information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth (NSTA 10c) – Feedback</i>			
0-Below Basic – Not Acceptable <ul style="list-style-type: none"> Little to no evidence where input from others (students, parents, colleagues, supervisors and others) improved teaching and professional growth. 	1-Basic - Acceptable <ul style="list-style-type: none"> At least two examples of input from multiple sources (students, parents, colleagues, supervisors and others) used to improve teaching and professional growth. 	2-Competent <ul style="list-style-type: none"> Three examples of input from several resources (students, parents, colleagues, supervisors and others) used to improve teaching and professional growth. 	3- Exemplary <ul style="list-style-type: none"> Four or more examples of input from several resources (students, parents, colleagues, supervisors and others) used to improve teaching and professional growth. Seeks input from multiple sources
			NSTA Std 10c Score =
<i>The candidate interacts effectively with colleagues, parents and students, mentors new colleagues; and fosters positive relationships with the community (NSTA 10 d) – Professional Relationships</i>			
0 -Below Basic – Not acceptable <ul style="list-style-type: none"> Only builds professional relationships with those who are responsible for mentoring/supervising; or does not interact appropriately with school colleagues, parents, and/or agencies in the larger community 	1- Basic – Acceptable <ul style="list-style-type: none"> Builds professional relationships with those who are responsible for mentoring/supervising; <p>Provides evidence of developing professional relationships with school colleagues, parents, and agencies in the larger community.</p>	2 – Proficient <ul style="list-style-type: none"> Exhibits a proactive and equitable professional relationship with school colleagues, parents, and agencies in the larger community that facilitate positive interactions and strong communications of benefit to students and the school. 	3-Exemplary <ul style="list-style-type: none"> Exhibits a proactive and equitable professional relationship with school colleagues, parents, and agencies in the larger community that facilitate positive interactions and strong communications of benefit to students and the school Attends school board meetings Serves and participates on community agencies and school committees
			NSTA Std 10d Score =
			Overall Standard 10 Score =

Adapted from Brownstein, Jones, and Meissner initial draft

Comments:

Signature of Candidate _____ **Date** __/__/__
Initial by Cooperating Teacher _____ **Date** __/__/__
Initial by University Supervisor _____ **Date** __/__/__