Science Supplemental Student Teaching-Evaluation Form

For Biology, Chemistry, Earth/Space Science, Physics, and General Science Secondary Majors and Minors

Please have the cooperating teacher fill out this form.

Please na	ive the c	cooperatii	ig teache	I IIII Out	uns ionn					
Studen	t Teache	er:				Student Number				
Cooper	rating Te	eacher				School				
Coopei	rating Te	eacher Sig	gnature _			Date:				
Directions: For each standard, <u>circle</u> the number that corresponds to student performance for each area observed:										
1= Inadequate 2 = Minimally acceptable 3 = Average 4= Very Good 5=Excellent NA=Not applicable ** It is not expected that students teachers will teach all ten standards in a given unit but they normally should address most standards during the student teaching experience.										
NSTA Standard 1 <u>Content:</u> 1a) This student teacher knows and understands the major concepts and principles of the teaching discipline(s) as define by state and national standards of the science education community.										
	1	2	3	4	5	NA=Not applicable				
1.b. This student teacher knows and understands major concepts and principles unifying science disciplines.										
	1	2	3	4	5	NA=Not applicable				
NSTA Standard 2 Nature of Science: 2b) This student teacher engages K-12 students effectively in studies of the nature of science and conventions of scientific explanation.										
	1	2	3	4	5	NA=Not applicable				
NSTA Standard 3 <u>Inquiry:</u> 3b) This student teacher engages K-12 students effectively in scientific inquiry appropriate for their grade level and abilities.										
	1	2	3	4	5	NA=Not applicable				
NSTA Standard 4 Context of Science: 4b) This student teacher engages K-12 students effectively in the study of the relationship of science to other human values and endeavors.										
	1	2	3	4	5	NA=Not applicable				
4c) This student teacher relates science to the personal lives, needs, and interests of K-12 students.										
	1	2	3	4	5	NA=Not applicable				

	Standar					
5a) Th	is student 1	teacher 1	uses dive	rse and ef 4	ffective ac 5	ctions, strategies and methodologies to teach science. NA=Not applicable
5b) Th		teacher	interacts	effectivel	y with K-	-12 students to promote learning and demonstrate student
	1	2	3	4	5	NA=Not applicable
5c) Th	is student 1	teacher of	organizes 3	and man	ages scie	nce activities effectively in different student groupings. NA=Not applicable
5d) Th	is student 1	teacher 2	uses adva 3	nced tech 4	nnology to 5	o teach K-12 students science. NA=Not applicable
5e) Th	is student 1	teacher 1	uses prior	concepti 4	ions and I 5	X-12 student interests to promote learning. NA=Not applicable
	Standar nis studen 1			coherent 4	, meaning 5	gful goals, plans, and materials and find resources. NA=Not applicable
	nis studen ng the Na 1					to professionally-developed state and national standards, NA=Not applicable
			plans and	develops	s science	curriculum addressing the needs, interests and abilities of all
pre-K1	2 student 1	s. 2	3	4	5	NA=Not applicable
					eeds of th	ne community and their effect on the teaching and learning of
SCICILO	1	2	3	4	5	NA=Not applicable
	is student om and fi		uses com	munity, h	uman and	d institutional resources to advance the learning of science in the
ciassio	1	2	3	4	5	NA=Not applicable
	Standar			ence goal	ls instruc	tion and outcomes.
o u) III	1	2	3	4	5	NA=Not applicable
	is student tudent ne					contemporary science assessment strategies to determine pre-
- 5	1	2	3	4	5	NA=Not applicable
8c) Th	is student 1	teacher	uses asses	ssment ap	propriate 5	ely to determine, guide and change science instruction. NA=Not applicable

NSTA Standard 9 Environment for Learning: 9a) This student teacher creates and maintains a psychologically and socially safe and supportive learning environment. 2 1 3 5 NA=Not applicable 9b) This student teacher manages the activities and materials of science safely in storage areas, labs and field. 4 NA=Not applicable 3 5 9c) This student teacher keeps and uses living organisms as in the classroom in a safe, ethical and appropriate manner. 3 5 NA=Not applicable 1 **NSTA Standard 10 Professional Practice:** 10a) This student teacher knows and participates in professional organizations and activities of the science education community beyond the classroom. 1 2 3 4 NA=Not applicable 10b) This student teacher behaves ethically and in the best interests of preK-12 students and the community. NA=Not applicable 4 5 3 10c) This student teacher engages in reflective practices and makes continuous efforts to improve in practice. NA=Not applicable 3 10d) This student teacher works willingly with peers, supervisors and others in a professional manner.

NA=Not applicable

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National Science Teachers Association Standards

Standard 1 Content

The program prepares candidates to structure and interpret the concepts, ideas and relationships in science that are needed to advance student learning in the area of licensure as defined by state and national standards developed by the science education community. Content refers to concepts and principles understood through science; concepts and relationships unifying science domains; processes of investigation in a science discipline; and applications of mathematics in science research.

Standard 2 Nature of Science

The program prepares teachers to engage students in activities to define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing. Nature of science refers to characteristics distinguishing science from other ways of knowing; characteristics distinguishing basic science, applied science, and technology; processes and conventions of science as a professional activity; and standards defining acceptable evidence and scientific explanation.

Standard 3 Inquiry

The program prepares candidates to engage students regularly and effectively in science inquiry and facilitate understanding of the role inquiry plays in the development of scientific knowledge. Inquiry refers to questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience.

Standard 4 Context of Science

The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The context of science refers to relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students.

Standard 5 Skills of Teaching

The program prepares candidates to create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning. Skills of Teaching refers to science teaching actions, strategies and methodologies; interactions with students that promote learning and achievement; effective organization of classroom experiences; use of advanced technology to extend and enhance learning; and the use of prior conceptions and student interests to promote new learning.

Standard 6 Curriculum

The program prepares candidates to develop and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students. Science curriculum refers to an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded.

Standard 7 Social Context

The program prepares candidates to relate science to the community and to use human and institutional resources in the community to advance the education of their students in science. The social context of science teaching refers to the social and community support network within which science teaching and learning occur; relationship of science teaching and learning to the needs and values of the community; and involvement of people and institutions from the community in the teaching of science.

Standard 8 Assessment

The program prepares candidates to use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science. Assessment refers to the alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction.

Standard 9 Environment for Learning

The program prepares candidates to design and manage safe and supportive learning environments reflecting high expectations for the success of all students. Learning environments refers to the physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction.

Standard 10 Professional Practice

The program prepares candidates to participate in the professional community, improving practice through their personal actions, education and development. Professional practice refers to knowledge of, and participation in, the activities of the professional community; ethical behavior consistent with the best interests of students and the community; reflection on professional practices and continuous efforts to ensure the highest quality of science instruction; and willingness to work with students and new colleagues as they enter the profession.