

Candidate's Name: _____

Evaluator's Role: Teacher..... Supervisor.....

Spring..... Fall..... Summer..... Year: 20____

School: _____ Grade/Class Type: _____

Please select your candidate's major/program: ESED..... SCED..... DVSL..... GRAD.....

Item Score
MA A HA EE NA

A. The candidate varies his or her actions, strategies, and methods to promote the development of multiple skills and levels of understanding (NSTA 5a)..... 0 1 2 3 N

MA: A routine is established with regard to teaching method, but seldom varies instructional strategies.
A: A unit of science instruction includes two to three different levels of understanding and multiple student skills
HA: Two or more units of science instruction include four or more examples of different strategies or methods that appropriately and effectively challenge multiple levels of students' understanding and multiple student skills.
EE: Exceeds expectations of this standard.

B. The candidate promotes the learning of science by students with different abilities, needs, interests, and backgrounds (NSTA 5b)..... 0 1 2 3 N

MA: Observed using one or no strategies to meet the needs of students with varying abilities, needs, and backgrounds to promote science learning.
A: Observed using 2 or 3 strategies to meet the needs of students with varying abilities, needs and backgrounds to promote science learning.
HA: Observed consistently using different strategies to meet the needs of students with varying abilities, needs, and backgrounds to promote science learning. Attentiveness to the learning of all students is evident.
EE: Exceeds expectations of this standard.

C. The candidate uses collaborative learning using different student group learning strategies (NSTA 5C)..... 0 1 2 3 N

MA: Observed using one type of collaborative group learning. Evidence of planning for optimal group functioning is not evident.
A: Observed different collaborative student group learning strategies whereby grouping of students was pre-planned for optimal functioning.
HA: Observed consistent use of multiple forms of collaborative student group learning strategies whereby student groups were thoughtfully and purposefully constructed for optimum learning.
EE: Exceeds expectations of this standard.

D. The candidate develops lessons that use advanced technologies to collect data and to teach students science (NSTA 5d)..... 0 1 2 3 N

MA: Observed using one mode of technology, including computer-based instruments, to teach students science and/or to collect data in the process of teaching science.
A: Observed at least two different modes of technology, including computer-based instruments, to teach students science and/or to collect data in the process of teaching science.
HA: Observed using several modes of technology, including computer-based instruments, to teach students science and/or to collect data in the process of teaching science. Use of these technologies is purposeful, organized and highly instructive.
EE: Exceeds expectations of this standard.

E. The candidate uses prior conceptions and interests of students to promote their learning of science (NSTA 5e).... 0 1 2 3 N

MA: Observed just one incident determining and responding to student prior conceptions in science both before and during instruction.
A: Observed at least two different incidents of determining and responding to student prior conceptions in science both before and during instruction AND Observed two incidents relating science to the personal lives and interests of students.
HA: Observed consistent determination and response to student prior conceptions in science before and during instruction while promoting new learning AND consistently relates science to the personal lives and interests of students.
EE: Exceeds expectations of this standard.

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F. The candidate creates a psychologically and socially safe and supportive learning environment (NSTA 5f).....

- MA:** Does not create an atmosphere whereby all students are important and their experiences and ideas are valuable OR has not established routines and mutual respect that allow for a socially safe learning environment.
- A:** In two to three classes, it is evident that students are important and their experiences and ideas are valuable AND generally maintains an orderly, functional learning environment through established routines and mutual respect.
- HA:** Observed consistently conveying that all students are important and their experiences and ideas are valuable AND daily maintains an orderly, functional learning environment through established routines and mutual respect.
- EE:** Exceeds expectations of this standard.

G. The candidate practices legal and ethical responsibilities of science teachers for the welfare of their students (NSTA 9a).....

- MA:** Has not responsibly followed the legal and ethical precedents for the welfare of students in the science classroom
- A:** Generally follows the legal and ethical precedents for the welfare of students in the science classroom.
- HA:** Consistently follows the legal and ethical precedents for the welfare of students in the science classroom and discusses reasons for such rules with students.
- EE:** Exceeds expectations of this standard.

H. The candidate practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction (NSTA 9b).....

- MA:** Does not responsibly establish and follow procedures for the safe labeling, handling, storage, and disposal of chemicals, and other materials OR MSDS file is not kept, readily available, or currently maintained.
- A:** Establishes and follows procedures for the safe labeling, handling, storage, and disposal of chemicals, and other materials AND maintains an up-to-date and readily available MSDS file for all materials used in the classroom.
- HA:** Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials, AND maintains an up-to-date and readily available MSDS file for all materials used in the classroom AND stays informed of potential hazards and legal concerns; Communicates them to other teachers to maintain a school environment free of potential problems
- EE:** Exceeds expectations of this standard.

I. Candidate follows emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and the abilities of students (NSTA 9c).....

- MA:** Does not responsibly plan, practice, or enforce safety procedures in all activities in the classroom OR is unaware of actions to take during an emergency and to prevent or report an emergency OR fails to appropriately respond to hazardous situations identified.
- A:** Plans, practices, and enforces safety procedures in all activities in the classroom AND knows actions to take during an emergency and to prevent or report an emergency AND appropriately responds to hazardous situations once identified.
- HA:** Consistently plans, practices, and enforces safety procedures in all activities in the classroom AND demonstrates in the classroom that safety is a priority in science AND takes action to prevent hazards and communicates needs and potential problems to administrators.
- EE:** Exceeds expectations of this standard.

J. Treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respects legal restrictions on their collection, keeping, and use (NSTA 9d).....

- MA:** Does not responsibly attend to, obey or enforce rules for the safe, proper, and ethical treatment of animals.
- A:** Attends to, obeys, and enforces rules for the safe, proper and ethical treatment of animals.
- HA:** Consistently attends to, obeys, and enforces rules for the safe, proper and ethical treatment of animals AND discusses reasons for such rules with students.
- EE:** Exceeds expectations of this standard.

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K. The candidate engages in on-going professional development and participates in professional organizations beyond the requirements of the program (NSTA 10a).....

0 1 2 3 N

MA: Provides no documentation of professional growth achieved through participation in professional activities beyond the university classroom.

A: Provides documentation of professional growth achieved through participation in professional activities Beyond the university classroom.

HA: Provides documentation of professional growth achieved through participation in professional activities beyond the university classroom AND provides documentation of publication and/or presentation in professional organizations.

EE: Exceeds expectations of this standard.

L. The candidate reflects on their teaching and identifies ways and means to grow professionally (NSTA 10b).....

0 1 2 3 N

MA: Provides no written evidence of reflection on their teaching OR reflection on teaching and growth is not demonstrated through changes in classroom practices.

A: Provides written evidence of reflection on their teaching AND reflection on teaching and growth is demonstrated through appropriate changes in classroom practices.

HA: Provides consistent written evidence of reflection on their teaching AND reflection on teaching and growth is demonstrated through changes in classroom practices that improves student learning AND evaluates how these reflections impact practice and growth.

EE: Exceeds expectations of this standard.

M. The candidate uses information from students, supervisors, colleagues, and others to improve their teaching and facilitate their professional growth (NSTA 10c).....

0 1 2 3 N

MA: Little to no evidence where input from others (students, parents, colleagues, supervisors, and others) improved teaching and professional growth.

A: At least two examples of input from multiple sources (students, parents, colleagues, supervisors, and others) is used to improve teaching and professional growth.

HA: Three or more examples of input from multiple sources (students, parents, colleagues, supervisors, and others) are used to improve teaching and professional growth AND candidate seeks input from multiple sources.

EE: Exceeds expectations of this standard.

N. The candidate interacts effectively with colleagues, parents, and students; mentors new colleagues; and fosters positive relationships with the community (NSTA 10d).....

0 1 2 3 N

MA: 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.

A: Builds professional relationships with those who are responsible for mentoring/supervising AND provides evidence of developing professional relationships with school colleagues, parents, and agencies in the larger community.

HA: Exhibits a proactive and equitable professional relationship with school colleagues, parents, and agencies in the larger community that facilitates positive interactions and strong communications of benefit to students and the school.

EE: Exceeds expectations of this standard.

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Summary of Science Teaching Evaluation:

Standard	Score	Specific goals for improvement
A. Multiple strategies		
B. Diverse learner		
C. Collaborative learning		
D. Advanced technologies		
E. Prior conceptions		
F. Safe & supportive environment		
G. Legal and ethical		
H. Chemical safety		
I. Safety procedures/equipment		
J. Living organisms		
K. Professional development		
L. Reflective practitioner		
M. Feedback		
N. Professional relationship		
Average Score		

Name (Please print): _____

Role: _____

***SIGNATURE:** _____

Date: _____