



## Science Student Teacher Assessment

Student Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Directions: **Both supervisor and mentor** should complete this assessment of the student teacher **near the end of the student teaching practicum**.

Ratings should be based on the mentor teacher's and supervisor's assessment of the student teacher's performance as judged by both classroom observations and other teaching artifacts, such as those in a portfolio.

Rating Scale: **E = Exemplary** (the student teacher met *all* or *nearly all* performance indicators with *outstanding quality* – **performance exceeded expectations**)

**G = Good** (the student teacher met *all* or *nearly all* performance indicators with *high quality* -- performance **consistently met expectations**)

**S = Satisfactory** (the student teacher met *nearly all* performance indicators with *acceptable quality* consistent with a novice teacher -- **knowledge and skills are emerging**)

**U – Unsatisfactory** (the student teacher met *fewer than half* of the performance indicators; or *most* indicators, but with *poor quality*)

**NO – Not Observed** (there is insufficient evidence available to determine level of performance)

The science student teacher demonstrated the knowledge, ability, and dispositions to plan and provide instruction in science by:

1. Engaging students effectively in studies of the nature of science including, when possible, the critical analysis of doubtful assertions made in the name of science.	E	G	S	U	NO
2. Engaging students effectively in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	E	G	S	U	NO
3. Engaging students successfully in cost/benefit analysis, problem-solving, and decision making on scientific and/or technological issues.	E	G	S	U	NO
4. Varying teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding.	E	G	S	U	NO
5. Effectively promoting the learning of science by students with different abilities, needs, interests, and backgrounds.	E	G	S	U	NO
6. Effectively organizing and engaging students in collaborative learning using different student group learning strategies.	E	G	S	U	NO
7. Effectively using technological tools, including, but not limited to, computer technology, to access resources collect and process data, and facilitate learning.	E	G	S	U	NO
8. Understanding and building effectively upon the prior beliefs, knowledge, experiences, and interests of students.	E	G	S	U	NO
9. Creating and maintaining a safe and supportive learning environment.	E	G	S	U	NO
10. Identifying, accessing, and/or creating resources and activities for science education that are consistent with standards.	E	G	S	U	NO
11. Planning and implementing internally consistent units of study that address the goals of Science Education Standards and the needs and abilities of students.	E	G	S	U	NO
12. Involving students effectively in activities that relate science to resources in the community or to the resolution of issues important to the community.	E	G	S	U	NO
13. Using multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students.	E	G	S	U	NO
14. Using the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process.	E	G	S	U	NO
15. Evaluating student assessment outcomes fairly and equitably, using the results of assessments to inform students and assist them in self-analysis of their own work.	E	G	S	U	NO
16. Preparing, storing, dispensing, supervising, and disposing of all materials used in science instructions in a safe and proper manner.	E	G	S	U	NO
17. Knowing emergency procedures and maintaining emergency equipment as appropriate for the nature of the activities in which students are engaged.	E	G	S	U	NO
18. Treating 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 collections, keeping, and use.	E	G	S	U	NO
19. Reflecting constantly upon teaching and identifying ways and means to grow professionally.	E	G	S	U	NO
20. Using information from students, supervisors, colleagues, and others to improve teaching and facilitate professional growth.	E	G	S	U	NO
21. Interacting effectively with colleagues, parents, and students.	E	G	S	U	NO

University Supervisor *or* Mentor \_\_\_\_\_ Date Completed \_\_\_\_\_