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 ____________________________

ST Assessment - Science Form – updated August 2004