
Part 1: Secondary SCIENCE Assessment (NSTA SPA Standards)

INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE (IPFW)
College of Education and Public Policy
Educational Studies Department



Secondary SCIENCE Student Teaching FINAL Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first part is based on the National Science Teacher Association (NSTA) standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accrediting body. The last part asks to you to consider the dispositions that are valued by the faculty at IPFW. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

The results of this evaluation will be collected by the Student Teaching office and will be also forwarded to the e-mails listed below:

Results are also collected by IPFW Field Services Office.

Evaluation Information:

Date of Evaluation mm/dd/yyyy	<input type="text"/>
Teacher Candidate Name	<input type="text"/>
Teacher Candidate E-mail	<input type="text"/>
School	<input type="text"/>
Grade Level	<input type="text"/>
University Supervisor Name	<input type="text"/>
University Supervisor E-mail	<input type="text"/>
Cooperating Teacher Name	<input type="text"/>
Cooperating Teacher E-mail	<input type="text"/>

The person completing this evaluation is:

- The Cooperating Teacher
- The University Supervisor

Number of students:

NSTA 2a - Content Pedagogy

Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

TARGET

Candidate understands the purposes and characteristics of different kinds of inquiry curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about how students learn science.

ACCEPTABLE

Candidate carefully examines and selects resources for designing inquiry instruction such as print materials, videos, films, records, and software that support and expand upon the textbook and the learning of science.

UNACCEPTABLE

Candidate shows limited evidence of examining, and selecting resources for inquiry instruction, relying on the textbook and associated worksheets. Lessons do not consistently support understanding of how students learn science.

NSTA 2b1 - Content Pedagogy

Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences.

TARGET

Candidate challenges students to participate in inquiry lessons where students interpret, evaluate, and critique scientific concepts, principles, and relationships. Candidate helps students to make and communicate scientific arguments based on the data.



ACCEPTABLE

Candidate engages students often in meaningful inquiry lessons where students collect and interpret data. Students are challenged to use the data to communicate concepts and understand the nature of science (for example, scientific processes, relationships, and patterns between concepts).



UNACCEPTABLE

Candidate demonstrates limited ability to engage students effectively in inquiry for the purposes of interpreting and evaluating scientific data, concepts, and relationships/patterns.



NSTA 2b2 - Content Pedagogy

Applications of science-specific technology are included in the lessons when appropriate.

TARGET

Candidate directs students in the meaningful use of appropriate science-specific technologies to collect and analyze data. Technologies include but are not limited to laboratory equipment, probeware, computer simulations, video analysis, spreadsheets and graphing software.



ACCEPTABLE

Candidate provides few opportunities for students to use technology to enhance the collection and analysis of data



UNACCEPTABLE

Candidate integrates technology in the lesson in such a way that students follow step-by-step procedures for collecting and analyzing data with no room for student creativity or innovation OR Candidate fails to integrate technology in the lesson in any specific manner.



NSTA 2c - Content Pedagogy

Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

TARGET

Candidate uses knowledge of preconceptions from literature and student data when designing science instruction. Students are assessed formatively throughout the lessons to gauge conceptual change.



ACCEPTABLE

Candidate assesses and acknowledges many student preconceptions related to the content and applies this knowledge to the construction of instruction, albeit in a general manner. Student preconceptions are assessed frequently providing an understanding of conceptual change.



UNACCEPTABLE

Candidate provides minimal evidence of assessing preconceptions or using that information to guide the development of instruction. Student preconceptions are assessed infrequently throughout the lessons providing an incomplete understanding of conceptual change.



Comments for NSTA 2:

NSTA 3a1 - Learning Environment

3a1) Use a variety of strategies that demonstrate the candidates' knowledge and understanding of

how to select the appropriate teaching and learning activities – including laboratory or field settings and

applicable instruments and/or technology- to allow access so that all students learn.

TARGET

Candidate plans teaching and learning experiences to provide different opportunities within the same lesson for students to select a method that best matches their needs/ approaches to learning. The range of diverse opportunities reflect candidate flexibility in framing scientific inquiry and methodological approaches.



ACCEPTABLE

Candidate carefully selects teaching and learning experiences, balancing different instructional methods (e.g., inquiry lessons, laboratory or field experiences, use of new or different instruments/ technologies) to support differing learners needs/ approaches to learning across different activities.



UNACCEPTABLE

Candidate favors one method for teaching or learning activities, expecting that each student will participate fully in what she/he has designed.



NSTA 3a2 - Learning Environment

Use strategies that are inclusive and motivating for all students.

TARGET

Candidate creates a science learning environment that is responsive to students' prior academic knowledge as well as specific knowledge of students' personal or cultural characteristics.

This knowledge is used to engage each student actively with the science content. Creates a learning environment where students freely ask questions to gain information necessary for increased participation in lessons.



ACCEPTABLE

Candidate creates a positive science learning environment based on students' prior academic knowledge and specific knowledge of some students' personal or cultural characteristics.

Uses a variety of techniques to create multiple entrypoints into the science content for students.



UNACCEPTABLE

Candidate denies some students access to new learning due to a lack of acknowledgement of their prior scientific knowledge or skills.

OR

Candidate makes vague, superficial, or no links between personal or cultural characteristics and new science learning.



NSTA 3b - Learning Environment

Develop lesson plans that provide for equitable achievement of science literacy for all students.

TARGET

Candidate integrates scientific vocabulary instruction and uses strategies effectively to allow multiple opportunities for students to connect new terms to previous knowledge, experiences, or vocabulary.



ACCEPTABLE

Candidate uses scientific vocabulary instruction and strategies that explain and define new terms.



UNACCEPTABLE

Candidate minimizes the importance of scientific vocabulary instruction, leaving some students without access to important academic language.



NSTA 3c - Learning Environment

Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.

TARGET

Candidate demonstrates creativity and attention to validity in collecting formative, authentic student performance data. Shows strong relationship between learning goals/objectives, instructional delivery, and assessment(s).



ACCEPTABLE

Candidate employs a variety of methods to collect authentic student performance data that are logically connected to instructional goals/ objectives and instructional delivery.



UNACCEPTABLE

Candidate selects or develops assessments that provide limited coverage of student learning, limited options for demonstrating authentic learning, are scientifically incorrect, or don't link to learning goals/objectives or instructional delivery.



NSTA 3d - Learning Environment

Plan a learning environment and learning experiences for all students that demonstrate safety procedures, and the ethical treatment of living organisms within their licensure area.

TARGET

Candidate plans learning environment and experiences to account for all necessary safety and ethical considerations for their specific science area. Actively engages students in discussions about safety concerns and ways to remain safe.



ACCEPTABLE

Candidate plans learning environment and experiences to account for all necessary safety and ethical considerations for their specific science area. Tells students what safety concerns should be considered and ways to remain safe.



UNACCEPTABLE

Candidate forgets one or more safety concern when planning learning environment and/or experiences, potentially putting students at risk. Students are punished for safety violations but not reminded of concerns, rules, or expectations in advance.



Comments for NSTA 3:

NSTA 4a - Safety

Design activities in a 5-12 classroom that demonstrate the safe and proper techniques for the

preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

TARGET

Materials necessary for inquiry and demonstrations are considered and counted ahead of the lesson. Use of all materials is safe and appropriate. Candidate discusses with students in advance how to store, dispense, and dispose of all materials.

**ACCEPTABLE**

Materials necessary for inquiry and demonstrations are listed but quantities are insufficient or undetermined. Use of all materials is safe and appropriate. Candidate tells students in advance how to store, dispense, and dispose of all materials.

**UNACCEPTABLE**

Materials lists are incomplete or missing. Little to no consideration is given as to the safe use of the materials. Some materials may be used in improper or unsafe ways. Candidate does not inform or remind students of how to store, dispense, or dispose of materials.

**NSTA 4b - Safety**

Design and demonstrate activities for all students in 5-12 classroom that demonstrate an ability to

implement emergency procedures, the maintenance of safety equipment, and policies and procedures that comply with established state and/or national guidelines.

TARGET

Students are well-informed as to the safe and proper use of materials before their use and are directed to wear appropriate safety gear (goggles, aprons, closedtoed shoes, etc.). Students are reminded of the location of appropriate safety materials (fire extinguishers, first-aid kit, emergency gas shut-off, etc.).

**ACCEPTABLE**

Students are given direction on how to use the materials safely. Safety gear is available and pointed out. Appropriate safety material are present and noted.

**UNACCEPTABLE**

Students are given insufficient instruction on the safe use of materials within the laboratory environment. No reference is made to the location of relevant safety materials.



NSTA 4c - Safety

Demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, when appropriate. Emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

TARGET

Students are well-informed as to the safe, humane, and ethical care of living organisms. Candidate facilitates discussions with students about legal requirements for the collection, housing/caring for, and use of living organisms in a science classroom.



ACCEPTABLE

Students are provided directions on the legal requirements for the ethical collection, housing/caring for, and use of living organisms in a science classroom.



UNACCEPTABLE

Students are given insufficient instruction on the safe, humane, and ethical care of living organisms.

OR

No reference to legal requirements are made/shared with students.



Comments for NSTA 4:

**** You are now done with Part 1. Please verify your answers before hitting button to continue to Parts 2 and 3. ****

Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target

Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.



Acceptable

Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.



Unacceptable

Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.



Content Knowledge

Candidate uses interactive technology efficiently and effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target

Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.



Acceptable

Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.



Unacceptable

Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.



Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target

Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.



Acceptable

Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.



Unacceptable

Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.



Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target

Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.



Acceptable

Candidate uses both formative and summative assessments to document learning.



Unacceptable

Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.



Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target

Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards



Acceptable

Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.



Unacceptable

Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.



Instructional Practice

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

Target

Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.



Acceptable

Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.



Unacceptable

Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.



Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3

Target

Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.



Acceptable

Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.



Unacceptable

Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.



Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target

Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Acceptable

Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Unacceptable

Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/harassment/bullying.



Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1

Target	Acceptable	Unacceptable
Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**** You have completed Parts 1 and 2 of the survey. Please verify your answers before hitting button to continue on to Part 3.****

Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Education and Public Policy

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

Target

Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.



ACCEPTABLE

Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.



UNACCEPTABLE

Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.



Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET

Value in culturally responsive practices is evident in delivery of instruction, such as cooperative learning, storytelling, and acceptance of code-switching in oral and written discourse. In conjunction with c/a, identifies biases in curricular materials, pedagogical practices, and assessments, and makes appropriate adjustments.



ACCEPTABLE

Supplements prescribed curriculum through integration of multicultural literature and content. Engages c/a in dialogue to find out their perceptions and understandings about the world and their place in it. Builds multiple perspectives into classroom activities and assignments.



UNACCEPTABLE

Displays a negative attitude towards diversity OR displays a superficial understanding of it. Perspective of dominant group dictates classroom materials, activities, and assignments.



Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

TARGET

Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.



ACCEPTABLE

Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.



UNACCEPTABLE

Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities



Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

TARGET

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.



ACCEPTABLE

Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.



UNACCEPTABLE

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.



Indicator 5: ADVOCACY:

Willingness to engage ethical responsibilities to help each child learn.

InTASC # 9

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE
Creates innovative solutions to issues of classroom complexity and learning environments. Collaborates with multiple stakeholders before developing a plan for success for a c/a. Consistently uses ethical guidelines to inform decision making.	Generates standard, technical, or traditional solutions to issues. Coordinates actions with colleagues to meet students' learning needs. Uses ethical guidelines, albeit inconsistently, in decision making.	Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making decisions.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE
Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession.	Projects positive view of profession to others. When appropriate, reframes negative comments about c/a, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS - This is the most important part of the FINAL student teacher evaluation. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

Final Recommendation

- Recommend for licensing
- Recommend for licensing with reservations
- I do not recommend for licensing

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