

## Teacher Education: Evaluation of Student Teaching

Student's Name \_\_\_\_\_ Banner ID # \_\_\_\_\_ Date \_\_\_\_\_

Based on observation of your student teacher's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please make heavy black marks in the squares for the rating of the competency level. Refer to the suggested list of performance indicators on the separate outcomes sheet to assist in the evaluation process. These performance indicators are not finite.

**Superior (SU)** -----Beyond what is expected at this point in the program  
**Satisfactory (S)**-----As expected at this point in the program

**Needs Improvement (NI)**-----Less than expected at this point in the program  
**NOTA**-----No Opportunity To Assess

### Science Education

(Biology, Chemistry, Earth & Space Science, General Science, Physics)

#### Minimal Teaching Field Outcomes

|   | SU                       | S                        | NI                       | NOTA                     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The teacher structures and interprets 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The teacher engages students in activities to define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrasts science to other ways of knowing.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The teacher engages students regularly and effectively in science inquiry and facilitates understanding of the role inquiry plays in the development of scientific knowledge.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher relates science to the daily lives and interests of students and to the larger framework of human endeavor and understanding.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The teacher creates a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The teacher participates in the professional community, improving practice through personal actions, education and development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The teacher relates science to the community and uses human and institutional resources in the community to advance the education of students in science.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The teacher develops and applies 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.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The teacher uses a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The teacher designs and manages safe and supportive learning environments reflecting high expectations for the success of all students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The teacher organizes effective laboratory experiences.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The teacher makes students aware of special safety measures important in the science classroom and laboratory.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b><u>SUMMARY - OVERALL RATING</u></b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The original to: Teacher Education Office- 104 Stouffer Hall.  
 Photocopies to the following:  
 Student Teacher/Cooperating Teacher/University Supervisor.