Part 1: Secondary SCIENCE Assessment (NSTA SPA Standards)

PURDUE UNIVERSITY
FORT WAYNE

School of Education

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 accreditating body. The last part asks to you to consider the dispositions that are valued by the faculty at Purdue University Fort Wayne. 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.

Evaluation Information:

Date of Evaluation mm/dd/yyyy	
Teacher Candidate Name	
Teacher Candidate E-mail	
School	
Grade Level	
University Supervisor Name	
University Supervisor E-mail	
Cooperating Teacher Name	
Cooperating Teacher E-mail	

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

communicate scientific arguments based on the data. ○	processes, relationships, and patterns between concepts). ○

NSTA 2b2 - Content Pedagogy

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

TARGET	ACCEPTABLE	UNACCEPTABLE
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. ○	Candidate provides few opportunities for students to use technology to enhance the collection and analysis of data ○	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	ACCEPTABLE	UNACCEPTABLE
Candidate uses knowledge of preconceptions from literature and student data when designing science	Candidate assesses and acknowledges many student preconceptions related to the content and applies this	Candidate provides minimal evidence of assessing preconceptions or using that information to guide the

instruction. Students are assessed formatively throughout the lessons to gauge conceptual change. ○	knowledge to the construction of instruction, albeit in a general manner. Student preconceptions are assessed frequently providing an understanding of conceptual change. ○	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	ACCEPTABLE	UNACCEPTABLE
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/	Candidate carefully selects teaching and learning experiences, balancing different instructional methods (e.g., inquiry lessons, laboratory or field experiences, use of new or different	Candidate favors one method for teaching or learning activities, expecting that each student will participate fully in what she/he has designed. ○

approaches to learning. The range of diverse opportunities reflect candidate flexibility in framing scientific inquiry and methodological approaches. ○	instruments/ technologies) to support differing learners needs/ approaches to learning across different activities. ○

NSTA 3a2 - Learning Environment

Use strategies that are inclusive and motivating for all students.

TARGET	ACCEPTABLE	UNACCEPTABLE
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. ○	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. ○	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 Environent

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

TARGET	ACCEPTABLE	UNACCEPTABLE
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.	Candidate uses scientific vocabulary instruction and strategies that explain and define new terms.	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	ACCEPTABLE	UNACCEPTABLE
Candidate demonstrates creativity and attention to validity in collecting formative, authentic student performance data. Shows strong relationship between learning goals/objectives,	Candidate employs a variety of methods to collect authentic student performance data that are logically connected to instructional goals/ objectives and instructional delivery.	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

instructional delivery, and assessment(s).		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	ACCEPTABLE	UNACCEPTABLE
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.	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.	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	ACCEPTABLE	UNACCEPTABLE
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.	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.	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	ACCEPTABLE	UNACCEPTABLE
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.).	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.	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	ACCEPTABLE	UNACCEPTABLE
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	Students are provided directions on the legal requirements for the ethical collection, housing/caring for, and use of living organisms in a science classroom.	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.

organisms in a science classroom.

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	Acceptable	Unacceptable
	Candidate assesses, albeit	Candidate infrequently

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

Content Knowledge

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

InTASC #5

CAEP 1.5

Target	**Acceptable**	**Unacceptable**
Candidate engages and involves students with different technologies to achieve specific learning goals in the content area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content.	Candidate engages students in technologies that are connected to the specific learning goals for the content area(s).	Candidate emphasizes technologies that have limited utility for enriching learning in the content area(s).

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	Acceptable	Unacceptable
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.	Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.	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	Acceptable	Unacceptable
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.	Candidate uses both formative and summative assessments to document learning.	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	Acceptable	Unacceptable
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	Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.	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 ensure accessibility and relevance for all learners.

InTASC #8

CAEP 1.1

Target	Acceptable	Unacceptable
Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-	Technology selected is age-appropriate, matching ability levels, interests, and needs.	Technology selected is appropriate for a subset of students.

appropriate, matching ability levels, interests, and needs.

○

Professional Responsibility

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

InTASC #9

CAEP 3

Target	**Acceptable**	**Unacceptable**
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.	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.	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	Acceptable	Unacceptable
Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.	Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.	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.

**** 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 Professional Studies

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	ACCEPTABLE	UNACCEPTABLE
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.	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. ○	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 an inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE
Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.	Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.	A single perspective dominates 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	ACCEPTABLE	UNACCEPTABLE
Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning	Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly	Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities

environment to grow as a professional.	endeavors, and/or teacher research.

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

InTASC # 7

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE
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.	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.	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 collaborate to help each child learn.

InTASC # 9

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE

Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.	Coordinates actions with colleagues to meet students' learning needs.	Important educational decisions are made independently without communicating with family members or colleagues.

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

InTASC # 10

CAEP 3.3

TARGET	ACCEPTABLE	UNACCEPTABLE
Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.	Projects positive view of profession when communicating with others about children, adolescents, 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.

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