

Ohio Wesleyan University Student Teaching Evaluation Form Science

Student Teacher _____ Cooperating Teacher _____

Name of School and District _____ Subject/Grade Level _____

SEMESTER Mid-point _____ Self-Evaluation _____ SEMESTER FINAL: _____ Self-Evaluation _____
_____ Cooperating Teacher _____ Cooperating Teacher _____
_____ University _____

Supervisor

Signature _____ Date _____

(Those who complete this form can choose to evaluate point by point or evaluate by general category.)

Please evaluate the student teacher according to the following criteria:

- Excellent** – Exceeds expectations
- Proficient** – Meets expectations
- Adequate** – Partially meets expectations
- Unsatisfactory** – Needs focused attention

I. Content Knowledge	Excellent	Proficient	Adequate	Unsatisfactory
<p>A. Content</p> <ol style="list-style-type: none">1. Understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association2. Understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards3. Understand and can successfully convey to students important personal and technological applications of science in their fields of licensure4. Understand research and can successfully design, conduct, report and evaluate investigations in science5. Understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure <p>B. Nature of Science</p> <ol style="list-style-type: none">1. Understand the historical and cultural development of science and the evolution of knowledge in their discipline2. Understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world3. Engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science <p>C. Issues</p> <ol style="list-style-type: none">1. Understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues2. Engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students <p>D. Pedagogy</p>				

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1. Vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding
2. Successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds
3. Successfully organize and engage students in collaborative learning using different student group learning strategies
4. Successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science
5. Use technological tools to access resources, collect and process data, and facilitate the learning of science.
6. Build effectively upon the prior beliefs, knowledge, experiences, and interests of students.

Comments on candidate's strengths/areas to improve in content knowledge:

TEACHING AND LEARNING

II. Human Development, Motivation, and Learning

Excellent

Proficient

Adequate

Unsatisfactory

1. Understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students

III. Classroom Organization, Management and Curriculum

Excellent

Proficient

Adequate

Unsatisfactory

A. Social/Instructional Environment

1. Create and maintain a psychologically and socially safe and supportive learning environment

B. Curriculum

1. Plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.
2. Understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards.

C. Physical Environment

1. Create and maintain a psychologically and socially safe and supportive learning environment.

D. Safety and Welfare

1. Understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials
2. Know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal

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of all materials used in science instruction

3. Know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students
4. Treat 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 collection, keeping, and use

IV. Instructional Strategies and Materials

Excellent

Proficient

Adequate

Unsatisfactory

A. Interactive Techniques

1. Understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge
2. Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner

C. Materials

1. Uses variety of instructional materials that meet the needs of all students

V. Assessment Strategies

Excellent

Proficient

Adequate

Unsatisfactory

1. Use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students
2. Use the results of multiple formative and summative assessments to guide and modify instruction, the classroom environment, or the assessment process
3. Provides feedback that is accurate, constructive, substantive, specific, and timely
4. Use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work

Comments on candidate's strengths/areas to improve in teaching and learning:

CHARACTER AND PROFESSIONALISM

VI. Commitment

Excellent

Proficient

Adequate

Unsatisfactory

1. Engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements

VII. Collaborative Relationships

Excellent

Proficient

Adequate

Unsatisfactory

1. Use information from students, supervisors, colleagues and others to improve teaching and facilitate professional growth.
2. Interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

VIII. Science and the Community

Excellent

Proficient

Adequate

Unsatisfactory

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1. Identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science
2. Involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community

XI. Reflective Practices

Excellent

Proficient

Adequate

Unsatisfactory

1. Reflect constantly upon teaching and identify ways and means for professional growth.

Comments on candidate's strengths/areas to improve in character and professionalism:

To what degree has the student teacher influenced student learning in this classroom?

Minimal
Impact

1

2

Somewhat
Effective

3

4

Highly
Effective

5

What is your response to the student's self-evaluation/cooperating teacher's evaluation?