

The College of New Jersey, Science Teaching Performance Assessment Form

by COE Administrator

Science Teaching Performance Assessment

Science Teaching Performance Assessment

Teacher Candidate					School
Cooperating Teacher					Grade Level
College Supervisor					Subject Area/Major
Semester	Fall	Spring	Summer	Year	Date / /

Undergraduate Programs: Junior and Senior Years

Graduate Programs: Internship I and Internship II

Please circle or highlight the performance level in each criteria below that best describes the Teacher Candidate’s (TC) performance to date.

Please note the evaluation system below includes:

- **Exceptional: Teacher candidate meets expectations at least 90% of the time**
- **Proficient: Teacher candidate meets expectations at least 80% of the time**
- **Developing: Teacher candidate meets expectations at least 70% of the time**
- **Needs Improvement: Teacher candidate does not meet program expectations**
- **NA: Not applicable**

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	Exceptional (Target): (4.000 pts)	Proficient (Acceptable) (3.000 pts)	Developing (Unacceptable): (2.000 pts)	Needs Improvement: Does not meet program expectations. (1.000 pt)	N/A (0.000 pt)
Written Lesson Plan	Lesson plans are consistently detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are typically detailed and clear; typically have assessable performance based objectives, have a logical flow; are developmentally appropriate and typically build on student prior knowledge.	Lesson plans are inconsistent the following areas: detail and clarity; development of performance based objectives, lesson flow; developmentally appropriate practices and building on student prior knowledge.	TC does not meet program expectations.	N/A
Subject Matter Knowledge NSTA-2012.1a	Candidate lessons are informed by the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.	Candidate lessons are generally informed by the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.	Candidate lessons are weak in explicating connections to major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.	TC does not meet program expectations.	N/A
Role of Science specific technology (1.000, 20%) NSTA-2012.2c	Candidate consistently integrates the central concepts of the supporting disciplines and role of science-specific technology into lessons.	Candidate typically integrates the central concepts of the supporting disciplines and role of science-specific technology into lessons.	Candidate inconsistently integrates the central concepts of the supporting disciplines and role of science-specific technology into lessons.	TC does not meet program expectations.	N/A
Decision making NSTA-2012.3a	Candidate consistently selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students	Candidate typically selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn.	Candidate inconsistently selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students	TC does not meet program expectations.	N/A

	learn. These strategies are inclusive and motivating for all students.	These strategies are inclusive and motivating for all students.	learn. Strategies are inconsistently inclusive and motivating for all students.		
Differentiation for Student Learning NSTA-2012.2a	Candidate consistently uses a variety of inquiry approaches that demonstrates the knowledge of how all students learn science.	Candidate typically uses a variety of inquiry approaches that demonstrates the knowledge of how all students learn science.	Candidate inconsistently uses a variety of inquiry approaches that demonstrates the knowledge of how all students learn science.	TC does not meet program expectations.	N/A
Teacher Presence	Candidate has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	Candidate typically has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	Candidate has developing teaching presence, demeanor through tone of voice, body language and communicating effectively to students. Responds to students in a positive manner.	TC does not meet program expectations.	N/A
Instructional Effectiveness	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Uses language that is appropriately challenging.	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Typically uses language that is appropriately challenging.	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Is inconsistent in using language that is appropriately challenging.	TC does not meet program expectations.	N/A
Transitions	Transitions are smooth and make logical connections between lesson activities.	Transitions are usually smooth and make logical connections between lesson activities.	Transitions are inconsistent in making connections between lesson activities.	TC does not meet program expectations.	N/A
Closings	Closes lesson effectively to encourage student reflection and to assess student learning.	Typically closes lesson effectively to encourage student reflection and to assess student learning.	Is inconsistent in closing lessons effectively to encourage student reflection and assessment of student learning.	TC does not meet program expectations.	N/A
Materials	TC uses materials effectively to support instruction.	TC typically uses materials effectively to support instruction.	TC is inconsistent in using materials effectively to support instruction.	TC does not meet program expectations.	N/A
Technology	TC uses technology and/or other materials effectively to support instruction.	TC typically uses technology and/or other materials effectively to support instruction.	TC is inconsistent in using technology and/or other materials effectively to support instruction.	TC does not meet program expectations.	N/A
Developmental Appropriate Practices/ Differentiated Instruction	Candidate checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction challenges all learners.	Candidate typically checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction typically challenges all learners.	Candidate is inconsistent in checking students' understanding, adapts instruction, and makes accommodations based on observations. Instruction rarely challenges all learners.	TC does not meet program expectations.	N/A
Questioning and Responsiveness	Candidate listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Candidate listens, typically acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Candidate listens, typically acknowledges students' ideas, but is weak in building on students' answers and encourages higher order thinking.	TC does not meet program expectations.	N/A
Assessment NSTA-2012.3c	Plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are typically designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	Plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are rarely designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	TC does not meet program expectations.	N/A
Treatment of Animals (1.000, 20%) NSTA-2012.4c	Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane,	Design activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They address safe, humane, and ethical treatment of animals	TC verbally address safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.	TC does not meet program expectations.	N/A

	and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.	and comply with the legal restrictions on the collection, keeping, and use of living organisms.			
Laboratory Safety Procedures (1.000, 20%) NSTA-2012.3d	Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	TC explains chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	TC is inconsistent about procedures regarding chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	TC does not meet program expectations.	N/A
Laboratory Safety (1.000, 20%) NSTA-2012.4b	Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	Demonstration activities in a P-12 classroom shows an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	Demonstration activities are not sufficient for P-12 classroom to an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	TC does not meet program expectations.	N/A
Materials Safety (1.000, 20%) NSTA-2012.4c	Design activities in a P-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.	Demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Demonstrations for the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction are incomplete.	TC does not meet program expectations.	N/A
Lesson Reflections	TC consistently seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	TC typically seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	TC inconsistently seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is inconsistently able to identify what went well and what did not go well in terms of planning, management, and instruction.	TC does not meet program expectations.	N/A



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