Science Teaching Performance Assessment 2015

by COE Administrator

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School of Education

The College of New Jersey

Undergraduate Programs: Junior and Senior Years

Instructions:

Please select the performance level in each criteria below that best describes the Teacher Candidate's (TC) teaching performance to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable." Please note the evaluation system below includes:

Exceptional **(Target)**

Proficient **(Acceptable)**

Developing **(Unacceptable for Student Teaching)**

Needs Improvement **(Unacceptable) Teacher candidate does not meet program expectations.**

"NA" Not Applicable" or Not Observed

Standards

NSTA-2012.1a Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

NSTA-2012.1b Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.

NSTA-2012.2a Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.

NSTA-2012.2b 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. Applications of science-specific technology are included in the lessons when appropriate.

NSTA-2012.2c Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

NSTA-2012.3a 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. These strategies are inclusive and motivating for all students.

NSTA-2012.3b Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

NSTA-2012.3c Plan 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.

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.

NSTA-2012.4a 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.

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.

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, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

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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 plans are	Lesson plans are	Lesson plans	TC does not meet	N/A

Lesson Plan	consistently detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally appropriate and build on student prior knowledge.	typically detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally appropriate and build on student prior knowledge.	inconsistent in detail and clarity; have assessable performance based objectives, have a logical flow; are developmentally appropriate and typically build on student prior knowledge.	program expectations.	
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 weakly 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, 20.0%) NSTA-2012.2c	Candidate consistly 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 learn. These strategies are inclusive and motivating for 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. These strategies are inclusive and motivating for all students.	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 learn. These strategies are inclusive and motivating for all students.	TC does not meet program expectations.	N/A
Differentiation for Student Learning NSTA-2012.2a	Candidate consistently uses a variety of inquiry approaches that demonstrates the knowledge of how	Candidate typically uses a variety of inquiry approaches that demonstrates the knowledge of how	Candidate inconsistently uses a variety of inquiry approaches that demonstrates the knowledge of how	TC does not meet program expectations.	N/A

	all students learn science.	all students learn science.	all students learn science.		
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 inconsistently 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.	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 to assess 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/	Candidate checks students' understanding, adapts instruction,	Candidate typically checks students' understanding,	Candidate is inconsistent in checking students' understanding,	TC does not meet program expectations.	N/A

Differentiated Instruction	and makes accommodations based on observations. Instruction challenges all learners.	adapts instruction, and makes accommodations based on observations. Instruction typically challenges all learners.	adapts instruction, and makes accommodations based on observations. Instruction rarely challenges all learners.		
Questioning and Responsivenes	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	Plan 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.	Plan 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, 20.0%) 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, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.	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 and comply with the legal restrictions on the collection, keeping, and use of living organisms.	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
Laboratory Safety	Plan a learning environment and	TC explains chemical safety,	TC is inconsistent at sufficient	TC does not meet program	N/A

Procedures (1.000, 20.0%) NSTA-2012.3d	learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	safety procedures, and the ethical treatment of living organisms within their licensure area.	chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	expectations.	
Laboratory Safety (1.000, 20.0%) 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.	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.	Demonstrate 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, 20.0%) 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,	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,	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	TC does not meet program expectations.	N/A

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