

FOCUSED CONTENT EVALUATION - SECONDARY SCIENCE (USE BEGINS FALL 2014)

General Information | Custom Form | **Preview**

**OBSERVATION INFORMATION**

**Candidate Name\***

**Focused Content Observer Name\***

**Mentor Teacher Name\***

**University Supervisor Name\***

**Date of Observation\***

 

**RUBRIC**

**2012 NSTA Standard 2: Content Pedagogy and Standard 3: Learning Environments\***

	Emerging	Basic	Professional	Score
1. Varies actions, strategies, and methods to promote the development of multiple student skills and lives of understanding. (NSTA 2a)	<input type="radio"/> 1 <input type="radio"/> 2 <hr/> A routine is established with regard to teaching method, but seldom varies instructional strategies.	<input type="radio"/> 3 <input type="radio"/> 4 <hr/> A unit of science instruction includes two to three different strategies or methods that promote	<input type="radio"/> 5 <input type="radio"/> 6 <hr/> Two or more units of science instruction include	<input type="text" value="Score"/>
<input type="checkbox"/> NA			<input type="button" value="Skip Navigation"/>	

		different levels of understanding and multiple student skills.	methods that appropriately challenge multiple levels of students understanding and multiple student skills.	
2. Promotes the learning of science by students with different abilities, needs, interests and backgrounds. (NSTA 2a) <input type="checkbox"/> NA	<input type="radio"/> 1 <input type="radio"/> 2 <hr/> Observed using less than 2 strategies to meet the needs of students with varying abilities, needs and backgrounds to promote science learning.	<input type="radio"/> 3 <input type="radio"/> 4 <hr/> Observed using 2 or 3 strategies to meet the needs of students with varying abilities, needs and backgrounds to promote science learning.	<input type="radio"/> 5 <input type="radio"/> 6 <hr/> Observed a consistent use of varying strategies to meet the needs of students with varying abilities, needs and backgrounds to promote science learning.	<input type="text" value="Score"/>
3. Uses collaborative learning and varies student group learning strategies. (NSTA 2a) <input type="checkbox"/> NA	<input type="radio"/> 1 <input type="radio"/> 2 <hr/> Observed using less than two different collaborative student group learning strategies (i.e., cooperative learning, group work, thinkpair- share).	<input type="radio"/> 3 <input type="radio"/> 4 <hr/> Observed the use of at least two different collaborative student group learning strategies (i.e., cooperative learning, group work, thinkpair-share).	<input type="radio"/> 5 <input type="radio"/> 6 <hr/> Observed consistent use of multiple forms of collaborative student group learning strategies (i.e., cooperative learning, group work, thinkpair-share).	<input type="text" value="Score"/>
4. Develops lessons that use advanced technologies to collect data teach students science. (NSTA 2b) <input type="checkbox"/> NA	<input type="radio"/> 1 <input type="radio"/> 2 <hr/> Observed using less than two different modes of technology, including computerbased instruments, to teach students science and/or to collect data in the process of teaching science.	<input type="radio"/> 3 <input type="radio"/> 4 <hr/> Observed at least two different modes of technology, including computer-based instruments, to teach students science and/or to collect data in the process of teaching science.	<input type="radio"/> 5 <input type="radio"/> 6 <hr/> Observed using three or more different modes of technology, including computer-based instruments, to teach students science and/or to collect data in the process of teaching science.	<input type="text" value="Score"/>
	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 5 <input type="radio"/> 6	<input type="text" value="Score"/>

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<p>5. Uses prior conceptions and interests of students to promote their learning of science (NSTA 2c)</p> <p><input type="checkbox"/> NA</p>	<p>Observed less than two incidents of determining and responding to student prior conceptions in science both before and during instruction.</p>	<p>Observed at least two different incidents of determining and responding to student prior conceptions in science both before and during instruction. AND Observed two incidents relating science to the personal lives and interests of students.</p>	<p>Observed consistent determination and response to student prior conceptions in science before and during instruction and effectively promotes new learning. AND Consistently relates science to the personal lives and interests of students.</p>	<p>Score</p>
<p>6. Creates a psychologically and socially safe learning environment. (NSTA 2a)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1 <input type="radio"/> 2</p> <hr/> <p>Is not observed conveying that all students are important and their experiences and ideas are valuable. OR Works to develop an orderly, functional learning environment, but has not established routines and mutual respect.</p>	<p><input type="radio"/> 3 <input type="radio"/> 4</p> <hr/> <p>In two to three classes, observed conveying that all students are important and their experiences and ideas are valuable. AND Generally maintains an orderly, functional learning environment through established routines and mutual respect.</p>	<p><input type="radio"/> 5 <input type="radio"/> 6</p> <hr/> <p>Observed consistently conveying that all students are important and their experiences and ideas are valuable. AND Daily maintains an orderly, functional learning environment through established routines and mutual respect.</p>	<p>Score</p>
<p>Rubric Score:</p>				
<p>Rubric Mean:</p>				

**NSTA Standard 4: Safety\***

Emerging	Basic	Professional	Score	
<p>7. Practices legal and ethical responsibilities of science teachers for the welfare of their students. (NSTA 4c)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1 <input type="radio"/> 2</p> <hr/> <p>Has not responsibly followed the legal and ethical precedents for the</p>	<p><input type="radio"/> 3 <input type="radio"/> 4</p> <hr/> <p>Generally follows the legal and ethical precedents for the welfare of students in the science classroom.</p>	<p><input type="radio"/> 5 <input type="radio"/> 6</p> <hr/> <p>Consistently follows the legal and ethical precedents</p>	<p>Score</p>

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	welfare of students in the science classroom.		in the science classroom and discusses reasons for such rules with students.	
<p>8. Practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction. (NSTA 4a)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <p><input type="radio"/> 2</p> <hr/> <p>Does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. OR MSDS file is not kept, readily available or currently maintained.</p>	<p><input type="radio"/> 3</p> <p><input type="radio"/> 4</p> <hr/> <p>Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. AND Maintains an up-to-date and readily available MSDS file for all materials used in the classroom.</p>	<p><input type="radio"/> 5</p> <p><input type="radio"/> 6</p> <hr/> <p>Establishes and follows procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials. AND Maintains an up-to-date and readily available MSDS file for all materials used in the classroom. AND Stays informed of potential hazards and legal concerns. Communicates them to other teachers to maintain a school environment free of potential problems.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">Score</div>
<p>9. Follows emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and abilities of students. (NSTA 4b)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <p><input type="radio"/> 2</p> <hr/> <p>Emerging: Does not follow fundamental or common safety protocols. OR Does not periodically inspect or test and as needed replace or otherwise maintain safety equipment and supplies. OR Does not enforce safety procedures and rules in student learning environments. Safety drills are not used in classroom or laboratory settings. OR Safety procedures and rules are</p>	<p><input type="radio"/> 3</p> <p><input type="radio"/> 4</p> <hr/> <p>Basic: Fundamental or common safety protocols are followed. AND Periodic inspections or tests are performed as needed and safety equipment and supplies are replace or otherwise maintained. AND Safety procedures and rules in student learning environments are enforced. Safety drills are completed. AND Safety procedures and</p>	<p><input type="radio"/> 5</p> <p><input type="radio"/> 6</p> <hr/> <p>Fundamental, common and advanced safety protocols are followed with student understanding of why the rules and protocols exist. AND Periodic inspections or tests are performed as needed and safety equipment and supplies are replace or otherwise maintained complete dated logs of equipment, inspection tests</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">Score</div>

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	not clearly visible in classroom or laboratory settings.	rules are clearly visible in classroom or laboratory settings.	procedures and rules in student learning environments are enforced. Safety drills are completed with dated logs of all drills and issues that must be addressed in future drills. AND Safety procedures and rules are clearly visible in classroom; students are able to articulate rules.	
10. Treats all living organisms used in the classroom or collected in the field in a safe, humane, and ethical manner, and respects legal restrictions on their collection, keeping, and use. (NSTA 4c)	<input type="radio"/> 1 <input type="radio"/> 2 <hr/> Does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animals.	<input type="radio"/> 3 <input type="radio"/> 4 <hr/> Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals.	<input type="radio"/> 5 <input type="radio"/> 6 <hr/> Consistently attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals. AND Discusses reasons for such rules with students.	<input type="text" value="Score"/>
				Rubric Score:
				Rubric Mean:

**NSTA Standard 6 Professional Knowledge and Skills\***

	Emerging	Basic	Professional	Score
11. Engages in on-going professional development and participates in professional organizations beyond the requirement of the program. (NSTA 6a)	<input type="radio"/> 1 <input type="radio"/> 2 <hr/> Provides no documentation of professional growth achieved through participation in professional activities beyond the university classroom.	<input type="radio"/> 3 <input type="radio"/> 4 <hr/> Provides documentation of professional growth achieved through participation in professional activities beyond the university classroom.	<input type="radio"/> 5 <input type="radio"/> 6 <hr/> Provides documentation of professional growth achieved through participation in professional	<input type="text" value="Score"/>
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			Provides documentation of publication and/or presentation in professional organizations.	
<p>12. Reflects on their teaching and identifies ways and means to grow professionally. (NSTA 6a)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1 <input type="radio"/> 2</p> <hr/> <p>Provides no written evidence of reflection on their teaching. OR Reflections on teaching and growth is not demonstrated through changes in classroom practices.</p>	<p><input type="radio"/> 3 <input type="radio"/> 4</p> <hr/> <p>Provides written evidence of reflection on their teaching. AND Reflection on teaching and growth is demonstrated through appropriate changes in classroom practices.</p>	<p><input type="radio"/> 5 <input type="radio"/> 6</p> <hr/> <p>Provides consistent written evidence of reflection on their teaching. AND Reflection on teaching and growth is demonstrated through changes in classroom practices that improves student learning. AND Evaluates how these reflections impact practice and growth.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Score</div>
<p>13. Uses information from students, supervisors, colleagues, and others to improve their teaching and facilitate their professional growth. (NSTA 6b)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1 <input type="radio"/> 2</p> <hr/> <p>Little to no evidence where input from others (students, parents, colleagues, supervisors and others) improved teaching and professional growth.</p>	<p><input type="radio"/> 3 <input type="radio"/> 4</p> <hr/> <p>At least two examples of input from multiple sources (students, parents, colleagues, supervisors and others) is used to improve teaching and professional growth.</p>	<p><input type="radio"/> 5 <input type="radio"/> 6</p> <hr/> <p>Three or more examples of input from multiple sources (students, parents, colleagues, supervisors and others) is used to improve teaching and professional growth. AND Candidate seeks input from multiple sources.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Score</div>
<p>14. Interacts effectively with colleagues, parents and students; mentors new colleagues; and fosters a positive relationship in the community. (NSTA 6b)</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1 <input type="radio"/> 2</p> <hr/> <p>Only builds professional relationships with those who are responsible for mentoring/supervising. OR</p>	<p><input type="radio"/> 3 <input type="radio"/> 4</p> <hr/> <p>Builds professional relationships with those who are responsible for mentoring/supervising.</p>	<p><input type="radio"/> 5 <input type="radio"/> 6</p> <hr/> <p>Exhibits a proactive and equitable professional relationship with school</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Score</div>

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Does not interact appropriately with school colleagues, parents, and/or agencies in the larger community.	AND Provides evidence of developing professional relationships with school colleagues, parents, and agencies in the larger community.	agencies in the larger community that facilitates positive interactions and strong communications of benefit to students and the school.
Rubric Score:		
Rubric Mean:		

**NSTA - Evidence of Student Learning in the Teaching of Science\***

	Unacceptable	Acceptable	Target	Score
<p>A. The candidate is able to successfully convey to students the major science concepts, principles, theories, laws, and interrelationships of their fields of licensure.</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p> <hr/> <p>The data show that the K-12 students <input type="checkbox"/> have not positively changed their understanding of major science concepts, principles, theories, laws, and interrelationships as a result of instruction by the candidate. OR Student knowledge of science does not go beyond memorization. OR Candidate did not collect, organize, and analyze data in a manner that could be interpreted.</p>	<p><input type="radio"/> 2</p> <hr/> <p>The data show that the K-12 students <input type="checkbox"/> understandings of major science concepts, principles, theories, laws, and interrelationships have positively changed as a result of instruction by the candidate. AND Content learning was reflected in a level of understanding beyond memorization. AND Candidate collected, organized, and analyzed data in a manner that could be interpreted.</p>	<p><input type="radio"/> 3</p> <hr/> <p>The data show that the K-12 students <input type="checkbox"/> understandings of major science concepts, principles, theories, laws, and interrelationships have positively changed as a result of instruction by the candidate. The students <input type="checkbox"/> have made a change in their understanding and are able to reflect on their own changes in understanding. AND Content learning was reflected in a level of understanding beyond memorization. AND Candidate collected, organized, analyzed and interpreted data.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Score</div>
<p>B. Nature of Science</p> <p><input type="checkbox"/> NA</p>	<p><input type="radio"/> 1</p>	<p><input type="radio"/> 2</p>	<p><input type="radio"/> 3</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;">Score</div>

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The data show that K-12 students  have not positively changed their understanding of the nature of science as a result of instruction by the candidate. This includes the ability to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. OR Student knowledge of the nature of science does not go beyond memorization. OR Candidate did not collect, organize, and analyze data in a manner that could be interpreted.

The data show that K-12 students  understandings of the nature of science have positively changed as a result of instruction by the candidate. This includes the ability to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. Student learning of the nature of science was reflected in a level of understanding beyond memorization. AND Candidate collected, organized, and analyzed data in a manner that could be interpreted.

The data show that K-12 students  understandings of the nature of science have positively changed as a result of instruction by the candidate. This includes the ability to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. The students  have made a change in their understanding and are able to reflect on their own changes in understanding. Student learning of the nature of science was reflected in a level of understanding beyond memorization. AND Candidate collected, organized, analyzed and interpreted data.

C. The candidate engages students in developmentally appropriate scientific inquiry and investigations.

NA

1

Provides minimal to no evidence that students develop concepts and relationships from their observations, data, and inferences as a result of inquiry-based instruction by the candidate. OR Student knowledge of science does not go beyond memorization. OR

2

Provides evidence that shows students observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences as a result of inquirybased instruction by the candidate. AND Content learning was reflected in a

3

Provides multiple authentic and creative examples that demonstrate students observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences as a result of inquiry-based instruction by

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Candidate did not collect, organize, and analyze data in a manner that could be interpreted.

level of understanding beyond memorization. AND Candidate collected, organized, and analyzed data in a manner that could be interpreted.

students  have made a change in their understanding and are able to reflect on their own changes in understanding. AND Content learning was reflected in a level of understanding beyond memorization. AND Candidate collected, organized, analyzed and interpreted data.

Rubric Score:

Rubric Mean:

**Comments or evidence**

**GRADE**

**Total Score:**

**Total Mean:**

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