

## Instructions for Science Education Evaluation Form

Greetings Supervisor or Cooperating Teacher,

We would like to take another opportunity to thank you for working with our science education program as a mentor to the student teacher that you are working with. We really appreciate your efforts to inspire the next generation of science instructors through your guidance and tutelage. The following form can be found on the Science Teaching Center area of the Buffalo State College web site: <http://sciences.buffalostate.edu/sites/sciences.buffalostate.edu/files/uploads/Documents/ST%20Eval2.pdf> under "Cooperating Teacher Evaluation Forms" "New Evaluation Form." You can print the form on demand for use during the next couple of months. If you prefer you can also type directly in to the form and the spaces will automatically enlarge. Use it to evaluate your student teacher as often as you like; daily, weekly or bi-weekly. We require **three** official observation forms to be given to the College Supervisor by the end of the student teaching experience. Please do not give them directly to the student teacher to deliver to the college. While they are to be shared in order for the student teacher to grow and gain valuable insight into their strengths and weaknesses and each of you should keep copies of the evaluations that are conducted, we would appreciate the transfer directly via electronic means to [langecl@buffalostate.edu](mailto:langecl@buffalostate.edu) or a hard copy given to the College Supervisor. Typically, evaluations are conducted in the first two weeks, mid quarter and near the end of the assignment. Please do not hesitate to contact us if we can be of additional help.

Please use the following definitions to complete the check areas on the evaluation form:

**Target (T)** : Target is for exemplary behaviors and outstanding qualities or attributes. Do not be afraid to use this category if you see a student teacher excelling.

**Acceptable (A)**: Acceptable is average, they are doing what most new teachers do and are working to improve.

**Not Acceptable (N)**: Even after attempts to give constructive suggestions, the student teacher does not show improvement.

**Unable to Evaluate: If the statement does not pertain to the evaluation during that time frame and you are therefore unable to evaluate, please leave the line blank.**

Also note: If you feel that your student teacher is worthy to be nominated for the Angela D. Harrison Award for Excellence in Student Teaching, please forward a letter of nomination to Dr. Catherine Lange at Buffalo State College, 1300 Elmwood Avenue, SAMC #277, Buffalo, NY 14222.

# Buffalo State College Science Education Evaluation Form

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
 Date \_\_\_\_\_ Time Frame \_\_\_\_\_ Class Name/Description \_\_\_\_\_  
 School \_\_\_\_\_ Lesson Title \_\_\_\_\_  
 Lesson Plan Attached? \_\_\_no \_\_\_yes College Supervisor \_\_\_\_\_  
 Evaluation \_\_\_#1 \_\_\_#2 \_\_\_#3 \_\_\_#4 Other \_\_\_\_\_ Grade \_\_\_\_\_

- Use the definitions on the instruction page as a guide to complete the check boxes.

T = Target A = Acceptable N = Not Acceptable Blank = Unable to Evaluate

| 1. Lesson Development and Planning  | T | A |   |
|---|---|---|---|
| Lesson Plan<br><i>Comments:</i>   |   |   |   |
| Weekly Planning<br><i>Comments:</i>   |   |   |   |
| Plans are prepared in advance<br><i>Comments:</i>   |   |   |   |
| Objectives are linked to standards<br><i>Comments:</i>  |   |   |   |
| Objectives reflect an awareness of prior student experience<br><i>Comments:</i>   |   |   |   |
| Objectives are developmentally and individually appropriate and reflect a range of individual needs of diverse learners<br><i>Comments:</i> |   |   |   |
| Lesson plans are articulate, succinct and accurate<br><i>Comments:</i>  |   |   |   |
| 2. Assessment of Student Learning   | T | A | N |
| Tests and/or quizzes<br><i>Comments:</i>  |   |   |   |
| Feedback is given to students on a regular basis<br><i>Comments:</i>  |   |   |   |
| Evaluation criteria is made clear to students<br><i>Comments:</i>   |   |   |   |
| Objectives are clear to all students<br><i>Comments:</i>  |   |   |   |
| Adjusts pace by monitoring student understanding<br><i>Comments:</i>  |   |   |   |
| Assignments are clearly stated<br><i>Comments:</i>  |   |   |   |
| Directions are clearly given<br><i>Comments:</i>  |   |   |   |
| Student records are up to date<br><i>Comments:</i>  |   |   |   |
| 3. Pedagogy   | T | A | N |
| Correctly integrates anticipatory sets or engagement process(es)<br><i>Comments:</i>  |   |   |   |
| Shows energy and enthusiasm for teaching and subject matter<br><i>Comments:</i>   |   |   |   |
| Lessons are linked to student outcomes<br><i>Comments:</i>  |   |   |   |

|  |          |          |          |
|--|----------|----------|----------|
| Links new concepts to previous knowledge<br><i>Comments:</i>   |          |          |          |
| Misconceptions (preconceived notions, non-scientific beliefs, naïve theories, mixed conceptions or conceptual misunderstandings) are considered and identified<br><i>Comments:</i> |          |          |          |
| Progressive sequencing of lessons that facilitates scaffolding and constructivism instructional models<br><i>Comments:</i>   |          |          |          |
| Understands how to ask questions to stimulate thinking and discussion<br><i>Comments:</i>  |          |          |          |
| Understands inquiry as a tool of instruction<br><i>Comments:</i>   |          |          |          |
| Able to translate difficult science concept into understandable terms<br><i>Comments:</i>  |          |          |          |
| Uses appropriate closing strategy<br><i>Comments:</i>  |          |          |          |
| Uses wait-time<br><i>Comments:</i>   |          |          |          |
| <b>4. General Professionalism</b>  | <b>T</b> | <b>A</b> | <b>N</b> |
| Non-instructional paperwork is completed in a timely manner<br><i>Comments:</i>  |          |          |          |
| Record of excellent attendance<br><i>Comments:</i>   |          |          |          |
| Punctual<br><i>Comments:</i>   |          |          |          |
| Preparedness<br><i>Comments:</i>   |          |          |          |
| Appropriate oral and written language skills<br><i>Comments:</i>   |          |          |          |
| Able to be heard and understood when speaking<br><i>Comments:</i>  |          |          |          |
| Demonstrates confidentiality<br><i>Comments:</i>   |          |          |          |
| Mutual respect is shown to other human beings<br><i>Comments:</i>  |          |          |          |
| Fairness is exhibited<br><i>Comments:</i>  |          |          |          |
| Dresses appropriately and professionally<br><i>Comments:</i>   |          |          |          |
| Grooming standards are high<br><i>Comments:</i>  |          |          |          |
| Conducts in adult manner, clearly establishes teacher-student boundaries<br><i>Comments:</i>   |          |          |          |
| <b>5. Reflection</b>   | <b>T</b> | <b>A</b> | <b>N</b> |
| Employs an effective reflective technique<br><i>Comments:</i>  |          |          |          |
| Makes adjustments that are directly linked to reflective thinking process<br><i>Comments:</i>  |          |          |          |
| Asks Cooperating Teacher, Supervisor or University Faculty for feedback/ideas/advice<br><i>Comments:</i>   |          |          |          |

|   |          |          |          |
|---|----------|----------|----------|
| Utilizes constructive criticism<br><i>Comments:</i>   |          |          |          |
| Is attentive to student communications (verbal and non-verbal) that assess teaching effectiveness, management procedures and classroom policies and adjusts according to that information<br><i>Comments:</i> |          |          |          |
| <b>6. Classroom Environment</b>   | <b>T</b> | <b>A</b> | <b>N</b> |
| Participates in school activities outside the classroom<br><i>Comments:</i>   |          |          |          |
| Works with teacher to communicate with parents about child's progress<br><i>Comments:</i>   |          |          |          |
| Demonstrates knowledge of and sensitivity to various family structures and reflects this by modifying instruction and communication<br><i>Comments:</i>   |          |          |          |
| Exhibits a desire to work with other professionals in the school setting<br><i>Comments:</i>  |          |          |          |
| Seeks out multiple resources for teaching to meet the range of individual needs<br><i>Comments:</i>   |          |          |          |
| Considers students' cultural backgrounds and interests when planning<br><i>Comments:</i>  |          |          |          |
| Inspires students<br><i>Comments:</i>   |          |          |          |
| Creative<br><i>Comments:</i>  |          |          |          |
| Positive attitude<br><i>Comments:</i>   |          |          |          |
| <b>7. Classroom Management</b>  | <b>T</b> | <b>A</b> | <b>N</b> |
| Rules are simply stated and posted in room<br><i>Comments:</i>  |          |          |          |
| Consistent application of rules is established<br><i>Comments:</i>  |          |          |          |
| Manages time efficiently<br><i>Comments:</i>  |          |          |          |
| Demonstrates high expectations for learning and achievement<br><i>Comments:</i>   |          |          |          |
| Uses a variety of management strategies<br><i>Comments:</i>   |          |          |          |
| Monitors student behaviors<br><i>Comments:</i>  |          |          |          |
| Is alert to covert student behaviors (texting on phone, doing work other than science, etc.)<br><i>Comments:</i>  |          |          |          |
| Establishes routines , procedures<br><i>Comments:</i>   |          |          |          |
| Knows district policies and procedures<br><i>Comments:</i>  |          |          |          |
| Uses non verbal tools when appropriate<br><i>Comments:</i>  |          |          |          |
| Knows and uses student names<br><i>Comments:</i>  |          |          |          |
| Greets students and begins class in positive tone<br><i>Comments:</i>   |          |          |          |