Teacher Candidate Observation/Feedback
Placement: Mid (March 7due date) and End (May 1 due date)

Teacher Candidate: _____

Mentor Teacher: _____ Date: _____

Please rate the candidate according to the following scoring guide:

	Does not possess the necessary knowledge. Standard is not evident.	Emerging Is able to articulate necessary knowledge, but does not demonstrate in performance.	Developing Is able to articulate the necessary knowledge and demonstrates performance with some success.	Skilled Is able to articulate necessary knowledge and *effectively* demonstrates in performance.	Exceeding Adapts and develops the lesson according to teaching environment/student response. (all skilled indicators met as well as at least one below.
Positive Classroom Environment • Monitors students and intervenes as needed. • Develops relationships. • Clearly communicates with verbal and nonverbal cues.					
Professionalism and Self Assessment • Arrives at school promptly. • Collaborates with staff. • Reflects on effectiveness of teaching. • Accepts and utilizes feedback.					

Content Knowledge/Differentiation • Delivers content accurately. • Engages students. • Uses knowledge of students to meet individual needs. • Uses a variety of instructional strategies.					

Accolade/Concern From Mentoring Teacher:

Teacher Candidate Reflection (teacher candidate should write a summary of 1 paragraph about their experience for the first placement/1st 7-8 weeks). Please restate your SMART goal for the semester and provide the data you have collected to show your progress on meeting your goal. Due to your university supervisor when you submit your end of placement feedback

Mentor Teacher Signature: _____

Teacher Candidate Signature: _____   Date: _____

Please have your co-teacher (classroom teacher) fill this out after you teach your required lessons for the courses in the clinical pathway. This form is to be signed by the classroom teacher and the teacher candidate. This needs to be turned in when you submit your reflection and your lesson plan. Use these notes to guide your reflection, as well.

Teacher Candidate (TC) Name: _____

Subject Area/Grade Level: _____

Date of when lesson plan was approved: _____

Signature of the person who approved the lesson plan _____

TC Signature: _____   Classroom Teacher Signature: _____

Evidence/Notes: Guiding Questions	
- Does the TC state the objective in student friendly terms? - Does the TC hook the students? How? - What instructional strategies were used? - Does the TC use formative assessment throughout? Provide Examples - Does the TC use effective classroom management? How? - How did the TC engage the students? - How did the TC consider the needs of all learners?	

Suggestions for Future Teaching:

Please provide the TC with suggestions or ideas in order for him/her to improve and make the lesson stronger. What other ideas do you have for the TC?

A. Scoring Guide and Rubric

NSTA Standard 5	Sub-categories	3 Target	2 Acceptable	1 Unacceptable
Element 5a Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.	5a.1 Strengths of the Unit – Self Analysis	Specifically identifies at least 3 strengths of the unit and identifies student assessment data that verifies each	Specifically identifies at least 2 strengths of the unit and identifies student assessment data that verifies each	Specifically identifies at least 1 strength of the unit and identifies student assessment data that verifies
	5a.2 Areas for Improvement – Self Analysis	Specifically identifies at least 3 improvements and suggestions on how to improve student assessment data (verify learning) for each	Specifically identifies at least 2 improvements and suggestions on how to improve student assessment data (verify learning) for each	Specifically identifies at least 1 improvement and suggestions on how to improve student assessment data (verify learning) for it
	5a.3 analysis of pre- and post-assessment related to scientific knowledge and providing feedback.	Identifies significant data-collection method to show evidence of student learning. The results suggested clear evidence of measurement in mental functioning demonstrating that students' science knowledge is measured.	Identifies effective data-collection method to show evidence of student learning. The results suggested some evidence of measuring in mental functioning demonstrating that scientific knowledge is measured.	Identifies data-collection method to show evidence of student learning. The results suggested little evidence of measuring in mental functioning demonstrating that scientific knowledge is measured.
	5a.4 feedbacks to students	Identifies significant ways to communicate the results of the assessment tools with students in way that can help students to revise their science knowledge and practices.	Identifies some ways to communicate the results of the assessment tools with students in way that can help students to revise their science knowledge and practices.	Identifies some ways to communicate the results of the assessment tools with students. No evidence of the effectiveness of the provided feedback is provided.

NSTA Standard 5	Sub-categories	3 Target	2 Acceptable	1 Unacceptable
Element 5b Provide data to show that P- 12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	5b.1 Student learning of Nature of Science (Concepts, Theories, Laws).	Identifies test questions (and/or other assessments) that pertain to the Nature of Science, and provides analysis of student learning of nature of science for this unit/chapter	Identifies test questions (and/or other assessments) that pertain to the Nature of Science, but analysis of student learning of nature of science is incomplete	Does not identify specific test questions (or other assessments) that pertain to the Nature of Science, analysis of student learning of nature of science is absent
	5b.2 Student learning of Issues	Identifies test questions that address at least 2 controversial issues related to the science unit/chapter science and provides analysis of student learning pertaining to these issues.	Identifies test question(s) that address a controversial issue related to the science unit/chapter science, but analysis of student learning pertaining to this issue is incomplete or absent.	Does not identify test questions that address controversial issues related to the science unit/chapter science.
	5b.3 Student learning of Personal and Technological Applications of Science	Identifies test question(s) that consider at least 2 technological applications of the unit/chapter that affects students' life, and analyzes student learning	Identifies test question(s) that considers at least 1 technological applications of the unit/chapter that affects students' life and analyzes student learning.	Does not identify test question(s) that considers technological applications of the unit/chapter that affects students life.
	5b.4 Student learning in the context of their everyday life.	Identifies assessment items that address at least 2 applications of chapter/unit science to daily life of students such as their local community, personal life, social life, etc. Provides analyzes of student learning.	Identifies assessment items that address at least 1 applications of chapter/unit science to daily life of students such as their local community, personal life, social life, etc. Provides analyzes of student learning.	Does not identify test questions that address applications of chapter/unit science to daily life of students such as their local community, personal life, social life, etc.
NSTA Standard 5	Sub-categories	3 Target	2 Acceptable	1 Unacceptable

Element 5c Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	5c.1 Student learning of crosscutting concepts as defined in NGSS	Identifies test questions (and/or other assessments) that assess student learning of at least 3 crosscutting concepts that pertain to the unit/chapter, and provide analysis of student learning of each crosscutting concepts	Identifies test questions (and/or other assessments) that assess student learning of at least 2 crosscutting concepts that pertain to the unit/chapter, and provide analysis of student learning of each crosscutting concept	Identifies test questions (and/or other assessments) that assess student learning of at least 1 crosscutting concept that pertain to the unit/chapter, and provide analysis of student learning of that crosscutting concepts
	5c.2 Student learning of the science practices as defined in NGSS	Identifies assessments (and/or test questions) that assess student learning of designing, conducting, and reporting scientific investigations that pertain to the unit/chapter.	Identifies assessments (and/or test questions) that assess student learning of conducting and reporting scientific investigations that pertain to the unit/chapter	Assessments do not assess student learning of scientific inquiry processes or procedures.