

Science Secondary Education Content Knowledge Evaluation Form  
Modified 2014

University of Montana Western  
Department of Education

To be completed by the Supervising Teacher or Principal,  
as part of the Student Teaching or Internship evaluation

This form may be completed in an on-going basis,  
throughout the Student Teaching or Internship semester

Based on the Standards of the  
of the National Science Teachers Association  
<http://www.nsta.org/preservice/>

Student Teacher/Intern name: \_\_\_\_\_

Student Teacher/Intern Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor name: \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Ratings 0= unacceptable 1=developing 2=proficient 3=professional

Effective teachers of science:

**1. Content knowledge:** Understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Date: Evidence:

Date: Evidence:

Rating: 0  1  2  3

**2. Content Pedagogy:** Understand how students learn and develop scientific knowledge. Teachers use scientific inquiry to develop this knowledge for all students.

Date: Evidence:

Date: Evidence:

Rating: 0  1  2  3

**3. Learning Environments:** Engage all students in science learning by setting appropriate objectives that are consistent with knowledge of how students learn science and that are aligned with state and national standards, including the Next Generation Science Standards and the Common Core Standards. Plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including science-specific technology, to achieve those objectives; and they plan fair and equitable assessment strategies to evaluate if the learning objectives are met.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**4. Safety:** Demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**5. Impact on Student Learning:** Provide evidence to show that students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**6. Professional knowledge & skills:** Strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**Average Rating:**

(Add all ratings, then divide by 6) \_\_\_\_\_

**Additional Comments (Strengths and Areas for Improvement)**