

UNIVERSITY of DAYTON
FORMATIVE/SUMMATIVE ASSESSMENT for AYA - SCIENCE

Candidate: _____ School: _____ Grade: _____ Topic: _____ Date: _____

CE or UL Signature: _____ Candidate Signature: _____

Field Expectations adapted from the <i>Ohio Standards for the Teaching Profession</i>	1. Unsatisfactory 2. Developing 3. Satisfactory
Standard 1: Candidates understand student learning of science and development and respect the diversity of students they teach.	
1. Understands what students know and are able to do and use science knowledge to meet the needs of all students	1 2 3
2. Models respect for students' diverse cultures, language skills and experiences	1 2 3
3. Recognizes characteristics of scientifically gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention	1 2 3
4. Expects that all students will achieve to their full potential doing science.	1 2 3
Standard 2: Candidates know and understand the science for which they have instructional responsibility.	
5. Knows the content they teach and uses knowledge of content-area concepts, assumptions and skills to plan instruction	1 2 3
6. Understands and uses appropriate mathematical instructional strategies to effectively teach the central science concepts and skills.	1 2 3
7. Understands school and district science curriculum priorities and the Ohio and NGSS standards for teaching science.	1 2 3
8. Understands the relationship of knowledge within science to reading methods	1 2 3
9. Connects science relevant life experiences and career opportunities	1 2 3
Standard 3: Candidates understand and use varied science assessments to inform instruction, evaluate and ensure student learning of science.	
10. Knows about science assessment types, their purposes and the data they generate	1 2 3
11. Selects, develops and uses diagnostic, formative and summative science assessments as appropriate	1 2 3
12. Analyzes data with clinical educator in order to monitor student progress and learning, and to plan, differentiate, and modify science instruction	1 2 3
13. Collaborates and communicates student progress with students and colleagues as appropriate	1 2 3
Standard 4: Candidates plan and deliver science instruction that advances the learning of each individual student.	
14. Aligns their science instructional objectives and activities with Ohio's and NGSS Science standards.	1 2 3
15. Uses information about students' learning and performance to plan and deliver science instruction that will close the achievement gap	1 2 3
16. Communicates clear science learning objectives and explicitly links learning activities to defined goals	1 2 3
17. Applies knowledge of how students think and learn science to instructional design and delivery	1 2 3
18. Differentiates instruction to support the science learning needs of all students, including students identified as gifted, students with disabilities and at-risk students	1 2 3
19. Creates and selects activities that are designed to help students develop as independent science learners and complex problem-solvers	1 2 3
20. Uses resources effectively, including technology, to enhance student learning of science.	1 2 3

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Standard 5: Candidates create learning environments that promote high levels of learning and achievement for all students.	
21. Treats all students fairly and establishes rapport that is respectful, supportive and caring	1 2 3
22. Creates an environment that is physically and emotionally safe	1 2 3
23. Motivates students to work productively and assume responsibility for their own learning of science.	1 2 3
24. Creates learning situations in which students work independently, collaboratively and/or as a whole class	1 2 3
25. Maintains an environment that is conducive to learning science for all students	1 2 3
Standard 6: Candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.	
26. Communicates science clearly and effectively	1 2 3
27. Collaborates effectively with clinical educator and other appropriate school personnel	1 2 3
Standard 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.	
28. Is prompt and consistent in attendance	1 2 3
29. Understands, upholds and follows professional dress, ethics, policies and legal codes of professional conduct	1 2 3
Standard 8: Candidates assume the responsibility for the implementation of a classroom management system that is developmentally appropriate and responsive to the individual needs of the students.	
30. Clear rules and expectations for student behavior are made clear to the students and implemented by the student teacher	1 2 3
31. Recognition of appropriate student behavior through positive reinforcement or meaningful praise (including incentives and rewards to encourage correct classroom behavior)	1 2 3
32. Monitor student behavior for all deviations from the rules using direct and less intrusive means, using a variety of management strategies including “withitness”	1 2 3
33. Implement appropriate disciplinary action when a student violates the classroom rules or displays disruptive behavior	1 2 3
34. Actively engage students in productive tasks	1 2 3
35. Uses instructional time effectively; makes smooth transitions between segments of the class, ensures that all students are engaged in learning	1 2 3
36. The physical environment supports student learning and supports learning by allowing space for various class activities with no instructional time lost	1 2 3
Safety in the Science Classroom: Candidates organize safe and effective learning environments that promote the success of students and the welfare of all living things.	
37. Demonstrates understanding of the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials. (NSTA 4c)	1 2 3
38. Demonstrates safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction. (NSTA 4a)	1 2 3
39. Demonstrates emergency procedures, maintains safety equipment, and ensures safety procedures appropriate for the activities and the abilities of students. (NSTA 4b)	1 2 3
40. Treats all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respects legal restrictions on their collection, keeping, and use. (NSTA 4c)	1 2 3
Please attach observation summary, comments, and/or concerns regarding specific content, standards, or other concerns you may have with respect to the candidate’s performance.	