

CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

Subject Specific Pedagogy Fieldwork Assessment **SCIENCE**

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

Directions: The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

Performance Criteria: *Ratings are for performance as **student teachers**. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory*

California Teaching Performance Expectations (TPE) Part II: Teaching Science	ST	MT	US
<p>Science Narrative</p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p>			

Candidates will be able to:

- Demonstrate the ability to teach the state-adopted academic content standards for students in science and applicable ELD standards and balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the NGSS.
- Make explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation.
- Emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment.
- Integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data and literacy into science pedagogy.
- Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
- Encourage students to pursue science and engineering interests, especially students from groups underrepresented in science and engineering careers.
- Teach students to provide ethical care to live animals.
- Demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.
- Teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.
- Teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.
- Teach students to write argumentative and expository text in the content area.
- Assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.
- Guide, monitor, and encourage students during investigations and experiments.
- Demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols.
- Structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students.
- Establish and monitor procedures for the care, safe use, and storage of equipment and materials and for the disposal of potentially hazardous materials.

_____ The candidate is qualified to continue in the program.

_____ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

_____ The candidate is **not** qualified to continue in the program (see attached explanation).

Student Teacher

Mentor Teacher

University Supervisor