**Realizing the Democratic Ideal- Natural Sciences**

**Student Teaching Assessment**

**Illinois State University**

**\_\_\_\_Midterm Assessment \_\_\_\_Final Assessment**

Student Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UID:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subjects:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appraisal Scale: U = unacceptable (1), S = Satisfactory (2), P = Proficient (3), E = Exemplary (4)**

**Mid-Term Appraisal**  **Final Appraisal**

**Content Pedagogical Knowledge**

1. Demonstrates specialized content knowledge for teaching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[IC1: knowledge] see Appendix A

1. Emphasizes the nature of science throughout instruction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[IC1: knowledge]

1. Engages students both in studies of various methods of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

scientific inquiry and in active learning through scientific

inquiry [IC1: knowledge]

1. Promotes students’ development into scientifically literate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

citizens [IC1: knowledge]

1. Plans learning experiences for all students that demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

chemical safety, safety procedures, and the ethical treatment

of living organisms [IC1: knowledge]

**Mid-Term Appraisal**  **Final Appraisal**

**Skills of Teaching**

1. Plans and develops lessons to meet instructional goals and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

serve diverse learners

[IC3: understand learning; EC3: regard for learning;

IC2: diversity among learners; EC1: sensitivity—diversity]

1. Communicates effectively (written, verbal, nonverbal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[IC5: enthusiasm]

1. Appropriately integrates instructional resources, including \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

technology, into the curriculum to support student learning

[IC4: resourceful]

1. Uses multiple assessment strategies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[EC3: regard for learning]

1. Uses assessment to demonstrate positive impact on student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

learning. [[EC3: regard for learning; EC4: respect for learners]

1. Uses reflection to improve instruction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[IC5: enthusiasm; EC3: regard for learning]

**Interactions with Students**

1. Differentiates instruction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
   [IC3: understand learning; IC2: diversity among learners]
2. Uses effective classroom management skills to maintain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

safe and positive learning environments

[EC4: respect for learners; EC3: regard for learning]

1. Demonstrates respect for all students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[EC4: respect for learners; EC1: sensitivity—diversity]

1. Demonstrates persistence in helping all students learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[EC3: regard for learning; IC5: enthusiasm; EC4: respect for learners]

**Professionalism**

1. Develops positive working relationships with others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

involved in the educational setting

[EC2: collaboration]

1. Demonstrates a commitment toward making clinical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

experience a success [EC2: collaboration]

**Mid-Term Appraisal**  **Final Appraisal**

**Professionalism, cont.**

1. Demonstrates professional practice consistent with an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

appropriate philosophy of education

[EC3: regard for learning]

1. Includes families and community resources in the education \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
   process[EC2: collaboration; IC4: resourceful]
2. Seeks appropriate opportunities for professional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

development

[IC4: resourceful; IC5: enthusiasm]

**The teacher candidate has demonstrated acceptable performance (satisfactory or better) for each indicator:   
YES \_\_\_\_\_\_\_\_ NO \_\_\_\_\_\_\_\_**

**University Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature)

**Cooperating Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature)

**Teacher Candidate:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature)

**Comments (use back for additional comments):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Student Teaching Performance Assessment Rubric- Natural Sciences**

| **Indicator**  **The teacher candidate, in a professional and ethical manner,:** | **Unacceptable (1)** | **Satisfactory (2)**  **Novice Teacher** | **Proficient (3)**  **Novice Teacher** | **Exemplary (4)**  **Experienced Teacher, *rare* to be seen in student teaching** | **Examples of Possible Evidence** |
| --- | --- | --- | --- | --- | --- |
| ***Content Pedagogical Knowledge*** | | | | | |
| 1. Demonstrates specialized content knowledge for teaching.  See Appendix A | Lacks mastery of the content. If content errors are made, the candidate frequently neither acknowledges nor rectifies the error. | Shows mastery of most content taught. When content errors are made, the errors are usually acknowledged and rectified in an appropriate and timely manner. | Shows mastery of virtually all content taught. When content errors are made, the errors are acknowledged and rectified in an appropriate and timely manner. Draws on connected knowledge to enrich learning experiences. | Shows mastery of the content needed for teaching. When content errors are made, the errors are acknowledged and rectified in an appropriate and timely manner. The candidate integrates understanding of specific content, pedagogy, issues that impact student learning, and assessment. | Lesson/Unit/Curr. Plans  Video clips  Photos  Teaching Artifacts  Student work samples  Goal statements  Enhancement Activities |
| 2 .Emphasizes the nature of science throughout instruction, (Highlights the evolution of knowledge in science, including historical and cultural developments) | Fails to emphasize the empirical nature of science and the relationship of observation to principles, law, hypotheses, and theories; fails to apply rules of acceptable evidence. | Provides examples of changes in science knowledge over time, referring to the historical development of foundational concepts in the teaching field. | Regularly refers to historical events to illustrate fundamental aspects of the nature of science including the durable but tentative character of knowledge. | Systematically involves students in inquiries pertaining to the nature of science including historical and philosophical changes that have shaped subsequent knowledge and the social interpretation of knowledge and events | Lesson/Unit/Curr. Plans  Video clips  Photos  Teaching Artifacts  Student work samples  Goal statements  Enhancement Activities |
| 3*.* Engages students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. | Places emphasis on answers rather than questions; uses a didactic pedagogy rather than one that is inquiry oriented; teacher-centered classroom rather than student-centered. | Plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge. | Regularly requires students to collect, reflect upon and interpret data, to report the results of their work, and to identify new problems for investigation. | Consistently engages students in critical discussion about the results of their inquiry, interpretations of their results, the implications of their conclusions and possible new problems. | Lesson/Unit/Curr. Plans  Video clips  Teaching Artifacts  Student work samples  Goal statements  Enhancement Activities |
| 4 Promotes students’ development into scientifically literate citizens-  (Utilizes real-world problems and issues to demonstrate the relationship between science and society) | Ignores the broad applicability of science to real-world settings; fails to make relevant and interesting connections to community interests and concerns. | Engages students in activities and projects in which they examine important social or technological issues related their discipline(s) | Regularly engages students in examination of local issues related to applications of scientific and technological knowledge. | Makes substantial and continual use of local and national problems, issues, and concerns as a context for teaching scientific and technological concepts and processes. | Lesson/Unit/Curr. Plans  Video clips  Photos  Teaching Artifacts  Student work samples  Goal statements  Enhancement Activities |
| 5. Plans learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms. | Shows positive disregard to student health and safety; fails to implement safety procedures or conduct cost-to-benefit evaluations. | Understands and sets up procedures for safe handling, labeling and storage of chemicals, and electrical equipment. Knows actions to take to prevent or report an emergency. | Demonstrates that safety is a priority in science and other activities; can take appropriate action in an emergency. | Systematically ensures safety in all areas and takes whatever steps are necessary to ensure that the school science program is conducted safely. | Lesson/Unit/Curr. Plans  Video clips  Photos  Teaching Artifacts  Student work samples  Goal statements  Enhancement Activities |
| ***Skills of Teaching*** | | | | | |
| 6. Plans and develops lessons to meet instructional goals and serve diverse learners. | Does not plan well or plans do not connect to instructional goals. | Plans lessons that align with stated instructional goals and may reflect some consideration of the needs of diverse learners. | Plans engaging lessons that align with stated instructional goals and explicitly address the needs of diverse learners. | Plans creative, robust and engaging lessons that align with inter-related instructional goals (e.g., grade level curriculum, state learning standards, school-level initiatives and personal development) to address the needs of diverse learners appropriately. | Goal statements  Individual lessons plans  Unit plans  Teacher work sample  Teacher-made materials  IEP |
| 7. Communicates effectively (written, verbal, and nonverbal). | Communicates in ways that do not promote a positive effect on learning. Communications are poorly organized, inappropriate, and/or are error-ridden. | Communicates in ways that are effective, respectful of the audience, accurate, and meaningful. | Consistently communicates in ways that are effective, respectful of the audience, accurate, and meaningful and that contribute to a positive learning environment. | Consistently communicates in ways that are effective, respectful of the audience, accurate, and meaningful and that contribute to a positive learning environment. The candidate identifies barriers to effective communication and uses appropriate strategies to overcome them. | Bulletin boards  Lesson Videos  Letters to parents  Notes to students  Teaching artifacts |
| 8. Appropriately integrates instructional resources, including technology, into the curriculum to support student learning. | Does not integrate resources, including technology, into the curriculum or does so in a manner that does not support student learning. | Effectively integrates a variety of appropriate instructional resources, including available technology, into the curriculum. | Uses a variety of instructional resources, including technology, on a regular basis, to enhance the delivery of the content and make the content accessible to all students. | Uses a wide variety of instructional resources, including technology, consistently and effectively in designing, implementing, and assessing meaningful learning activities. | Computer programs  Essays, Interviews  Individual plans  Observation reports  Journals, Pictures  Lesson plans |
| 9. Uses multiple assessment strategies. | Uses limited materials, media and strategies to assess individual and group achievement. | Uses a variety of materials, media and strategies to assess individual and group achievement. | Uses a variety of materials, media, and strategies to assess student learning and uses reflection on assessment findings to guide future instruction, i.e., practices data-driven decision-making. | Uses a variety of materials, media, and strategies to continually assess student learning and uses findings to guide decisions for short- and long-term planning, i.e., practices data-driven decision-making. | Portfolio  Assessments  Projects  Bulletin boards  Student work samples  Teacher-made materials |
| 10. Uses assessment to demonstrate positive impact on student learning. | Selects activities that do not promote progress with respect to intended learning outcomes and/or does not know how to determine whether students are progressing. | Assesses sporadically but does not consistently incorporate results into subsequent instructional planning. | Routinely uses multiple sources of evidence to demonstrate progress with respect to intended learning outcomes and considers results in planning. | Uses both formative and summative measures to assess for positive impact. The candidate systematically plans for pre- and post- assessments, analyzes for evidence of progress with respect to intended learning outcomes, and modifies instruction as needed. | Observations, Journal writing  Pre-test/ Post-test  Teacher Work Samples  Student Work Samples |
| 11. Uses reflection to improve instruction. | Does not reflect and write action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback. | Reflects and writes action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback. | Reflects and writes action statements showing intent to improve learning experiences based on information gained from previous lessons and supervisor feedback and implements those changes in subsequent lessons. | Reflects and writes action statements showing intent to improve learning experiences and implements those changes in subsequent lessons. The candidate also makes appropriate changes while teaching based on student response. | Lesson plans  Videos, Reflective Essays  Cooperating Teacher and University Supervisor’s feedback |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| ***Interactions with Students*** | | | | | |
| 12. Differentiates instruction. | Uses a single method to teach students and cannot adapt instruction to help students learn. | Uses a few different methods and shows some evidence of adapting instruction to help students learn. | Uses multiple methods to teach students (in presenting content, engaging students, or assessing learning). The candidate adapts instruction to help students learn. | Consistently uses multiple means of presenting content, engaging students, and assessing progress in order to teach all students in developmentally appropriate ways. | Lesson Plans  Assessments  Reflections  Curriculum plans.  Observation plans. |
| 13. Uses effective classroom management skills to maintain safe and positive learning environments. | Does not attempt to establish a positive, developmentally appropriate learning environment. The candidate does not address inappropriate student behavior. Safety issues are not addressed appropriately. | Plans for a positive, developmentally appropriate learning environment. When student behavior concerns arise the candidate makes an attempt to address the inappropriate behavior. The candidate recognizes and rectifies potential safety hazards. | Implements and adapts plans for the learning environment to meet emerging needs (students, curricula, etc.). The candidate employs multiple strategies to effectively manage behavior concerns. The candidate conscientiously scans the environment for potential safety hazards and rectifies them promptly. | Creates a learning community based on trust, respect, and reciprocity. The candidate analyzes behavior concerns and anticipates alternative influences to more effectively redirect student behavior. The candidate maintains a safe learning environment and raises students’ awareness of safety concerns. | Supervisor Reports  Video of lesson  Reflections |
| 14. Demonstrates respect for all students. | Displays disparaging or offensive attitudes and perceptions toward students and/or families. Engages developmentally inappropriate expectations and practices such as disrespectful or insensitive interactions, humiliation or unjust treatment. | Values students as individuals by fostering an environment based on developmentally appropriate expectations and respectful interactions. | Values students as individuals and as members of the learning community by fostering an inclusive environment based on developmentally appropriate expectations, respectful interaction, and justice. | Values students as individuals and as partners in the learning community by fostering an inclusive environment based on developmentally appropriate expectations, respectful interaction, justice, cooperation, responsibility, and team work. | Reflective journals  Lesson Plans  Video of lessons  Supervisor’s Report |
| 15. Demonstrates persistence in helping all students learn. | Gives up after one attempt and/or attributes inadequate student achievement to external factors (e.g., family, social context, students won’t try). | Seeks additional approaches and strategies with the intent to help all students learn. | Is persistent in using a variety of approaches and strategies to help all students learn and provides remediation as suggested by assessment. | Persistently uses a variety of approaches, including remediation, and draws upon both internal and external resources to support and sustain student learning whenever appropriate. | Reflections  Lesson Plans  IEPs  Referrals  Supervisor Reports |
|  | | | | | |

| **Indicator**  **The teacher candidate, in a professional and ethical manner,:** | **Unacceptable (1)** | **Satisfactory (2)**  **Novice Teacher** | **Proficient (3)**  **Novice Teacher** | **Exemplary (4)**  **Experienced Teacher, *rare* to be seen in student teaching** | **Possible Evidence** |
| --- | --- | --- | --- | --- | --- |
| ***Professionalism*** | | | | | |
|  |  |  |  |  |  |
| 16. Develops positive working relationships with others involved in the educational setting. | Has limited positive interaction with others and/or interpersonal conduct hinders professional relationships to serve students effectively. | Interacts and cooperates with other teachers courteously and respectfully to promote professional relationships. | Cultivates positive interactions that extend to support staff, school volunteers, other specialists, and/or community professionals to serve students more effectively. | Collaborates regularly with a variety of individuals to enhance practice and serve students effectively. | Involvement in team or other  Professional meetings  Cooperating Teacher reports  University Supervisor reports  Written communications  Peer critique  Team developed and taught lesson plans |
| 17. Demonstrates a commitment toward making clinical experiences a success  (Diligence and incorporation of constructive criticism and feedback.) | Unable or unwilling to accept personal responsibility for own actions or actions of students when accountable for such; blames others for own failings; focuses more on placing blame that in finding practical solutions to problems. | Works well with direction, but lacks initiative or is uncertain about what needs to be done; completes promised work, but efforts appear to leave something to be desired. | Motivated to work hard and learn from others. Incorporates information from students, cooperating teacher, supervisor, and peers to make to modify and improve instruction. | Accepts responsibility for own actions and takes initiative for getting work done. Sees to it that students are learning to the greatest extent possible. Views feedback as an opportunity to learn and grow professionally and actively seeks out input from students, cooperating teacher, supervisor, and peers. | Cooperating Teacher reports  University Supervisor reports  Written communications  Peer critique  Reflections  Team developed and taught lesson plans |
| 18. Demonstrates professional practice consistent with an appropriate philosophy of education. | Makes instructional choices that are inconsistent with one’s philosophy of education or has an inappropriate philosophy of education. | Attempts to align learning activities with one’s philosophy of education. | Aligns educational practice (e.g., planning, implementation, interactions with students) with one’s philosophy of education. | Adapts one’s philosophy of education through reflection on experience and deeper understanding of teaching and learning. The philosophy is reflected widely in activities and interactions with children, families, and other education professionals. | Portfolio including essay (position paper)  Reflections  Supervisor Reports  Lesson Plans |
| 19. Includes families and community resources in the education process. | Teaches course in a vacuum; does not take advantage of reasonably available community or school resources; fails to network with people who could be of assistance. | Identifies people and institutions in the community who are willing to assist in teaching certain topics, and plans for their involvement in teaching. Plans activities that involve families in the science teaching/learning process and communicates effectively with families of students. | Involves members and institutions of the community with appropriate expertise or relevance in science instruction. Selects or designs activities to involve family members in the teaching and learning of science, and communicates systematically and effectively with parents or guardians. | Develops a network of community members and institutions to call upon to help in science instruction. Designs and employs a range of activities to cultivate a relationship with families in support of science instruction. | Attendance at PTO meetings or other family school functions  Phone Logs  Newsletters  Enhancement Activities  Student and Teacher Artifacts |
| 20. Seeks appropriate opportunities for professional development. | Participates in no supplemental opportunities for professional development. | Participates in appropriate professional development activities. | Applies insights (knowledge, skills, etc.) gained from professional development to practice. | Provides professional development for others (e.g., by sharing insights gained or organizing professional development opportunities). | Reflections on attendance at professional conferences  Membership in professional organization (NSTA, IACT, etc) |
|  |  |  |  |  |  |