



Spadoni College of Education & Social Sciences

## SPA Formative Rubric - MAT Science (NSTA)

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Please complete a formative MAT Science (NSTA) rubric for each intern listed

below:

**Intern:**

**University Supervisor:**

**Date:**

**School Site:**

**Grade(s)/Subject:**

**Cooperating Teacher:**

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**NOTE:**

**During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches at least 6 effective lessons and presents at least 6 lesson plans identified as Level 2, Level 3 or Level 4 inquiry lessons.\***

**Exemplary rating requires supporting evidence.**

**Unacceptable requires an improvement plan and student teaching to be extended or repeated if there is insufficient improvement in the time allotted.**



*Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.*

**CF 1.1: Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students. (CAEP R1.2, R1.3; InTASC 4, 5, 7, 8; SCTS 4.0 #3, 4, 5)**

- Exemplary (4):** Content is supplemented with a wide variety of resources and technologies, creative, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address a wide diversity of learners.
- Proficient (3):** Content is supplemented with traditional resources, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address diversity of learners.
- Developing (2):** Content is textbook based, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences do not vary from traditional teacher-driven experiences.
- Unacceptable (1):** Content is clearly developmentally inappropriate; inaccurate, lacks sequence, no alignment exists between content and standards.

**CF 1.2: Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards. (CAEP R1.1, R1.2, R1.3; InTASC 1, 2, 4, 5, 7, 8; SCTS 4.0 #1, 3, 10)**

- Exemplary (4):** Instructional plans show a thorough understanding of the SC curriculum goals and standards and of the subject matter. It is apparent that the candidate understands how these standards and subject matter must be adapted for the particular students and community and that modifications and adaptations are a routine part of the design.
- Proficient (3):** Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is apparent.
- Developing (2):** Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is NOT apparent.
- Unacceptable (1):** Instructional plans show inadequate understanding of the subject, and/or of SC curriculum goals and standards.

**CF 1.3: Use of a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills. (CAEP R1.3; InTASC 7, 8; SCTS 4.0 #5, 11)**

- Exemplary (4):** A wide variety of instructional strategies are employed that are developmentally appropriate for the teaching situation. Modifications have clearly been made to accommodate many diverse learning situations and learners. An emphasis on the development of critical thinking and problem solving is readily apparent and corresponds to each learning goal.
- Proficient (3):** A variety of instructional strategies are used. The emphasis on critical thinking and problem solving is adequate to support and relate to the learning goals.
- Developing (2):** A limited variety of instructional strategies are used, but the emphasis on critical thinking and problem solving is weak or does not relate to the learning goals.
- Unacceptable (1):** No variety exists in instructional strategies. Only traditional paper and pencil activities are used in fact recall learning.

**CF 1.4: Manage the classroom to create a positive and safe learning environment. (InTASC 3; SCTS 4.0 #17, 18)**

- Exemplary (4):** Classroom control is apparent at all times, including atypical interruptions. A positive and mutually respectful classroom environment is immediately obvious.
- Proficient (3):** Classroom control is adequate to provide a safe learning environment during all normal parts of the day, including transition times. A positive classroom environment is evident.
- Developing (2):** Classroom control is adequate, but difficulties during transition times or atypical scheduling create lapses into off-task behaviors that require interventions by others.
- Unacceptable (1):** Unable to maintain classroom control so that an unsafe environment exists.

**CF 1.5: Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction. (CAEP R1.3; InTASC 6; SCTS 4.0 #15)**

- Exemplary (4):** Formative and summative assessments are ongoing and in both informal and formal formats. It is clearly apparent that assessments are used to modify instruction and learning activities on a regular basis.
- Proficient (3):** Formative and summative assessments are apparent in both informal and formal formats. There is evidence that modifications to teaching, based on assessments, occur.
- Developing (2):** Assessments are confined to formal paper and pencil tests. There is no attempt to modify teaching based on assessments.
- Unacceptable (1):** Assessments do not measure the learning goals that are identified or no assessments are identified at all.

*Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.*

**CF 2.1: Plan and implement effective learning environments and experiences supported by technology. (CAEP R1.3; InTASC 5, 7, 8; SCTS 4.0 #5)**

- Exemplary (4):** Extensive use of knowledge-based media is apparent with both the instructor and the pupils. Information-gathering technology is used routinely as a part of normal classroom activities.
- Proficient (3):** Some use of knowledge-based media is evident in learning experiences. Information gathering technology is apparent in planning activities.
- Developing (2):** Use of technology is confined to mechanical equipment (overhead projectors) rather than knowledge-based media (films, PowerPoints) or information gathering technology (Internet, databases). Information-gathering technology may be apparent in planning activities.
- Unacceptable (1):** There is no evidence that technology is used in the planning or implementation of the learning experiences.

**CF 2.2: Apply technology to facilitate effective assessment, evaluation, and productivity practices. (CAEP R1.3; InTASC 6, 7; SCTS 4.0 #15)**

- Exemplary (4):** Use of technology is integrated into the entire classroom experience including assessment and reporting of progress (email - newsletters, online class web pages). Assessments have multiple media formats (audio tape, video presentations, online testing).
- Proficient (3):** Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments appear to have limited technological basis (Scantron sheets or online quizzes).
- Developing (2):** Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments do not appear to have any technological basis.
- Unacceptable (1):** There is no evidence that technology is used in the planning or implementation of the assessments or productivity practices.

*Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.*

**CF 3.1: Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students.**  
(CAEP R1.1; InTASC 1, 2; SCTS 4.0 #10, 19)

- Exemplary (4):** There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. An effort is routinely made to provide support for the emotional needs of the students. Learning activities have been modified to address cultural differences for every student in the classroom.
- Proficient (3):** There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. Learning activities have been modified to address cultural differences for the majority of the students in the classroom.
- Developing (2):** There is limited evidence of an understanding that students have different needs that are related to their levels of development and cognition. Some effort has been made to address cultural differences but these efforts are superficial in nature.
- Unacceptable (1):** There is no evidence of an understanding that students have different needs that are related to their levels of development or cognition. No effort has been made to address cultural differences.

**CF 3.2: Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations.** (CAEP R1.1; InTASC 1, 2, 3; SCTS 4.0 #10, 19)

- Exemplary (4):** All activities or experiences address the needs of a developmentally-diverse student population so that every student is engaged in learning that is appropriate for him or her. Substantial effort has been made to address the cultural and linguistic differences for every student in the class.
- Proficient (3):** There is clear evidence of activities or experiences that address the needs of a developmentally-diverse student population. Effort has been made to address the cultural differences for the majority of the students in the class.
- Developing (2):** There is limited evidence of activities or experiences that address the needs of a developmentally-diverse student population. Some effort has been made to address the cultural differences through learning activities, but those efforts are superficial in nature.
- Unacceptable (1):** There is no evidence of activities or experiences that address the needs of a diverse student population.

*Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.*

**CF 5.1: Analyze personal performance to improve teaching and learning. (CAEP R1.4; InTASC 10; SCTS 4.0 #P5)**

- Exemplary (4):** Personal performance is analyzed on a daily basis based on individual student's educational needs and performance goals. Reflections and modifications are applied to future teaching of all subjects and topics.
- Proficient (3):** Personal performance is analyzed on a unit or chapter basis based on student performance as a whole. Reflections and modifications are confined to how to re-teach that particular unit or set of lessons rather than how to apply the reflection to future teaching of all subjects and topics.
- Developing (2):** Personal performance is analyzed superficially with little understanding of how teacher modifications can or will impact student learning.
- Unacceptable (1):** There is no evidence of understanding that reflection is needed in order to continue to improve teaching and student learning.

**CF 5.2: Analyze student performance to improve teaching and learning. (CAEP R1.4; InTASC 10; SCTS 4.0 #P8)**

- Exemplary (4):** Analysis and reflection on student performance are a daily part of the classroom activities. The reflection has tied the results back to modifications that are required on the student's part as well as on the teacher's part.
- Proficient (3):** Analysis of student performance has been made as it relates to a unit or set of lessons. The reflection has tied the results back to modifications that are required on the student's part as well as on the teacher's part.
- Developing (2):** Analysis of student performance has been made, but reflection has not tied the results back to modifications that are required or to modifications solely on the part of the student (i.e. "should study more").
- Unacceptable (1):** There is no evidence that student performance has been analyzed



Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

**NSTA 2a: Using science standards and a variety of appropriate, student-centered, and culturally-relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts. (CF 1.2, CAEP R1.3, InTASC 7, 8; SCTS 4.0 #1, 3, 5)**

**Note:** an effective lesson and lesson plan are student-centered and engage the student in thinking about the target concept. For example the student can conduct an experiment, collect data and develop their own conclusions on the content. The critical element is the student is thinking about the content instead of receiving and recording information provided by the teacher.

Lesson plans are “housed” in the Science Instructional Planning or SIP section of the Science Teaching Portfolio (STP).

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate plans and teaches an effective Level 2, Level 3 or Level 4 inquiry\* consistently or four or more times a week. *Supporting evidence: five Level 2, Level 3 or Level 4 lesson plans.*
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate plans and teaches an effective Level 2, Level 3 or Level 4 inquiry\* frequently or three times a week. *Supporting evidence: four Level 2, Level 3 or Level 4 lesson plans.*
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate plans and teaches an effective Level 2, Level 3 or Level 4 inquiry\* sometimes or twice a week. *Supporting evidence: two Level 2, Level 3 or Level 4 lesson plans.*
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate plans and teaches an effective Level 2, Level 3 or Level 4 inquiry\* infrequently or less than once a week. *Supporting evidence: none.*

**NSTA 2b: Incorporating appropriate differentiation strategies, wherein all students develop conceptual knowledge and an understanding of the nature of science. (CF 3.2; CAEP R1.1; InTASC 2; SCTS 4.0 #10)**

**Note:** an effective lesson and lesson plan are student-centered and engage the student in thinking about the target concept. For example the student can conduct an experiment, collect data and develop their own conclusions on the content. The critical element is the student is thinking about the content instead of receiving and recording information provided by the teacher.

Lesson plans are “housed” in the Science Instructional Planning or SIP section of the Science Teaching Portfolio (STP).

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches at least three effective lessons and presents at least three effective lesson plans that engage students in (1) collecting data, (2) interpreting data and (3) communicating their ideas about science concepts. *Supporting evidence: four Level 2, Level 3 or Level 4 lesson plans.*
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches at least two effective lessons and presents at least two effective lesson plans that engage students in (1) collecting data, (2) interpreting data and (3) communicating their ideas about science concepts. *Supporting evidence: three Level 2, Level 3 or Level 4 lesson plans.*
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches at least one effective lesson and presents at least one effective lesson plan that engages students in (1) collecting data, (2) interpreting data and (3) communicating their ideas about science concepts. *Supporting evidence: two Level 2, Level 3 or Level 4 lesson plans.*
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach or present an effective lesson plan that engages students in (1) collecting data, (2) interpreting data and (3) communicating their ideas about science concepts. *Supporting evidence: none.*

*\*See Appendix A for a description of the Levels of inquiry. A Level 3 inquiry is aligned with this standard/indicator.*

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**NSTA 2c: Using engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem. (CF 1.3, 2.1-2.2, 3.1-3.2; CAEP R1.3; InTASC 8; SCTS 4.0 #5)**

**Note:** an effective lesson and lesson plan are student-centered and engage the student in using the science-specific technology in order to develop their own understandings of the target concept. For example a student can use universal litmus paper to analyze the pH of water samples taken from local ponds. The student can then use this information to develop explanations about different food webs and food chains present in each of the ponds.

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches six effective lessons and presents at least six effective lesson plans for incorporating science-specific technology.\*
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches four effective lessons and presents at least four effective lesson plans for incorporating science-specific technology.\*
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons and presents at least three effective lesson plans for incorporating science-specific technology.\*
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches one effective lesson and presents at least one effective lesson plan for incorporating science-specific technology.\*

*\*Note: The key feature of science-specific technology is that it is used during a scientific inquiry. A computer-generated slide presentation or online research are not science-specific technologies.*

**NSTA 2d: Aligning instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions. (CF 1.5, 3.2; CAEP R1.3; InTASC 6; SCTS 4.0 #14, 15)**

**Note: one way this standard/indicator can be met is by providing students with (1) a pre-assessment, (2) providing evidence of changes made based on the pre-assessment data and (3) a post-assessment analysis. Assessments do not have to be extensive but can be relatively simple such as bell warm-ups and exit slips. Oral questioning and quizzes are acceptable if corroborating evidence is presented.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference the candidate teaches at least three lessons and presents at least three lesson plans that address and assess students' preconceptions.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches at least two lessons and presents at least two lesson plans that address and assess students' preconceptions.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches at least one lesson and presents at least one lesson plan that addresses and assesses students' preconceptions.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach or present a lesson plan that addresses or assesses students' preconceptions.

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**NSTA 2e. Integrating science-specific technologies to support all students' conceptual understanding of science and engineering. (CF 2.1; CAEP R1.2, R1.3; InTASC 4, 8; SCTS 4.0 #5)**

**Note: an effective lesson and lesson plan provide opportunities for the students to reflect upon the appropriate techniques for handling and storing of materials. For example, the students can be required to complete pre-lab or pre-activity questions explicitly targeting the issue of the handling and disposal of materials.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate presents four effective lesson plans addressing the safe and proper techniques for (1) preparation, (2) storage, (3) dispensing, (4) supervision, and (5) disposal of all materials.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate presents two effective lesson plans addressing the safe and proper techniques for (1) preparation, (2) storage, (3) dispensing, (4) supervision, and (5) disposal of all materials.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate presents one effective lesson plan addressing the safe and proper techniques for (1) preparation, (2) storage, (3) dispensing, (4) supervision, and (5) disposal of all materials.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not present an effective lesson plan addressing the safe and proper techniques for (1) preparation, (2) storage, (3) dispensing, (4) supervision, and (5) disposal of all materials.

Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

**NSTA 3a: Plan a variety of lesson plans based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster an inclusive, equitable, and anti-bias environment.**

(CF 3.1, 3.2; CAEP R1.2, R1.3; InTASC 4, 8; SCTS 4.0 #9, 13)

**Note: an effective lesson and lesson plan provide opportunities for the students to reflect upon the emergency procedures and policies. For example, the students can be required to complete pre-lab or pre-activity questions explicitly targeting the emergency procedures and policies.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches four effective lessons and presents four effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons and presents three effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches two effective lessons and presents two effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach an effective lesson or present an effective lesson plan addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

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**NSTA 3b: Plan learning experiences for all students in a variety of environments (e.g., the laboratory, field, and community) within their fields of licensure. (CF 1.1; CAEP R1.2; InTASC 5; SCTS 4.0 #5, 13)**

**Note: an effective lesson and lesson plan provide opportunities for the students to reflect upon the emergency procedures and policies. For example, the students can be required to complete pre-lab or pre-activity questions explicitly targeting the emergency procedures and policies.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches four effective lessons and presents four effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons and presents three effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches two effective lessons and presents two effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach an effective lesson or present an effective lesson plan addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

**NSTA 3c: Plan lessons in which all students have a variety of opportunities to investigate, collaborate, communicate, evaluate, learn from mistakes, and defend their own explanations of scientific phenomena, observations, and data. (CF 1.3; CAEP R1.3; InTASC 7; SCTS 4.0 #11, 12, 13)**

**Note: an effective lesson and lesson plan provide opportunities for the students to reflect upon the emergency procedures and policies. For example, the students can be required to complete pre-lab or pre-activity questions explicitly targeting the emergency procedures and policies.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches four effective lessons and presents four effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons and presents three effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches two effective lessons and presents two effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach an effective lesson or present an effective lesson plan addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

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**NSTA 4a: Implement activities appropriate for the abilities of all students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of licensure. (CF 1.1; CAEP R1.2, R1.3; InTASC 4, 8; SCTS 4.0 #9, P10)**

**Note: an effective lesson and lesson plan provide opportunities for the students to reflect upon the emergency procedures and policies. For example, the students can be required to complete pre-lab or pre-activity questions explicitly targeting the emergency procedures and policies.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches four effective lessons and presents four effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons and presents three effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches two effective lessons and presents two effective lesson plans addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach an effective lesson or present an effective lesson plan addressing emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

**NSTA 4b: Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., OSHA, NFPA, EPA), and best professional practices (e.g., NSTA, NSELA). (CF 1.4; CAEP R1.2, R1.4; InTASC 4, 9; SCTS 4.0 #9, 18)**

**Note: an effective lesson and lesson plan provide opportunities for the students to reflect upon the humane and ethical treatment of animals. For example, the students can be required to complete pre-lab or pre-activity questions explicitly targeting the ethical and humane treatment of animals followed by a class discussion.**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons and presents three effective lesson plans addressing ethical decision-making with respect to (1) the treatment of all living organisms in and out of the classroom, (2) safe, humane, and ethical treatment of animals and (3) compliance with the legal restrictions on the collection, keeping and use of living organisms.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches two effective lessons and presents two effective lesson plans addressing ethical decision-making with respect to (1) the treatment of all living organisms in and out of the classroom, (2) safe, humane, and ethical treatment of animals and (3) compliance with the legal restrictions on the collection, keeping and use of living organisms.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches one effective lesson and presents one effective lesson plan addressing ethical decision-making with respect to (1) the treatment of all living organisms in and out of the classroom, (2) safe, humane, and ethical treatment of animals and (3) compliance with the legal restrictions on the collection, keeping and use of living organisms.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach an effective lesson or present an effective lesson plan addressing ethical decision-making with respect to (1) the treatment of all living organisms in and out of the classroom, (2) safe, humane, and ethical treatment of animals and (3) compliance with the legal restrictions on the collection, keeping and use of living organisms.

**NSTA 4c: Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care, and use of living organisms as relevant to their fields of licensure. (CF 1.1; CAEP R1.2, R1.4; InTASC 4, 9; SCTS 4.0 #18, P10)**

- Exemplary (4):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches four or more effective lesson or present an effective lesson plan engaging students in (a) making observations, (b) collecting data, (c) and making inferences/conclusions based on the data.
- Proficient (3):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches three effective lessons or present an effective lesson plan engaging students in (a) making observations, (b) collecting data, (c) and making inferences/conclusions based on the data.
- Developing (2):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate teaches two effective lessons or presents an effective lesson plan engaging students in (a) making observations, (b) collecting data, (c) and making inferences/conclusions based on the data.
- Unacceptable (1):** During the time period between the start of internship and the formative conference or during the time period between the formative and summative conference, the candidate does not teach an effective lesson or present an effective lesson plan engaging students in (a) making observations, (b) collecting data, (c) and making inferences/conclusions based on the data.

**Comments:**

Intern's Signature:

Cooperating Teacher's Signature:

University Supervisor's Signature:

Date:

Formative Conference

Summative Conference



