Assessment 4
Clinical Internship Observation

A. Assessment Description

The College of Charleston Formative Evaluation Form is designed to assess candidate performance during the Teaching Internship. It is an observation form that is used by the college supervisor and the cooperating teacher. This occurs during the final semester of the program in cooperation with a local school and cooperating teacher. This assessment is both formative and summative in that four observations are made using the state mandated ADEPT observation form, a midterm conference, and a final summative evaluation that uses the science-specific addendum. The ADEPT form is a state mandated observation instrument that is generic and meets state guidelines. The science-specific addendum is completed during a meeting among the college supervisor, cooperating teacher, and the secondary science candidate at the end of the internship. This addendum meets the specific science requirements of NSTA.

B. Alignment with NSTA Standards

The science-specific addendum of the College of Charleston Formative Evaluation Form is aligned to the 2012 NSTA 3d, 4a-c standards and elements, and focuses on the science-specific safety behaviors of candidates. The elements are specific criteria within the summative evaluation form. The data represent what the candidate has accomplished over time while in the classroom. The NSTA elements are found within the science-specific addendum that is attached to the generic ADEPT instrument.
C. Assessment Tool and Assignment

**College of Charleston**

**Secondary Science Teaching Internship Addendum**

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target (3 pts.)</th>
<th>Acceptable (2 pts.)</th>
<th>Unacceptable (1 pt.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe learning Environment Element 3d</strong></td>
<td>– providing conclusive and convincing evidence that candidates can create a safe learning environment.</td>
<td>– providing consistent evidence that candidates can create a safe learning environment.</td>
<td>– providing insufficient evidence that candidates can create a safe learning environment.</td>
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<tr>
<td><strong>Use of Safety Element 4a</strong></td>
<td>- providing detailed evidence that candidates can consistently design activities, laboratory experiments, and field trips that incorporate safe and proper techniques of materials for their subject matter.</td>
<td>- providing consistent and clear evidence that candidates can design activities, laboratory experiments, and field trips that incorporate safe and proper techniques of materials for their subject matter.</td>
<td>– providing insufficient evidence that candidates appropriately prepare, store, dispense, supervise, and dispose of all materials that may be used within their science license area.</td>
</tr>
<tr>
<td><strong>Science Materials Element 4a</strong></td>
<td>- consistently providing detailed documentation of the safe and proper techniques for preparation, storage, dispensing, and supervision of materials.</td>
<td>- consistently documenting the safe and proper techniques for preparation, storage, dispensing, and supervision of materials.</td>
<td>- insufficient documentation of the safe and proper techniques for preparation, storage, dispensing, and supervision of materials.</td>
</tr>
<tr>
<td><strong>Safety Techniques Element 4a</strong></td>
<td>– providing detailed evidence that candidates apply safe and proper techniques of materials in planning.</td>
<td>– providing consistent and clear evidence that candidates apply safe and proper techniques of materials in planning.</td>
<td>– providing insufficient evidence that candidates apply safe and proper techniques of materials in planning.</td>
</tr>
</tbody>
</table>
| **Design Safe Activities**  
**Element 4b**  
Design and demonstrate activities in a classroom that are safe. | - providing detailed evidence that candidates can consistently design activities that are safe. | - providing clear and consistent evidence that candidates can design activities that are safe. | - providing insufficient evidence of ability to implement emergency procedures as well as maintain safety equipment. |
| --- | --- | --- | --- |
| **Emergency Procedures**  
**Element 4b**  
Demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established national and/or state guidelines. | - providing detailed evidence that candidates can consistently implement emergency procedures, maintain safety equipment, and demonstrate safety policies and procedures that comply with established national and/or state guidelines. | - providing clear and consistent evidence that candidates can implement emergency procedures, maintain safety equipment, and demonstrate safety policies and procedures that comply with established national and/or state guidelines. | - providing insufficient evidence that candidates can implement necessary safety procedures and policies. |
| **Developmentally Safe Activities**  
**Element 4b**  
Ensure safe science activities appropriate for the abilities of all students. | - providing detailed evidence that candidates implement developmentally appropriate and innovative activities that are safe for students’ abilities. | - providing clear and consistent evidence that candidates implement developmentally appropriate activities that are safe for students’ abilities. | - providing insufficient evidence that candidates apply knowledge and skills of procedures in planning safe science lessons. |
| **Living Organisms**  
**Element 4c**  
Design and demonstrate activities within a classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. | - providing detailed evidence that candidates can creatively design activities that demonstrate the safe, humane and ethical decision-making in the treatment of all living organisms. | - providing clear and consistent evidence that candidates can design activities that demonstrate the safe, humane and ethical decision-making in the treatment of all living organisms. | – providing insufficient evidence that candidates demonstrate safe, humane and ethical decision-making in the treatment of all living organisms in planning science lessons. |
| **Legal Restrictions for Living Organisms**  
**Element 4c**  
Emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms. | – providing detailed evidence understand and are aware of the legal restrictions on the collection, keeping, and use of living organisms both in and out of the classroom relevant to their science license area. | – providing clear evidence that candidates demonstrate safe, humane and ethical decision-making in the treatment of all living organisms in planning science lessons. | - provides insufficient evidence that candidates can comply with the legal restrictions on the collection, keeping, and use of living organisms both in and out of the classroom. |