

Teacher Preparation Program

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Student Teaching Classroom Evaluation Form

Student Teacher:
Field/Grade Level:

Date of Observation:
Lesson / Subject Topic:

Observer Name:
School and District:

Observer: Please use the following scale to rate the student teacher in each of the following competencies.

4: Advanced Proficient (Exemplary Practice)– Demonstrates competency, consistency and confidence in providing evidence in all InTASC standards and is ready for recommendation for NJ State certification. Shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

3: Proficient (Basic Competence) – Consistently provides evidence in all InTASC standards and that this candidate is ready for recommendation for NJ State certification. Shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

2: Novice (Limited Competence) – Provides evidence in some areas to denote competency in a standard, based on the InTASC standards. Continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children. (Getting 2's or better 50% of the time)

1: Pre-emergent (Exhibits Difficulty) – Provides little evidence to denote competency in a standard, based on the InTASC standards. Candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

InTASC Standards indicated in ().

INSTRUCTIONAL PRACTICE

Rating (circle)

- | | |
|---|---------|
| 1. Developed a comprehensive lesson plan (7) | 4 3 2 1 |
| 2. Showed creativity in designing the lesson and selecting materials (8) | 4 3 2 1 |
| 3. Had clear, appropriately written objectives and shared them with students (6) | 4 3 2 1 |
| 4. Instruction and assessment were linked to objectives (6) | 4 3 2 1 |
| 5. Created lesson plans designed to activate prior knowledge and promote critical thinking (7) | 4 3 2 1 |
| 6. Implemented activities that nurture critical thinking and problem solving skills (8) | 4 3 2 1 |
| 7. Varied class activities to provide appropriate practice (8) | 4 3 2 1 |
| 8. Monitored and adjusted strategies in response to learner feedback (6) | 4 3 2 1 |
| 9. Followed a logical sequence in planning and instruction (7) | 4 3 2 1 |
| 10. Paced lesson appropriately (8) | 4 3 2 1 |
| 11. Used a wide variety of questioning strategies to ensure student understanding (8) | 4 3 2 1 |
| 12. Understood and used closure during the lesson (8) | 4 3 2 1 |
| 13. Used clear and effective, oral, written, and other forms of communication (8) | 4 3 2 1 |
| 14. Effectively facilitated discussion by engaging the entire class (8) | 4 3 2 1 |
| 15. Used appropriate summative and formative assessments to evaluate stated objectives (6) | 4 3 2 1 |
| 16. Used available media technology effectively (8) | 4 3 2 1 |
| 17. Provided meaningful and specific feedback to students (6) | 4 3 2 1 |
| 18. Incorporated interdisciplinary learning experiences that allowed learners to integrate knowledge from different subject areas (7) | 4 3 2 1 |

Comments:

CONTENT KNOWLEDGE

Rating (circle)

- | | |
|--|---------|
| 19. Demonstrated a thorough understanding and command of subject matter (4) | 4 3 2 1 |
| 20. Engaged learners in activities that demonstrate the development of critical thinking and problem solving within the content area (4) | 4 3 2 1 |
| 21. Created meaningful learning experience(s) (5) | 4 3 2 1 |
| 22. Used a variety of materials, media resources, and teaching strategies (5) | 4 3 2 1 |
| 23. Provided students with opportunities to apply content knowledge to solve real world problems through collaboration (5) | 4 3 2 1 |
| 24. Understood and implemented appropriate State Standards (4) | 4 3 2 1 |

Comments:

THE LEARNER AND LEARNING

Rating (circle)

- | | |
|--|---------|
| 25. Allowed for different learning styles, abilities, cultures, genders and experiences (1, 2) | 4 3 2 1 |
| 26. Fostered respect for individual differences (2) | 4 3 2 1 |
| 27. Created, planned, and implemented instruction that accommodated different learning styles, needs and abilities (2) | 4 3 2 1 |
| 28. Modeled at appropriate level and gave examples for different learning styles (1) | 4 3 2 1 |
| 29. Used developmentally appropriate materials (1) | 4 3 2 1 |
| 30. Made appropriate adaptations to instructional tasks and assessments to accommodate the unique learning needs of all students (2) | 4 3 2 1 |
| 31. Demonstrated general warmth, caring, & respect towards learners through verbal/ nonverbal communication and promoted a positive learning environment (3) | 4 3 2 1 |
| 32. Recognized and assisted students in need of remediation/help (3) | 4 3 2 1 |
| 33. Helped students work productively and cooperatively with each other (3) | 4 3 2 1 |
| 34. Organized and managed time, space, and activities to promote learning (3) | 4 3 2 1 |
| 35. Established and maintained clear, consistent standards of classroom behavior (3) | 4 3 2 1 |

Comments:

PROFESSIONAL RESPONSIBILITY

Rating (circle)

- | | |
|--|---------|
| 36. Is punctual to school, class, and meetings (9) | 4 3 2 1 |
| 37. Dresses professionally and appropriately (9) | 4 3 2 1 |
| 38. Takes initiative in creating and planning lessons to enhance the curriculum (9) | 4 3 2 1 |
| 39. Is consistently prepared for classroom activities and instruction, including personal organization and materials management | 4 3 2 1 |
| 40. Prepares and submits required documents (e.g. lesson plans, grade sheets, progress reports, etc.) within determined timeframes (9) | 4 3 2 1 |
| 41. Returns student evaluations (e.g. homework assignments, projects, tests, quizzes) in a timely manner (9) | 4 3 2 1 |
| 42. Observes confidentiality (9) | 4 3 2 1 |
| 43. Is ethical and professional in practice, while presenting a professional demeanor (9) | 4 3 2 1 |
| 44. Uses self-assessment and problem solving strategies to improve teaching (9) | 4 3 2 1 |
| 45. Responds to constructive feedback and incorporates recommendations from previous observations (9) | 4 3 2 1 |
| 46. Demonstrates basic knowledge of professional responsibilities as stated in school board policies for students and teachers (10) | 4 3 2 1 |
| 47. Projects a leadership style in which teacher and student share responsibility (10) | 4 3 2 1 |
| 48. Works collaboratively with school personnel, family, and community (10) | 4 3 2 1 |

Comments:

SUMMARY:

Student's strengths to date:

Suggestions for improvement:

Student's e-mail:

Cooperating teacher's e-mail:

Observer's e-mail:

Observer's Signature: _____ () Cooperating Teacher () University Supervisor

Date: _____