

The College of New Jersey, Social Studies Teaching Performance Assessment Form

by COE Administrator

Social Studies Teaching Performance Assessment

Social Studies Teaching Performance Assessment

Teacher Candidate					School
Cooperating Teacher					Grade Level
College Supervisor					Subject Area/Major
Semester	Fall	Spring	Summer	Year	Date / /

Undergraduate Programs: Junior and Senior Years

Graduate Programs: Internship I and Internship II

Please circle or highlight the performance level in each criteria below that best describes the Teacher Candidate's (TC) performance to date.

Please note the evaluation system below includes:

- **Exceptional: Teacher candidate meets expectations at least 90% of the time**
- **Proficient: Teacher candidate meets expectations at least 80% of the time**
- **Developing: Teacher candidate meets expectations at least 70% of the time**
- **Needs Improvement: Teacher candidate does not meet program expectations**
- **NA: Not applicable**

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	Exceptional: Meets expectations at least 90% of the time. (4.000 pts)	Proficient: Meets expectations at least 80% of the time. (3.000 pts)	Developing: Meets expectations at least 70% of the time. (2.000 pts)	Needs Improvement: Does not meet program expectations. (1.000 pt)	NA (0.000 pt)
Written Lesson Plan	Consistently detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally appropriate, build on student prior knowledge, and reflect deep content knowledge.	Typical lesson plans have assessable performance based objectives, have a logical flow; are developmentally appropriate, build on student prior knowledge, and reflect deep content knowledge.	Inconsistent in the following domains: assessable performance based objectives, logical flow of lesson; developmental appropriateness, building on student prior knowledge, and reflecting deep content knowledge.	Does not meet program expectations.	
Teacher Presence	Consistently has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	Typically demonstrates a confident teaching presence, exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	Inconsistently in demonstrating a confident teaching presence. Inconsistently exhibits an appropriate demeanor through tone of voice, body language or communicate effectively in standard English. Responds to students.	Does not meet program expectations.	
Subject Matter Knowledge	Consistently demonstrates mastery of the content (including key concepts, relevant skills, and factual accuracy).	Typically demonstrate mastery of the content (including key concepts, relevant skills, and factual accuracy).	Inconsistently demonstrate mastery of the content (including key concepts, relevant skills, and factual accuracy).	Does not meet program expectations.	
Motivation and Student Interest	Consistently contain effective motivational beginnings and engage students in meaningful work.	Typically contain effective motivational beginnings and engage students in meaningful work.	Ineffective motivational beginnings and is inconsistent in engaging students in meaningful work.	Does not meet program expectations.	
Culturally Responsive Pedagogy	Consistently creates a classroom culture in which respect for socio-cultural differences are embedded in teaching practices and	Typically fosters a classroom culture in which respect for socio-cultural differences are embedded in teaching practices and	Inconsistently fosters a classroom culture in which respect for socio-cultural differences.	Does not meet program expectations.	

	student engagement.	student engagement.			
Differentiation	Consistently offers multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.	Typically offers multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.	Inconsistently offers multiple ways for learners with differing abilities to engage with content. Does not provide for early and late finishers.	Does not meet program expectations.	
Transitions	Consistently smooth and make logical connections between lesson activities.	Typically smooth and make logical connections between lesson activities.	Inconsistently transitions. Does not make logical connections between lesson activities.	Does not meet program expectations.	
Questioning and Responsiveness	Consistently listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Typically listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Inconsistently listens actively, builds on students' answers or does not encourage higher order thinking.	Does not meet program expectations.	
Closings	Consistently closes lessons effectively to encourage student reflection and to assess student learning.	Typically closes lessons effectively to encourage student reflection and to assess student learning.	Ineffectively closes lessons.	Does not meet program expectations.	
Classroom Environment	Consistently maintains a positive, inclusive environment conducive to learning by anticipating and monitoring student behavior, maximizes time spent on learning and teaching.	Typically maintains a positive, inclusive environment conducive to learning by anticipating and monitoring student behavior, maximizes time spent on learning and teaching.	Inconsistently maintains a positive, inclusive environment conducive to learning.	Does not meet program expectations.	
Classroom Management	Consistently understands relationship between curriculum, instruction, and management. Successfully uses a variety of structures for student interaction and provides opportunities for student feedback and reflection.	Typically understands relationship between curriculum, instruction, and management. Often successfully uses a variety of structures for student interaction and provides opportunities for student feedback and reflection.	Inconsistent understanding of the relationship between curriculum, instruction, and management. Infrequently uses a variety of structures for student interaction nor provides opportunities for student feedback and reflection.	Does not meet program expectations.	
Assessment	Consistently designs formative and summative assessments that reflect the topic's essential questions and/or central questions. Draws on formative and summative outcomes to effectively evaluate students and to adjust instruction. Candidate can effectively communicate assessment processes to various stakeholders.	Typically designs formative and summative assessments that reflect the topic's essential questions and/or central questions. Draws on formative and summative outcomes to effectively evaluate students and to adjust instruction. Candidate can effectively communicate assessment processes to various stakeholders.	Inconsistently designs formative and summative assessments that reflect the topic's essential questions and/or central questions. Does not draw on formative and summative outcomes to effectively evaluate students or adjust instruction. Candidate does not effectively communicate assessment processes to various stakeholders.	Does not meet program expectations.	
Lesson Reflections	Consistently seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	Typically seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	Inconsistent in seeking feedback from cooperating teacher and supervisors, does inconsistent in incorporating suggestions in future lessons, is weak in identifying what went well and what did not go well in terms of planning, management, and instruction.	Does not meet program expectations.	



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