

The College of New Jersey, School of Education Teaching Performance Assessment Form

by COE Administrator

SOE Teaching Performance Assessment

SOE 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

Teaching Performance Assessment

	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	Lesson plans are consistent: detailed and clear; have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are typically: detailed and clear; have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are inconsistent: in detail and clarity, in logical flow; in developmentally appropriateness and in building on student prior knowledge.	Does not meet program expectations.	
Lesson Plan Objectives	Consistently clear, performance-based, relate to important concepts and/or skills, can be assessed, LO are reflected in the lesson and correlate with state standards.	Typically clear; performance-based; related to important concepts and/or skills; care assessable; LO are reflected in the lesson and correlate with state standards.	Inconsistently in clarity; in performance-based, in relation to important concepts and/or skills, unassessable, are not reflected in the lesson and LO may not correlate with state standards.	Does not meet program expectations.	
Lesson Plan Subject Matter	Consistently demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and address content misconceptions.	Typically demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and typically address content misconceptions.	Inconsistently demonstrate knowledge beyond the text and teachers' guides, have content errors, and fail to address content misconceptions.	Does not meet program expectations.	
Pedagogical Content Knowledge	Consistently utilizes methods of instruction that are appropriate to content and context and encourage students to produce high quality work.	Typically utilizes methods of instruction that are appropriate to content and context and encourage students to produce high quality work.	Inconsistently utilizes methods of instruction that are appropriate to content and context and is inconsistent in encouraging students to produce high quality work.	Does not meet program expectations.	
Differentiation	Consistently provide multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.	Typically provide multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.	Inconsistently provides ways for learners with differing abilities to engage with content and provide for early and late finishers.	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 typically engage students in meaningful work.	Inconsistently contain effective motivational beginnings that engage students in meaningful work.	Does not meet program expectations.	

Instructional Effectiveness	Consistently uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Uses language that is appropriately challenging.	Typically uses appropriate terminology; conveys accurate information; TC is typically able to respond to students' questions and ideas. Uses language that is appropriately challenging.	Inconsistently uses appropriate terminology and at times has conveyed accurate information; TC attempts to respond to students' questions and ideas.	Does not meet program expectations.	
Transitions	Consistently smooth and make logical connections between lesson activities.	Typically smooth and typically make logical connections between lesson activities.	Inconsistently and does not make logical connections between lesson activities.	Does not meet program expectations.	
Closings	Consistently closes lessons effectively to encourage student reflection and to assess student learning.	Typically closes lessons such that student reflection is encouraged and/or assesses student learning.	Inconsistently closes lessons such that student reflection is encouraged and ineffectively assesses student learning.	Does not meet program expectations.	
Teacher Presence	Consistently displays 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 displays a confident teaching presence. Typically, exhibits an appropriate demeanor through tone of voice, body language and typically communicates effectively in standard English. Responds to students in a positive manner.	Inconsistently displays a confident teaching presence. Does not exhibit an appropriate demeanor through tone of voice, body language and or does not communicate effectively in standard English.	Does not meet program expectations.	
Use of Physical Space	Consistently uses physical space effectively for group work and centers.	Typically uses physical space effectively for group work and centers.	Inconsistently uses physical space effectively for group work and centers.	Does not meet program expectations.	
Materials	Consistently uses materials effectively to support instruction.	Typically uses materials effectively to support instruction.	Inconsistently uses materials effectively to support instruction.	Does not meet program expectations.	
Technology	Consistently uses technology and/or other materials effectively to support instruction.	Typically uses technology and/or other materials effectively to support instruction.	Inconsistently uses technology and/or other materials effectively to support instruction.	Does not meet program expectations.	
Developmental Appropriate Practices/ Differentiated Instruction	Consistently checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction challenges all learners.	Typically checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction typically challenges all learners.	Inconsistently checks students' understanding, adapts instruction, or makes accommodations based on observations. Instruction does not challenge all learners.	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, does not acknowledge students' ideas, builds on students' answers or fails encourages higher order thinking.	Does not meet program expectations.	
Classroom Management	Consistently maintains a positive environment conducive to learning by anticipating and monitoring student behavior, maximizes time spent on learning and teaching.	Typically maintains a positive environment conducive to learning by anticipating and monitoring student behavior, maximizes time spent on learning and teaching.	Inconsistently maintains a positive environment conducive to learning, does not anticipating and monitoring student behavior, time spent on learning and teaching is compromised.	Does not meet program expectations.	
Formative Assessment	Consistently uses a variety of formative assessments that are based on student skills, interests, and modality preferences to adjust instruction. Assessments reflect stated learning objectives.	Typically uses a variety of formative assessments that are based on student skills, interests, and modality preferences to adjust instruction. Assessments reflect stated learning objectives.	Inconsistently uses a variety of formative assessments that are based on student skills, interests, and modality preferences to adjust instruction. Assessments are unrelated to stated learning objectives.	Does not meet program expectations.	
Summative Assessment	Consistently designs summative assessments that reflect the topic's essential questions and/or central questions. Draws on summative outcomes to effectively evaluate students and to adjust instruction.	Typically designs summative assessments that reflect the topic's essential questions and/or central questions. Typically draws on summative outcomes to effectively evaluate students and to adjust instruction.	Inconsistently designs summative assessments that reflect the topic's essential questions and/or central questions. Inconsistently draws on summative outcomes to evaluate students and to adjust instruction.	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	Typically seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and	Inconsistently seeks feedback from cooperating teacher and supervisors, fails to incorporate suggestions in future lessons, is not able to	Does not meet program expectations.	

	what did not go well in terms of planning, management, and instruction.	what did not go well in terms of planning, management, and instruction.	identify what went well and what did not go well in terms of planning, management, and instruction.		
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