**Teaching Performance Assessment**

**Department of Special Education, Language, and Literacy**

**The College of New Jersey**

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| **Teacher Candidate** | **School** |
| **Cooperating Teacher** | **Grade Level** |
| **College Supervisor** | **Subject Area** |
| **Fall Spring Summer Year:** | **Date** / / |

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|  | **Exceptional** | **Proficient** | **Needs Improvement** |
| 1. **Lesson Guiding Questions**   CEC/CED 5  InTASC 7  CAEP K-6 Standard 3 | Lesson plans clearly identify the main ideas or guiding questions of the lesson. There is an explicit connection between the main ideas of the lesson and the lesson activities and assessments. Lesson guiding questions are important to the domains of the discipline, and of potential interest to the students. | Lesson plans identify the main ideas or guiding questions of the lesson. Lesson guiding questions are important to the domains of the discipline, and of potential interest to the students. | Lesson guiding questions are vaguely worded or not reflective of the lesson. Lesson guiding questions are of little importance or of little interest to the students. |
| 1. **Learning Objectives**   CEC/CED 5  InTASC 7  CAEP K-6 Standard 3 | Lesson objectives are clearly articulated in performance based language. There is a clear and explicit link between the lesson objectives, activities, and assessments. Lesson objectives connect to the state standards, and as appropriate, challenge students to make deep conceptual connections. | Lesson objectives are clearly articulated in performance based language. Lesson objectives connect to the state standards and challenge students to make conceptual connections. | Lesson objectives are stated but are not performance based, do not connect to the state standards, or are extraneous to the lesson. The connection between lesson objectives and the activities and assessments are tenuous. |
| 1. **Developmentally Appropriate Design of Instruction**   CEC/CED 1  InTASC 1  CAEP K-6 Standard 1 | Lesson plan s are consistently developmentally appropriate and builds on student prior knowledge. Lesson plans take into consideration student diversity in development, language, cultures, and communities, to incorporate instruction that is inclusive as well as challenging for learners. Candidate demonstrates an awareness of their social location in relation to larger systems of social, economic, and political advantage/disadvantage. Candidate is reflective about how their positionality informs their instructional practice. Lesson plans are justice-oriented and affirm differences in/intersections of race, ethnicity, gender, sexuality, dis/ability, and nationality. | Lesson plans are developmentally appropriate and build on student prior knowledge. Lesson plans take into consideration student diversity in development, cultures, and communities, to incorporate instruction that is inclusive as well as challenging for learners. Candidate understands categorical notions of diversity and provides minimal reflection of their positionality in relation to the lesson. | Lesson plans are not developmentally appropriate and do not build on student prior knowledge. Lesson plans do not take into consideration student diversity in development, cultures, and communities, to incorporate instruction that is inclusive, as well as challenging for learners. Candidate does not reflect upon their social location or understand structural inequality. |
| 1. **Design of Assessments**   CEC/CED 4  InTASC 6  CAEP K-6 Standard 3 | Lessons use multiple forms of assessment including pre-assessments, formative assessments, and post assessments. Assessments in the lessons show a clear and explicit link to learning objectives and instructional activities in the lesson. Data from the assessments have the potential to provide rich and meaningful evidence of student learning and effectiveness of instruction. Assessment design has a clear link to the principles of UDL and provide opportunities for ALL learners to demonstrate what they know. | Lessons use pre-assessments, formative assessments, and post assessments. Assessments in the lessons show a logical link to learning objectives and instructional activities in the lesson. Data from the assessments have the potential to provide some evidence on student learning and effectiveness of instruction. Assessment design demonstrates adequate knowledge of the principles of UDL and provides opportunities for ALL learners to demonstrate what they know. | Lessons do not use a variety of assessments including pre-assessments, formative assessments, and post assessments. Assessments are primarily tests or quizzes and do not provide the opportunity for ALL students to demonstrate their learning. Data from the assessments have very limited potential to provide evidence on student learning and effectiveness of instruction. Assessment design demonstrates very limited knowledge of the principles of UDL |
| 1. **Lesson Beginnings**   CEC/CED 5  InTASC  CAEP K-6 Standard 3 | Lesson beginnings incorporate an activity that activates prior knowledge, stirs inquiry, as well as launches and connects to the lesson. Lesson beginnings are strategically crafted and designed to pique learner interests | Lesson beginnings incorporate an introductory activity that activates prior knowledge. Lesson beginnings are effective in arousing the curiosity of the learners. | Lessons do not incorporate a lesson beginning that activates prior knowledge or the beginnings do not have a logical connection to the lesson and are not effective in arousing the interest of the learners |
| **6A. Candidate Subject Matter Knowledge in Reading, Writing, and Oral Language**  CEC/CED 3  InTASC 4  CAEP K-6 2A | Candidate demonstrates high level of competence in the use of English language arts and understands and uses critical elements and concepts from reading and, language & child development to teach reading, writing, speaking, listening, and thinking skills as evident in lesson planning and instruction. The lesson creates opportunities for learners to learn, practice, and master academic language in the content areas with appropriate attention to both vocabulary development and discourse or syntax. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. | Candidate demonstrates acceptable competence in the use of English language arts and understands and uses major concepts and elements from reading, language and child development to teach reading, writing, speaking, listening, and thinking skills as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate needs improvement in the use of English language arts and understands and uses concepts and elements from reading, language and child development to teach reading, writing, speaking, listening, and thinking as evident in lesson planning and instruction. Candidate does not recognize misconceptions and guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content. |
| **6B. Candidate Subject Matter Knowledge in Science**  CEC/CED 3  InTASC 4  CAEP K-6 2C | Candidate demonstrates a high level of competence in knowing, understanding, and using fundamental concepts in the major content area of science including physical, life, earth/space sciences, engineering, technology, and applications of science. The candidate can design and implement age appropriate inquiry lessons to teach science and to convey the nature of science as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate knows, understands, and uses fundamental concepts in the major content areas of science including physical, life, earth/space sciences, engineering, technology, and applications of. He or she can design and implement adequate age appropriate inquiry lessons to teach science and to convey the nature of science as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate needs improvement in knowing, understanding, and using fundamental concepts in the major content areas of science including physical, life, earth/space sciences, engineering, technology, and applications of science. He or she has difficulty designing and implementing age appropriate inquiry lessons to teach science and to convey the nature of science as evident in lesson planning and instruction. Candidate does not recognize misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content. |
| **6C. Candidate Subject Matter Knowledge in Mathematics**  CEC/CED 3  InTASC 4  CAEP K-6 2B | Candidate demonstrates a high level of competence in knowing, understanding and using the major concepts and procedures that define number operations, algebra, geometry, measurement and data analysis and probability in varied contexts within and among mathematical domains as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate knows, understands and uses the major concepts and procedures that define number operations, algebra, geometry, measurement and data analysis and probability in varied contexts within and among mathematical domains as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate needs improvement in knowing, understanding and using the major concepts and procedures that define number operations, algebra, geometry, measurement and data analysis and probability in varied contexts within and among mathematical domains as evident in lesson planning and instruction. Candidate does not recognize misconceptions and guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content. |
| **6D. Candidate Subject Matter Knowledge in Civics, Economics, Geography, History**  CEC/CED 3  InTASC 4  CAEP K-6 2 D | Candidate demonstrates a high level of competence in knowing, understanding, and using the major concepts and modes of inquiries from Civics, Economics, Geography, and History within a framework of informed inquiry to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate know understands, and uses the major concepts and modes of inquiries from Civics, Economics, Geography, History to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society as evident in lesson planning and instruction. Candidate understands and recognizes misconceptions and how to guide learners towards accurate conceptual understandings. The teacher creates opportunities for learners to learn, practice, and master academic language in the content. | Candidate needs improvement in knowing, understanding, and using the major concepts and modes of inquiries from Civics, Economics, Geography, History to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society as evident in lesson planning and instruction. Candidate does not recognize misconceptions and guide learners towards accurate conceptual understandings. The teacher creates no or minimal opportunities for learners to learn, practice, and master academic language in the content. |
| **6E. Candidate Subject Matter Knowledge of the Arts** | Candidate demonstrates a high level of competence in knowing, understanding, and using as appropriate to their own understanding and skills the content functions and achievements of the performing and visual arts | Candidate knows, understands, and uses as appropriate to their own understanding and skills the content functions and achievements of the performing and visual arts | Candidate needs improvement in knowing, understanding and using as appropriate to their own understanding and skills the content functions and achievements of the performing and visual arts |
| **7. Lesson Activities**  CEC/CEDC 5  InTASC 8  CAEP K-6 3 | Lesson activities are developmentally appropriate, creative, conceptually connect to one another, and successfully meet learning objectives. The rationale for the choice of activities is clear and evident in both the design and execution of the lesson. | Lesson activities are developmentally appropriate and successfully meet learning objectives. The lesson plan and execution demonstrates a fairly discernible logic in the choice of lesson activities. | Lesson activities are developmentally inappropriate, uninteresting, poor instructional choices, or do not meet learning objectives. Lesson activities are chosen for the primary purpose of being cute or engaging but do not show any connection to lesson objectives or the overall purpose of the lesson. |
| **8. Differentiation**  CEC/CED 1, 5  InTASC 8  CAEP K-6 2E, 3D | Lesson design and execution provide strong evidence for differentiation across content, process, and product. Lesson design and instruction are clearly linked to the principles of UDL and provide students with multiple means of engagement, representation, and expression. Content, instruction, and assessments are customized taking into consideration the context for learning in the classroom as well as the individual strengths and challenges of students. Candidate also demonstrates a strong capacity to adapt lessons on the spot. | Lesson design and execution provide adequate evidence for differentiation across content, process, and product. Lesson design and instruction are linked to principles of UDL and provide students with multiple means of engagement, representation, and expression. Content, instruction, and assessments take into consideration the context for learning in the classroom as well as the individual strengths and challenges of students. Candidate demonstrates an adequate capacity to adapt lessons on the spot. | Lesson design and planning provide barely any evidence of differentiation. Content and assessments are not meaningfully differentiated. Lesson design and instruction are not linked principles of UDL and do not provide students with multiple means of engagement, representation, and expression. Content, instruction, and assessments do not take into consideration the context for learning in the classroom as well as the individual strengths and challenges of students. Candidate needs significant improvement in adapting lessons on the spot. |
| **9. Use of Questioning Techniques**  CEC/CED 5  InTASC 8  CAEP K-6 3 | Candidate uses a variety of questioning techniques including open ended, productive, and divergent questions. Candidate’s use of questioning techniques are strategic and intended to promote learner engagement and higher order thinking. Candidate listens actively, acknowledges students’ ideas, and builds on students’ answers and questions. | Candidate uses solid questioning techniques including some open ended and divergent questions. Candidate’s use of questioning techniques promote learner engagement. Candidate listens actively, acknowledges students’ ideas, and builds on students’ answers and questions. | Candidate uses limited questioning techniques. Questions are limited to evaluative or convergent questions. Candidate does not listen actively and may not necessarily acknowledge students’ ideas and build on them. |
| **10. Classroom-Wide Positive Behavior Supports**  CEC/CED 2  InTASC 3  CAEP K-6 4 | Candidate maintains a positive environment and a strong classroom community that is conducive to students learning productively and collaboratively. Candidate demonstrates a wide and diverse repertoire of strategies for gaining and maintain student attention. Candidate maintains a steady and appropriate pace in the lesson that ensures all learners are engaged. Candidate has clearly established routines and procedures in the classroom including clear directions and transitions within a lesson and from one lesson to another. Candidate anticipates and monitors student behavior by using effective proactive strategies as well as strategies to redirect student behavior or model appropriate behavior. Candidate’s overall instruction and posture demonstrates respect for the students. | Candidate maintains a positive environment and a sense of classroom community that is conducive to students learning productively and collaboratively. Candidate demonstrates strategies for gaining and maintain student attention. Candidate maintains an appropriate pace in the lesson that ensures all learners are engaged. Candidate has established routines and procedures in the classroom including clear directions and transitions within a lesson and from one lesson to another. Candidate monitors student behavior by using effective strategies to redirect student behavior or model appropriate behavior. Candidate’s overall instruction and posture demonstrates respect for the students. | Candidate does not maintain a positive environment and a strong classroom community that is conducive to students learning productively and collaboratively. Candidate demonstrates a limited repertoire of strategies for gaining and maintain student attention. Candidate’s pacing needs improvement. Lack of consistent protocols and procedures sometimes lead to confusing or challenging behaviors in the classroom. Candidate’s approach to challenging behaviors is primarily reactive. Candidate’s overall instruction and posture may not demonstrate respect for the students. |
| **11. Closure**  CEC/CED 5  InTASC 7, 8  CAEP K-6 3 | Candidate has a clear and thoughtful closure for each lesson that connects back to the learning objectives of the lesson. In the closure activity at the end of each lesson, students provide evidence of mastery of learning objectives. | The closure activity at the end of each lesson connects back to the learning objectives and provides some evidence of achievement. | There is no closure activity or the activity does not connect to learning objectives. |