

AAE 490/491 Teaching Performance Assessment

by COE Administrator

SOE Teaching Performance Assessment

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Teaching Performance Assessment

School of Education

The College of New Jersey

Undergraduate Programs: Junior and Senior Years

Graduate Programs: Internship I & II

Instructions:

Please select the performance level in each criteria below that best describes the Teacher Candidate's (TC) teaching performance to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable." Please note the evaluation system below includes:

Exceptional (Target) Teacher candidate meets expectations at least **90%** of the time.

Proficient (Acceptable) Teacher candidate meets expectations at least **80%** of the time.

Developing (Unacceptable for Student Teaching) Teacher candidate meets expectations at least **70%** of the time.

Needs Improvement (Unacceptable) Teacher candidate does not meet program expectations.

"NA" Not Applicable" or Not Observed

Standards

No standards added.

Teaching Performance Assessment

Exceptional: Meets	Proficient: Meets expectations at	Developing: Meets	Needs Improvement:	NA (0.000 pt)
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	expectations at least 90% of the time. (4.000 pts)	least 80% of the time. (3.000 pts)	expectations at least 70% of the time. (2.000 pts)	Does not meet program expectations. (1.000 pt)	
Written Lesson Plan	Lesson plans are detailed and clear; have a logical flow; are developmentally appropriate and build on student prior knowledge.				
Lesson Plan Objectives	Objectives are clear, performance-based, relate to important concepts and/or skills, can be assessed, are reflected in the lesson and correlate with state standards.				
Lesson Plan Subject Matter	Lesson plans demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and address content misconceptions.				
Pedagogical Content Knowledge	Methods of instruction are appropriate to content and context and encourage students to produce high quality work.				
Differentiation	Lesson plans offer multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.				
Motivatinon and Student Interest	Lessons contain effective motivational beginnings and engage students in meaningful work.				
Instructional Effectiveness	TC uses appropriate terminology and				

	conveys accurate information; TC is able to respond accurately to students' questions and ideas. Uses language that is appropriately challenging.				
Transitions	Transitions are smooth and make logical connections between lesson activities.				
Closings	Closes lesson effectively to encourage student reflection and to assess student learning.				
Teacher Presence	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.				
Use of Physical Space	TC effectively uses physical space for group work and centers.				
Materials	TC uses materials effectively to support instruction.				
Technology	TC uses technology and/or other materials effectively to support instruction.				
Developmental Appropriate Practices/ Differentiated Instruction	Candidate checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction challenges all learners.				

Questioning and Responsiveness	Candidate listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.				
Classroom Management	Candidate maintains a positive environment conducive to learning by anticipating s and monitoring student behavior, maximizes time spent on learning and teaching.				
Formative Assessment	Assessments reflect stated learning objectives; TC effectively uses a variety of formative assessments that are based on student skills, interests, and modality preferences to adjust instruction.				
Summative Assessment	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.				
Lesson Reflections	TC 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.				
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