

# HED Teaching Performance Assessment Spring 2018

by COE Administrator

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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

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No standards added.

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Exceptional (Target) (4.000 pts)	Proficient (Acceptable)	Developing (Below average)	Needs improvement	NA (0.000 pt)
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		(3.000 pts)	(2.000 pts)	<b>(Unacceptable)</b> (1.000 pt)	
<b>Culturally Responsive Pedagogy (InTASC Standard 2)</b>	TC creates a classroom culture in which respect for socio-cultural differences are embedded in teaching practices and student engagement.	TC creates a satisfactory classroom culture.	TC's performance suggests that improvement is needed in this area.	TC exhibits a lack of understanding about culturally responsive pedagogy.	
<b>Classroom Environment (InTASC Standard 3)</b>	TC maintains a positive, inclusive environment conducive to learning by anticipating and monitoring student behavior, maximizes time spent on learning and teaching.	TC maintains an adequate classroom culture, but one or more improvements are necessary.	TC demonstrates one or more weaknesses in developing a positive classroom culture.	TC's performance reflect significant need for improvement in this area.	
<b>Subject Matter Knowledge (InTASC Standard 4)</b>	Observed lessons demonstrate mastery of the content (including key concepts, relevant skills, and factual accuracy).	Observed lessons demonstrate adequate content knowledge.	Observed lessons demonstrate some weaknesses in content knowledge.	Observed lessons demonstrates lack of content knowledge.	
<b>Assessment (InTASC Standard 6)</b>	TC 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.	TC assessments are satisfactory and connect in most cases to essential questions.	TC assessments reflect need for improvement in this area.	TC assessments reflect lack of understanding about how to properly evaluate students and their performance.	
<b>Written Lesson Plans (InTASC Standard 7)</b>	Lesson plans are 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.	Lesson plans are generally well written, contain necessary elements, and reflect adequate content knowledge. There are some areas in need of improvement.	Lesson plans are satisfactory but contain one or more omissions or flaws.	Lesson plans are not satisfactory.	
<b>Motivation and Student Interest</b>	Lessons contain effective motivational	Observed lessons contain adequate motivations.	Observed lessons contain weak motivations.	Observed lessons reflect lack of understanding of	

<b>(InTASC standard 8)</b>	beginnings and engage students in meaningful work.			how to properly introduce a lesson.	
<b>Teacher Presence</b>	TC has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively. Responds to students in a positive manner.	TC has an adequate teacher presence, but there are certain areas in need of development.	TC's presence exhibits one or more flaws in need of improvement.	TC has a weak presence and significant improvement is needed.	
<b>Differentiation</b>	Lesson plans offer multiple ways for learners with differing abilities to engage with content and provide for early and late finishers.	Lesson plans reflect some ability to differentiate instruction.	Lesson plans suggest improvement is needed in the ability to effectively diversify content.	Lesson plans suggest little understanding about differentiated instruction.	
<b>Transitions</b>	Transitions are smooth and make logical connections between lesson activities.	Transitions are adequate, but some improvement is needed in this area.	Lesson components were not transitioned adequately.	Observed lessons reflect lack of knowledge of how to connect lesson plans sections.	
<b>Questioning and Responsiveness</b>	Candidate listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Candidate asks acceptable questions that develop some higher order thinking in students.	Candidate reflects some ability to ask effective questions, but improvement is needed in one or more areas.	TC questioning reflects a need for significant improvement.	
<b>Closings</b>	TC closes lesson effectively to encourage student reflection and to assess student learning.	TC closures are satisfactory, but some improvement is necessary.	TC requires improvement in closing lessons. One or more observed lessons may not have had closures.	TC demonstrates lack of knowledge about how to properly close lessons.	
<b>Classroom Management</b>	Understands relationship between curriculum, instruction, and management. Successfully uses a variety of structures for student interaction and provides opportunities for student feedback and reflection.	TC's classroom management is adequate, but there were some demonstrated weaknesses in this area.	TC performance suggests improvement is necessary in classroom management.	TC demonstrated significant lack of ability in the area of classroom management.	

