Student Teaching Classroom Evaluation Form

Observer: Please use the following scale to rate the student teacher in each of the following competencies.

4: Advanced Proficient (Exemplary Practice) – Demonstrates competency, consistency and confidence in providing evidence in all InTASC standards and is ready for recommendation for NJ State certification. Shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

3: Proficient (Basic Competence) – Consistently provides evidence in all InTASC standards and that this candidate is ready for recommendation for NJ State certification. Shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

2: Novice (Limited Competence) – Provides evidence in some areas to denote competency in a standard, based on the InTASC standards. Continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children. (Getting 2’s or better 50% of the time)

1: Pre-emergent (Exhibits Difficulty) – Provides little evidence to denote competency in a standard, based on the InTASC standards. Candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

INSTRUCTIONAL PRACTICE
Rating (circle)
1. Developed a comprehensive lesson plan (7) 4 3 2 1
2. Showed creativity in designing the lesson and selecting materials (8) 4 3 2 1
3. Had clear, appropriately written objectives and shared them with students (6) 4 3 2 1
4. Instruction and assessment were linked to objectives (6) 4 3 2 1
5. Created lesson plans designed to activate prior knowledge and promote critical thinking (7) 4 3 2 1
6. Implemented activities that nurture critical thinking and problem solving skills (8) 4 3 2 1
7. Varied class activities to provide appropriate practice (8) 4 3 2 1
8. Monitored and adjusted strategies in response to learner feedback (6) 4 3 2 1
9. Followed a logical sequence in planning and instruction (7) 4 3 2 1
10. Paced lesson appropriately (8) 4 3 2 1
11. Used a wide variety of questioning strategies to ensure student understanding (8) 4 3 2 1
12. Understood and used closure during the lesson (8) 4 3 2 1
13. Used clear and effective, oral, written, and other forms of communication (8) 4 3 2 1
14. Effectively facilitated discussion by engaging the entire class (8) 4 3 2 1
15. Used appropriate summative and formative assessments to evaluate stated objectives (6) 4 3 2 1
16. Used available media technology effectively (8) 4 3 2 1
17. Provided meaningful and specific feedback to students (6) 4 3 2 1
18. Incorporated interdisciplinary learning experiences that allowed learners to integrate knowledge from different subject areas (7) 4 3 2 1

Comments:

CONTENT KNOWLEDGE
Rating (circle)
19. Demonstrated a thorough understanding and command of subject matter (4) 4 3 2 1
20. Engaged learners in activities that demonstrate the development of critical thinking and problem solving within the content area (4) 4 3 2 1
21. Created meaningful learning experience(s) (5) 4 3 2 1
22. Used a variety of materials, media resources, and teaching strategies (5) 4 3 2 1
23. Provided students with opportunities to apply content knowledge to solve real world problems through collaboration (5) 4 3 2 1
24. Understood and implemented appropriate State Standards (4) 4 3 2 1

Comments:
THE LEARNER AND LEARNING
Rating (circle)
25. Allowed for different learning styles, abilities, cultures, genders and experiences (1, 2)   4 3 2 1
26. Fostered respect for individual differences (2)                                          4 3 2 1
27. Created, planned, and implemented instruction that accommodated different learning styles, needs and abilities (2)  4 3 2 1
28. Modeled at appropriate level and gave examples for different learning styles (1)       4 3 2 1
29. Used developmentally appropriate materials (1)                                         4 3 2 1
30. Made appropriate adaptations to instructional tasks and assessments to accommodate the unique learning needs of all students (2)            4 3 2 1
31. Demonstrated general warmth, caring, & respect towards learners through verbal/ nonverbal communication and promoted a positive learning environment (3)          4 3 2 1
32. Recognized and assisted students in need of remediation/help (3)                         4 3 2 1
33. Helped students work productively and cooperatively with each other (3)                  4 3 2 1
34. Organized and managed time, space, and activities to promote learning (3)               4 3 2 1
35. Established and maintained clear, consistent standards of classroom behavior (3)        4 3 2 1

Comments:

PROFESSIONAL RESPONSIBILITY
Rating (circle)
36. Is punctual to school, class, and meetings (9)                                          4 3 2 1
37. Dresses professionally and appropriately (9)                                            4 3 2 1
38. Takes initiative in creating and planning lessons to enhance the curriculum (9)         4 3 2 1
39. Is consistently prepared for classroom activities and instruction, including personal organization and materials management  4 3 2 1
40. Prepares and submits required documents (e.g. lesson plans, grade sheets, progress reports, etc.) within determined timeframes (9)  4 3 2 1
41. Returns student evaluations (e.g. homework assignments, projects, tests, quizzes) in a timely manner (9)  4 3 2 1
42. Observes confidentiality (9)                                                           4 3 2 1
43. Is ethical and professional in practice, while presenting a professional demeanor (9)    4 3 2 1
44. Uses self-assessment and problem solving strategies to improve teaching (9)            4 3 2 1
45. Responds to constructive feedback and incorporates recommendations from previous observations (9)  4 3 2 1
46. Demonstrates basic knowledge of professional responsibilities as stated in school board policies for students and teachers (10)  4 3 2 1
47. Projects a leadership style in which teacher and student share responsibility (10)      4 3 2 1
48. Works collaboratively with school personnel, family, and community (10)                 4 3 2 1

Comments:

SUMMARY:
Student’s strengths to date:

Suggestions for improvement:

Student's e-mail:
Cooperating teacher's e-mail:
Observer's e-mail:

Observer’s Signature:_______________________________________ ( ) Cooperating Teacher ( ) University Supervisor Date: ____________

This evaluation form reflects standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). Updated 08/14