

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

SCHOOL OF EDUCATION
 101 Vera King Farris Drive, Galloway, NJ 08205
 Phone: (609) 652-4688 Fax: (609) 626-5528
 E-mail: pamela.vaughan@stockton.edu

Student Teacher _____ Z Number _____ Date of Observation _____
 Supervisor _____ School _____ Grade/Subject _____
 Coop Teacher _____ Class Period/Time _____ Number of Students _____
 Author of the Observation _____

MIDTERM EVALUATION—Use during the 3rd Post Observation Conference
This serves as a summative evaluation of performance midway through the student teaching experience

| DOMAIN I: Planning and Preparation | NA | 1 | 2 | 3 | 4 |
|---|----|---|---|---|---|
| 1a. Knowledge of content and pedagogy | | | | | |
| Knowledge of content and structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy | | | | | |
| 1b. Demonstrating knowledge of students | | | | | |
| Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs | | | | | |
| 1c. Selecting instructional outcomes | | | | | |
| Value, sequence and alignment Clarity Balance Suitability for diverse students | | | | | |
| 1d. Demonstrating knowledge of resources | | | | | |
| Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students | | | | | |
| 1e. Designing coherent instruction | | | | | |
| Learning activities Instructional materials and resources Instructional groups Lesson and unit structure | | | | | |
| 1f. Designing student assessments | | | | | |
| Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning | | | | | |

DOMAIN I: Planning and Preparation: Strengths and Areas for Improvement

Refer to the Charlotte Danielson Framework for guidance in determining your ratings. Available at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=12> Ratings should include very few, if any, indicators of NA.

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| DOMAIN II: Classroom Environment | NA | 1 | 2 | 3 | 4 |
|--|-----------|----------|----------|----------|----------|
| 2a. Creating an environment of respect and rapport | | | | | |
| Teacher interaction with students, both words and actions Student interaction with other students, both words and actions | | | | | |
| 2b. Establishing a culture for learning | | | | | |
| Importance of the content and of learning Expectations for learning and achievement Student pride in work | | | | | |
| 2c. Managing classroom procedures | | | | | |
| Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties | | | | | |
| 2d. Managing student behavior | | | | | |
| Expectations Monitoring of student behavior Response to student misbehavior | | | | | |
| 2e. Organizing physical space | | | | | |
| Safety and accessibility Arrangement of furniture and use of physical space | | | | | |

DOMAIN II: Planning and Preparation: Strengths and Areas for Improvement

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| DOMAIN III: Instruction | NA | 1 | 2 | 3 | 4 |
|---|-----------|----------|----------|----------|----------|
| 3a. Communicating with students | | | | | |
| Expectations for learning Directions for activities Explanation of content Use of oral and written language | | | | | |
| 3b. Questioning and discussion techniques | | | | | |
| Quality of questions/prompts Discussion techniques Student participation | | | | | |
| 3c. Engaging students in learning | | | | | |
| Activities and assignments Grouping of students Instructional materials and resources Structure and pacing | | | | | |
| 3d. Using assessment in instruction | | | | | |
| Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress | | | | | |
| 3e. Demonstrating flexibility and responsiveness | | | | | |
| Lesson adjustment Response to students Persistence | | | | | |

DOMAIN III: Planning and Preparation: Strengths and Areas of Improvement

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| DOMAIN IV: Professional Responsibilities | NA | 1 | 2 | 3 | 4 |
|---|-----------|----------|----------|----------|----------|
| 4a. Reflecting on teaching | | | | | |
| Accuracy Use in future teaching | | | | | |
| 4b. Maintaining accurate records | | | | | |
| Student completion of assignments Student progress in learning Non-instructional records | | | | | |
| 4c. Communicating with families | | | | | |
| Information about the instructional programs Information about individual students Engagement of families in the instructional program | | | | | |
| 4d. Participating in a professional community | | | | | |
| Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects | | | | | |
| 4e. Growing and Developing Professionally | | | | | |
| Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession | | | | | |
| 4f. Showing Professionalism | | | | | |
| Integrity and ethical conduct Service to Students Advocacy Decision Making Compliance with school and district regulations | | | | | |

DOMAIN IV: Planning and Preparation: Strengths and Areas for improvement

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MIDTERM EVALUATION—Use during the 3rd Post-Observation Conference *Mandatory Midterm Summary Performance Review*

Student Teaching Grading Policies

Assigning the final grade for student teaching is the responsibility of the supervisor. The grade should reflect the supervisor's professional judgment of the student teacher's overall performance during the semester and include consideration of input from the cooperating teacher. To be recommended for certification, the student teacher must earn a grade of B- or higher and have demonstrated *Basic* levels of competence in all four domains assessed: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities.

Note: *It is a requirement to submit BOTH an electronic copy of this fillable PDF form to the School of Education AND an on-line submission via the Survey Monkey web link. The cooperating teacher and the supervisor should fill out this Performance Review Form separately. Forms and the Survey Monkey web link are available at: <http://tinyurl.com/TEUSupervisor>. If a student is performing at below Basic levels of competence at midterm, the supervisor must notify the School of Education no later than the Mandatory Midterm Summary Performance Review.*

Student Teacher _____ Supervisor _____
Date _____ Name of Coop Teacher _____

Strengths as of Midterm: *(Use additional sheets as necessary.)*

Areas Needing Improvement as of Midterm: *(Use additional sheets as necessary.)*

Signature of Student _____ Date _____
Signature of Supervisor _____ Date _____
Signature of Cooperating Teacher _____ Date _____