



Division of Education

| | |
|-----------------------------|-------|
| Date: | _____ |
| Student Teacher: | _____ |
| Cooperating Teacher: | _____ |
| Grade: | _____ |
| Subject/Grade: | _____ |
| School: | _____ |
| District: | _____ |

COMPLETED BY:

College Supervisor: _____ Cooperating Teacher: _____
 Signature Signature

Student: _____
 Signature

Please assess the Student Teacher's demonstrated competency for the areas reflected by, and in line with, the eleven (11) standards as set by NJ INTASC.

PROFICIENCY KEY

- AP-ADVANCED PROFICIENT
- P- PROFICIENT
- N- NOVICE
- PE- PRE-EMERGENT
- NO- NOT OBSERVED

Standard One: Subject Matter Knowledge

PROFICIENCY KEY

| STANDARD #1: Subject Matter Knowledge | | AP | P | N | PE | NO |
|---------------------------------------|--|----|---|---|----|----|
| 1.1 | DESIGNS INSTRUCTION THAT DEMONSTRATES KNOWLEDGE AND COMMAND OF THE SUBJECT MATTER | | | | | |
| 1.2 | MAKES EFFECTIVE USE OF EXPLANATIONS OF DISCIPLINARY CONCEPTS THAT CAPTURE KEY IDEAS | | | | | |
| 1.3 | IMPLEMENTS LESSONS THAT DEMONSTRATE KNOWLEDGE AND COMMAND OF THE SUBJECT MATTER | | | | | |
| 1.4 | MAKES CONNECTIONS AND RELATES CONTENT TO PRIOR LEARNING AND RELEVANCY OF EVERYDAY LIFE | | | | | |
| 1.5 | ENGAGES IN ACTIVITIES THAT PROMOTE THE DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING WITHIN THE CONTENT AREA | | | | | |
| 1.6 | DEMONSTRATES KNOWLEDGE OF APPROPRIATE NJCCCS (New Jersey Core Curriculum Content Standards) FOR THE DISCIPLINE | | | | | |

Comments: _____

Standard Two: Human Growth and Development

PROFICIENCY KEY

| STANDARD #2: Human Growth and Development | | AP | P | N | PE | NO |
|---|---|----|---|---|----|----|
| 2.1 | CREATES LESSON PLANS THAT ARE DEVELOPMENTALLY APPROPRIATE | | | | | |
| 2.2 | DESIGNS INSTRUCTION APPROPRIATE TO STUDENTS' LEARNING STYLES, STRENGTHS AND NEEDS | | | | | |
| 2.3 | DESIGNS INSTRUCTION THAT ACCOMMODATES DIFFERENCES IN STUDENT ACHIEVEMENT LEVELS | | | | | |
| 2.4 | INCORPORATES DIFFERENTIATED INSTRUCTION APPROPRIATELY INTO CLASSROOM ACTIVITIES | | | | | |
| 2.5 | IMPLEMENTS LESSON PLANS THAT ARE DEVELOPMENTALLY APPROPRIATE SO THAT ALL CHILDREN CAN LEARN | | | | | |

Instrument developed 2007 by: Cohen, V. (Fairleigh Dickinson) Dunham, H. (Centenary) Patriarca, L. (Caldwell) Rosenbaum, M. (Fairleigh Dickinson) and Shields, J. (St. Peter's)

Comments: _____

Standard Three: Diverse Learners

PROFICIENCY KEY

| | STANDARD #3: Diverse Learners | AP | P | N | PE | NO |
|-----|--|----|---|---|----|----|
| 3.1 | DESIGNS INSTRUCTION THAT ACCOMMODATES STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH | | | | | |
| 3.2 | DESIGNS INSTRUCTION THAT DEMONSTRATES KNOWLEDGE OF DIVERSE STUDENTS AND THEIR LIVES | | | | | |
| 3.3 | PROVIDES EVIDENCE OF INCORPORATING MULTICULTURAL CONTENT AND PERSPECTIVES INTO THE LESSON | | | | | |
| 3.4 | CREATES A LEARNING COMMUNITY WHERE INDIVIDUAL DIFFERENCES ARE RESPECTED AND INDIVIDUAL NEEDS ARE MET | | | | | |
| 3.5 | ENGAGES IN CLASSROOM ACTIVITIES THAT HELP STUDENTS LEARN ABOUT DIVERSITY, THEIR FAMILIES AND THEIR COMMUNITIES | | | | | |
| 3.6 | ENGAGES IN STRATEGIES TO SUPPORT THE LEARNING OF STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH | | | | | |
| 3.7 | ENGAGES IN ACTIVITIES IN THE CLASSROOM THAT DEMONSTRATES KNOWLEDGE OF DIVERSE STUDENTS AND THEIR LIVES | | | | | |
| 3.8 | USES APPROPRIATE TEACHING AND CURRICULUM MATERIALS THAT PROVIDE AN EQUITABLE PORTRAYAL OF DIVERSITY | | | | | |

Comments: _____

Standard Four: Instructional Planning and Strategies

PROFICIENCY KEY

| | STANDARD #4: Instructional Planning and Strategies | AP | P | N | PE | NO |
|-----|---|----|---|---|----|----|
| 4.1 | DESIGNS EFFECTIVE LESSONS BY ORGANIZING THE INSTRUCTIONAL ACTIVITIES TO ACHIEVE THE OBJECTIVES AND OUTCOMES OF THE LESSON | | | | | |
| 4.2 | DESIGNS INSTRUCTION THAT DEVELOPS STUDENTS' CRITICAL THINKING AND PROBLEM SOLVING CAPABILITIES | | | | | |
| 4.3 | DESIGNS UNIT AND LESSON PLANS THAT INCORPORATE INTERDISCIPLINARY LEARNING EXPERIENCES THAT ALLOW STUDENTS TO INTEGRATE KNOWLEDGE FROM DIFFERENT SUBJECT AREAS | | | | | |
| 4.4 | IMPLEMENTS INSTRUCTIONAL ACTIVITIES THAT ACHIEVE THE OBJECTIVES AND OUTCOMES OF THE LESSON | | | | | |
| 4.5 | IMPLEMENTS LESSONS THAT DEVELOP STUDENTS' CRITICAL THINKING AND PROBLEM SOLVING CAPABILITIES | | | | | |
| 4.6 | USES STRATEGIES TO MAKE THE SUBJECT MATTER MEANINGFUL TO STUDENTS | | | | | |
| 4.7 | USES A VARIETY OF APPROPRIATE INSTRUCTIONAL MATERIALS AND RESOURCES TO ACHIEVE THE OBJECTIVES OF THE LESSON | | | | | |
| 4.8 | IMPLEMENTS INTERDISCIPLINARY LEARNING EXPERIENCES THAT ALLOW STUDENTS TO INTEGRATE KNOWLEDGE FROM SEVERAL SUBJECT AREAS | | | | | |
| 4.9 | INTEGRATES TECHNOLOGY INTO LESSON PLAN TO PROMOTE EFFECTIVE LEARNING FOR ALL STUDENTS | | | | | |

Comments: _____

Standard Five: Assessment**PROFICIENCY KEY**

| STANDARD # 5: Assessment | | AP | P | N | PE | NO |
|--------------------------|--|----|---|---|----|----|
| 5.1 | DESIGNS APPROPRIATE ASSESSMENTS THAT ARE ALIGNED WITH LEARNING OBJECTIVES | | | | | |
| 5.2 | PROVIDES EVIDENCE OF USING FORMATIVE AND SUMMATIVE ASSESSMENT DATA TO ADJUST AND IMPROVE INSTRUCTIONAL PLANNING | | | | | |
| 5.3 | COLLECTS DATA ON LEARNING OUTCOMES TO MEASURE LESSON OBJECTIVES | | | | | |
| 5.4 | IMPLEMENTS CONTINUOUS ASSESSMENT STRATEGIES THROUGHOUT THE LESSON TO IMMEDIATELY ADJUST AND IMPROVE INSTRUCTION TO FOSTER STUDENT GROWTH | | | | | |
| 5.5 | PROVIDES MEANINGFUL AND SPECIFIC FEEDBACK TO STUDENTS ON THEIR LEARNING | | | | | |
| 5.6 | USES AUTHENTIC ASSESSMENTS AS ONE MEASURE OF STUDENT LEARNING | | | | | |
| 5.7 | PROVIDES OPPORTUNITIES FOR STUDENTS TO MONITOR THEIR OWN PROGRESS AND CONDUCT SELF-ASSESSMENTS | | | | | |
| 5.8 | USES TECHNOLOGY TO SUPPORT ASSESSMENT AND MONITORING OF STUDENT PROGRESS | | | | | |

Comments: _____

Standard 6: Learning Environment**PROFICIENCY KEY**

| STANDARD #6: Learning Environment | | AP | P | N | PE | NO |
|-----------------------------------|---|----|---|---|----|----|
| 6.1 | ENCOURAGES APPROPRIATE STUDENT PARTICIPATION | | | | | |
| 6.2 | ENCOURAGES POSITIVE PEER RELATIONSHIPS THROUGH CLASSROOM ACTIVITIES | | | | | |
| 6.3 | DEMONSTRATES GENERAL WARMTH, CARING AND RESPECT TOWARDS STUDENTS THROUGH VERBAL/NONVERBAL COMMUNICATION | | | | | |
| 6.4 | USES EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES INCLUDING CLASSROOM PROCEDURES, RULES AND MANAGEMENT OF INSTRUCTIONAL GROUPS | | | | | |
| 6.5 | MANAGES STUDENT BEHAVIOR THROUGH EFFECTIVE DISCIPLINARY STRATEGIES | | | | | |
| 6.6 | CONSIDERS PHYSICAL SPACE AND RESOURCES THAT OPTIMIZES LEARNING ACTIVITIES FOR ALL STUDENTS | | | | | |
| 6.7 | MAINTAINS A LEARNING COMMUNITY IN WHICH STUDENTS PARTICIPATE IN DECISION-MAKING, WORK COLLABORATIVELY/INDEPENDENTLY, AND ASSUME RESPONSIBILITY FOR THEMSELVES AND ONE ANOTHER | | | | | |
| 6.8 | CREATES A CLASSROOM ENVIRONMENT IN WHICH STUDENTS ARE ENGAGED IN LEARNING | | | | | |
| 6.9 | USES INSTRUCTIONAL TIME EFFECTIVELY TO ACHIEVE LEARNING OUTCOMES | | | | | |
| 6.10 | PREPARES STUDENTS FOR AND MONITORS INDEPENDENT AND GROUP WORK THAT ALLOWS FOR FULL AND VARIED PARTICIPATION OF ALL STUDENTS | | | | | |

Comments: _____

Standard 7: Special Needs**PROFICIENCY KEY**

| STANDARD #7: Special Needs | | AP | P | N | PE | NO |
|----------------------------|---|----|---|---|----|----|
| 7.1 | CONSIDERS IEPs AND SECTION 504 PLANS FOR LEARNERS WITH SPECIAL NEEDS IN LESSON PLANNING | | | | | |
| 7.2 | DESIGNS ACTIVITIES FOR STUDENTS WITH SPECIAL LEARNING NEEDS IN LESSON PLANS | | | | | |
| 7.3 | DEMONSTRATES THROUGH VERBAL INTERACTIONS AND TEACHING PRACTICES THAT STUDENTS WITH SPECIAL NEEDS CAN LEARN AND ACHIEVE | | | | | |
| 7.4 | MAKES APPROPRIATE ADAPTATIONS OR MODIFICATIONS TO INSTRUCTIONAL TASKS AND/ OR LEARNING ENVIRONMENT TO ACCOMMODATE THE LEARNING NEEDS OF ALL STUDENTS (E.G., GIFTED AND TALENTED, ENGLISH LANGUAGE LEARNERS, ETC.) | | | | | |
| 7.5 | MAKES APPROPRIATE ADAPTATIONS OF MODIFICATIONS FOR ASSESSING STUDENT LEARNING (such as additional time to complete assessment) | | | | | |
| 7.6 | USES TECHNOLOGY TO SUPPORT STUDENTS WHO HAVE SPECIAL NEEDS | | | | | |

Comments: _____

Standard 8: Communication**PROFICIENCY KEY**

| STANDARD #8: Communication | | AP | P | N | PE | NO |
|----------------------------|--|----|---|---|----|----|
| 8.1 | COMMUNICATES EFFECTIVELY IN ENGLISH USING APPROPRIATE ORAL EXPRESSION | | | | | |
| 8.2 | COMMUNICATES EFFECTIVELY IN ENGLISH USING APPROPRIATE WRITTEN EXPRESSION | | | | | |
| 8.3 | MODELS EFFECTIVE COMMUNICATION AND QUESTIONING TECHNIQUES TO FACILITATE STUDENT LEARNING | | | | | |
| 8.4 | INTERACTS WITH STUDENTS IN AN APPROPRIATE MANNER WITH SENSITIVITY TO DEVELOPMENTAL CULTURAL, LINGUISTIC AND SOCIAL DIFFERENCES | | | | | |
| 8.5 | ENGAGES STUDENTS IN ACTIVITIES THAT PROMOTE AND VALUE THE DEVELOPMENT OF ORAL LANGUAGE (Listening and Speaking) | | | | | |
| 8.6 | ENGAGES STUDENTS IN ACTIVITIES THAT PROMOTE AND VALUE THE DEVELOPMENT OF WRITTEN LANGUAGE (Reading and Writing) | | | | | |
| 8.7 | ENGAGES STUDENTS IN ACTIVITIES THAT PROMOTE AND VALUE THE DEVELOPMENT OF NUMERACY | | | | | |
| 8.8 | PROMOTES COMMUNICATION THROUGH THE USE OF TECHNOLOGY | | | | | |

Comments: _____

Standard 9: Collaboration and Partnerships**PROFICIENCY KEY**

| STANDARD #9: Collaboration and Partnerships | | AP | P | N | PE | NO |
|---|--|----|---|---|----|----|
| 9.1 | PROVIDES EVIDENCE OF DEMONSTRATING PROFESSIONAL RELATIONSHIPS WITH ALL MEMBERS OF THE SCHOOL COMMUNITY | | | | | |
| 9.2 | PROVIDES EVIDENCE OF EFFECTIVE COMMUNICATION WITH PARENTS AND GUARDIANS | | | | | |
| 9.3 | PROVIDES EVIDENCE OF FAMILY INVOLVEMENT TO STRENGTHEN THE TEACHING AND LEARNING ENVIRONMENT | | | | | |
| 9.4 | USES TECHNOLOGY TO PROMOTE COLLABORATION AND PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY | | | | | |

Comments: _____

Standard 10: Professional Development**PROFICIENCY KEY**

| STANDARD #10: Professional Development | | AP | P | N | PE | NO |
|--|---|----|---|---|----|----|
| 10.1 | PROVIDES EVIDENCE OF REFLECTION ON IMPROVEMENT OF PROFESSIONAL PRACTICE IN CONTENT AREA(S) AND PEDAGOGY | | | | | |
| 10.2 | PROVIDES EVIDENCE OF REFLECTION ON HOW ASSESSMENT AND INSTRUCTIONAL PRACTICES DEMONSTRATE CARING AND ADDRESS THE NEEDS OF ALL STUDENTS AND THE SCHOOL COMMUNITY | | | | | |
| 10.3 | PROVIDES EVIDENCE OF MAINTAINING ACCURATE STUDENT RECORDS | | | | | |
| 10.4 | PROVIDES EVIDENCE OF CONTRIBUTING TO SCHOOL AND/OR DISTRICT BY OFFERING ASSISTANCE VOLUNTARILY: PARTICIPATES IN SCHOOL DISTRICT EVENTS, PROJECTS, EXTRA-CURRICULAR ACTIVITIES | | | | | |
| 10.5 | EXHIBITS APPROPRIATE PERSONAL AND PROFESSIONAL DEMEANOR (E.G. Appropriate dress, language and interaction with school personnel, peers and students) | | | | | |
| 10.6 | REFLECTS UPON AND USES CONSTRUCTIVE SUGGESTIONS TO ENHANCE THE TEACHING AND LEARNING PROCESS | | | | | |
| 10.7 | DEMONSTRATES EFFECTIVE, READING, WRITING MATHEMATICS AND TECHNOLOGY SKILLS TO PERFORM AS A PROFESSIONAL | | | | | |

Comments: _____

Standard11: Collaboration and Partnerships

PROFICIENCY KEY

| STANDARD #9: Collaboration and Partnerships | | AP | P | N | PE | NO |
|---|--|----|---|---|----|----|
| 11.1 | DEMONSTRATES KNOWLEDGE OF THE SCHOOL'S PROFESSIONAL CODE OF CONDUCT | | | | | |
| 11.2 | DEMONSTRATES BASIC KNOWLEDGE OF PROFESSIONAL RESPONSIBILITIES AS STATED IN SCHOOL BOARD POLICIES FOR STUDENTS AND TEACHERS | | | | | |
| 11.3 | MAINTAINS PROFESSIONAL RELATIONSHIPS WITH STUDENTS AND COLLEAGUES | | | | | |
| 11.4 | FOSTERS AND MAINTAINS A CLASSROOM ENVIRONMENT WHICH PROTECTS STUDENTS FROM SEXUALLY, PHYSICALLY, VERBALLY OR EMOTIONALLY HARASSING BEHAVIOR BY ACTING IN A SOUND AND PROFESSIONALLY RESPONSIBLE MANNER | | | | | |
| 11.5 | CONSISTENTLY ADHERES TO SCHOOL AND DISTRICT POLICIES (E.G., SCHOOL HOURS, RESPONSIBILITIES, ETC.) | | | | | |

Comments: _____

GRADE

Supervisor/Cooperating Teacher's Signature

Date

Student Teacher's Signature

Date

ADDITIONAL COMMENTS:

Glossary of Terms:

Critical Thinking

Problem solving

Diverse Learning Styles

Differentiated Instruction

Learning Theory

Developmentally Appropriate—(*instruction designed that meets the student's current functioning level cognitively and linguistically*)

Multicultural Perspective

Diversity

“Learning Styles”

Interdisciplinary Learning Experiences

Authentic Assessments

Data (*physical evidence of meeting the outcome –could be a chart of test scores, a rubric which allows student to self-evaluate, etc.*)

Learning Community

Special Learning Needs

Modifications/Adaptations

IEP

Section 504 Plans