

Teaching Performance Assessment

Teacher Candidate: Christopher Holland	School: Young Hoon International Middle School
Cooperating Teacher: Victoria Johnson	Grade Level(s): 8
College Supervisor(s):	Subject Area(s): Math
Semester: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2012	Date: 10/10/2012

Instructions:
Please check the box for the statement that best describes the Teacher Candidate's **(TC)** performance to date in each of the following areas. If you feel you cannot fairly rate the TC on any item, please select "not observed."

1. Lesson Planning
<p><input type="checkbox"/> TC's lesson plans were often sketchy and incomplete.</p> <p><input type="checkbox"/> TC typically had prepared lesson plans but they sometimes lacked the details/quality needed to be successfully implemented.</p> <p>X TC was consistently prepared with lesson plans that were detailed and sequential.</p> <p><input type="checkbox"/> TC's lesson plans were consistently well-crafted and thorough.</p> <p><input type="checkbox"/> <i>Not observed.</i></p>
2. Lesson Objectives
<p><input type="checkbox"/> TC consistently had difficulty setting clear lesson objective(s).</p> <p><input type="checkbox"/> TC was typically able to set clear lesson objective(s) but the objectives are not performance-based; and/or TC did not typically choose the most appropriate objectives.</p> <p>X TC was able to set performance-based lesson objective(s); choice of objective(s) was typically appropriate.</p> <p><input type="checkbox"/> TC's lessons typically had performance-based objective(s); objective(s) were particularly well-crafted and precise.</p> <p><input type="checkbox"/> <i>Not observed.</i></p>
3. Subject Matter Knowledge
<p><input type="checkbox"/> TC's lessons typically reflected weak content knowledge.</p> <p><input type="checkbox"/> TC's lessons typically reflected gaps in content knowledge.</p> <p><input type="checkbox"/> TC's lessons typically demonstrated content competence.</p> <p>X TC's lessons typically demonstrated deep understanding of topic and/or extraordinary research and effort.</p> <p><input type="checkbox"/> <i>Not observed.</i></p>
4. Assessment
<p><input type="checkbox"/> Assessments were often not used to measure lesson objectives.</p> <p><input type="checkbox"/> Assessment(s) were used to measure some, but not all lesson objectives; and/or some assessments did not effectively measure lesson objectives.</p> <p><input type="checkbox"/> Assessment(s) were typically used to effectively measure lesson objectives.</p> <p>X Assessments were particularly well-designed and student-friendly; assessments were clearly designed/selected for the purpose of guiding future lessons.</p>

<input type="checkbox"/> <i>Not observed.</i>
<p>5. Use of Materials and Technology</p>
<p> <input type="checkbox"/> TC often failed to incorporate materials and/or technology that would have supported instruction. <input type="checkbox"/> TC incorporated materials and/or technology but the materials did not always effectively support instruction. <input type="checkbox"/> TC typically used materials and/or technology effectively to support instruction; and/or TC effectively used technology to develop lessons. <input checked="" type="checkbox"/> TC consistently did an exceptional job of challenging all students through the creative and effective use of materials and/or technology; and/or TC demonstrated a superior knowledge of technology which was used to further learning either in the development of lessons or in the lessons themselves. <input type="checkbox"/> <i>Not observed.</i> </p>
<p>6. Developmentally Appropriate/Differentiated Instruction</p>
<p> <input type="checkbox"/> TC typically did not make any effort to make lessons work for students with different needs. <input type="checkbox"/> TC typically attempted to address the differing needs of students, however, lessons often failed to work for some students in the class. <input checked="" type="checkbox"/> Lessons typically worked for all the students in the class; instruction was given in alternate forms to meet the needs of all students as appropriate; activities were adapted for any students with special needs; lessons included activities for early finishers and plans to handle late finishers. <input type="checkbox"/> Efforts by the TC to differentiate instruction were especially sophisticated and effective. <input type="checkbox"/> <i>Not observed.</i> </p>
<p>7. Motivation/Student Interest & Curiosity</p>
<p> <input type="checkbox"/> Choice of materials and methods typically did not represent attention to students' interests, skills, and needs and did not arouse the students' interest and curiosity. <input type="checkbox"/> Choice of materials and methods typically represented attention to students' interests, skills, and needs but were only partially successful in arousing the students' interest and curiosity. <input type="checkbox"/> Lessons were typically successful in arousing the students' interest and curiosity. <input checked="" type="checkbox"/> Lessons typically showed a great degree of creativity and uniqueness and were highly successful in arousing the students' interest and curiosity. <input type="checkbox"/> <i>Not observed.</i> </p>
<p>8. Effectiveness of Lesson Delivery</p>
<p> <input type="checkbox"/> TC's lesson presentations typically reflected a poor command of standard English; and/or TC's voice was too loud or soft, lacked enthusiasm or modulation; and/or TC failed to use non-verbal gestures; and/or TC lacked appropriate classroom presence. <input type="checkbox"/> TC's lesson presentations typically reflected a basic command of standard English, but some lapses were noted; TC's voice, intonation, non-verbal communication and classroom presence were generally appropriate, but TC needs improvement in some aspects. <input checked="" type="checkbox"/> TC's lesson presentations typically reflected a good command of standard English; TC communicated effectively using voice, intonation, and non-verbal communication to enhance comprehension. TC had appropriate classroom presence. <input type="checkbox"/> TC was especially effective in presenting lessons. <input type="checkbox"/> <i>Not observed.</i> </p>
<p>9. Classroom Environment</p>
<p> <input type="checkbox"/> TC was often unable to maintain a positive learning environment and appropriate classroom control. <input type="checkbox"/> TC was somewhat successful in maintaining a positive learning environment and appropriate classroom control, but these skills need further development. </p>

TC effectively maintained a positive learning environment and appropriate classroom control.

X TC was especially adept in maintaining a positive learning environment and classroom control with a minimum of disruptions.

Not observed.

10. Impact on Student Learning

Students typically did not meet the learning objectives set by the TC.

Students sometimes met the learning objectives set by the TC.

X Students consistently met the learning objectives set by the TC.

Not observed.

11. Lesson Reflections

TC typically did not reflect on lessons.

TC's lesson reflections tended to be superficial.

TC's lesson reflections were typically thoughtful and productive.

X TC's lesson reflections were especially thoughtful and self-motivated and resulted in significant professional growth.

Not observed.

12. Narrative Comments (Please write in this box.)

During my observations, Christopher was always well prepared for class. He made clear lesson plans that were well organized, specific, detailed, and creative. In class, Christopher incorporates technology as often as possible, and has taught his students how to use Microsoft Excel as a way to calculate formulas he taught them in class. Although computers are something that many math teachers do not integrate into their classes, Christopher has found a way to use them in class in an effective and creative way. While teaching, Christopher speaks at a volume that is loud enough to be heard throughout the classroom. He speaks in grammatically correct sentences and at a pace that allows the students in his class, where English is the second language, to understand. He has a passion for teaching and his strong desire to get all of the students involved in his classes.

Christopher is extremely knowledgeable in his subject matter content. During lessons that I observed, Christopher asked questions to students in various ways. For example, during one observation he initially asked an open-ended question to a student. The student was not able to answer the question. Instead of giving up on the student and moving to another student, Christopher then asked the same student a closed-ended question. The transition from one style of questioning to the next was short and very smooth. The student was not placed in a situation where he was embarrassed. At the same time, Christopher did not let the student off the hook. The student was not able to answer the closed-ended question, so Christopher asked the same student a yes/no question. Once the 3rd style of question was asked, the student responded with the correct answer. This is just one of many things that I observed during Christopher's classes that showed his ability to challenge students as well as meet their

needs. Christopher ensures that his students have a positive and safe learning environment where they can learn and ask/answer questions without fear.

I have been impressed with Christopher's development over the past several months. He is a very passionate teacher who wants to educate young adults in a challenging and fun way. I am confident that Christopher will be a very successful teacher.

Teaching Dispositions Assessment

Teacher Candidate: Christopher Holland	School: Young Hoon International Middle School
Cooperating Teacher: Victoria Johnson	Grade Level(s): 8
College Supervisor(s):	Subject Area(s): Math
Semester: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2012	Date: 11 / 27 / 2012

Instructions:

Please check the box for the statement that best describes the Teacher Candidate's (TC) disposition to date in each of the following areas. If you feel you cannot fairly rate the TC on any item, please select "not observed."

1. Demonstrates effective communication (written and oral)

- TC fails to use standard English and/or proper grammar in written and/or oral communication.
- TC has some difficulty communicating ideas clearly (in writing and/or orally).
- TC demonstrates effective communication (written and oral).
- TC's written and/or oral communication skills are especially effective.
- Not observed.*

2. Is relaxed & comfortable when interacting with students

- TC is overly friendly and does not display maturity and responsible judgment; or TC is extremely withdrawn and quiet and does not engage with students; or TC is overly anxious when interacting with students; and/or TC is unable to maintain positive rapport with students.
- TC shows any of the following: is sometimes overly friendly and does not always display maturity and responsible judgment; is somewhat withdrawn and quiet and has some difficulty engaging with students; or is somewhat anxious when interacting with students; and/or has difficulty maintaining positive rapport with students.
- TC is relaxed and comfortable and maintains appropriate demeanor and rapport when interacting with students.
- TC is very natural in interactions with students and is able to develop mutually respectful relationships and rapport with students.
- Not observed.*

3. Demonstrates enthusiasm in classroom interactions (both on campus and in the field) or teaching in practicum

- TC shows no enthusiasm in classroom interactions or when teaching.
- TC could show more enthusiasm.

- TC demonstrates enthusiasm in classroom interactions and when teaching.
- X TC is clearly engaged in the act of teaching and his/her enthusiasm spreads to the students.
- Not observed.*

4. Shows initiative in assuming teaching responsibilities

- TC must be specifically asked to participate in classroom activities.
- TC needs some prodding into specific tasks to get fully involved.
- TC shows initiative in assuming teaching responsibilities.
- X TC recognizes what needs to be done in the classroom and takes action without prompting.
- Not observed.*

5. Acts and dresses according to the situation and context

- TC's behavior and attire are inappropriate to the situation and context.
- TC's behavior and/or attire are sometimes inappropriate to the situation and context.
- X TC acts and dresses according to the situation and context.
- Not observed.*

6. Displays respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness

NOTE: Deficits in any one quality merits a lower rating.

- TC fails to maintain appropriate levels of respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness; or does something egregious which violates these values.
- TC fails on occasion to display respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness.
- TC displays respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness.
- X TC demonstrates respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness at a level not typically seen in a TC at his/her level.
- Not observed.*

7. Completes assignments, duties, and tasks on time

NOTE: Work must meet the established criteria to be considered "completed."

- TC often fails to complete assignments, duties, and tasks on time.
- TC mostly completes assignments, duties, and tasks on time.
- X TC completes assignments, duties, and tasks on time.
- Not observed.*

8. Punctual and regularly attends class and field experience

- TC misses field visits without notifying the cooperating teacher or without appropriate reasons; TC is chronically tardy.
- TC misses field visits and provides late, but appropriate reasons for absence; TC is tardy on a few occasions.
- TC is punctual and regularly attends class and field experience.
- X TC, in addition to being punctual and having regular attendance, also participates in extra events at the school outside the field experience; or TC makes extra field visits or extends visits on a regular basis.
- Not observed.*

9. Demonstrates effective communication with other adults, uses appropriate eye contact, advocates for own needs, and handles situations with appropriate autonomy

- TC has significant difficulties communicating with other adults, cannot make appropriate eye contact; and/or does not handle situations without excessive supervision and direction.
- TC has some difficulties with any of the following: effective communication with other adults, use of appropriate eye contact, advocating for his/her own needs, and handling situations with appropriate autonomy.
- TC demonstrates effective communication with other adults, uses appropriate eye contact, advocates for own needs, and handles situations with appropriate autonomy.
- X TC demonstrates effective communication with other adults, uses appropriate eye contact, advocates for own needs, and handles situations with appropriate autonomy at a level not typically seen in a TC at his/her level.
- Not observed.*

10. Exhibits positive attitude toward the teaching profession

- TC does not exhibit positive attitude toward the teaching profession.
- TC exhibits some ambivalence in his/her attitude towards the teaching profession.
- X TC exhibits positive attitude toward the teaching profession.
- Not observed.*

11. Able to maintain composure under stress

- TC fails to maintain composure under stress.
- TC becomes somewhat anxious under stress.
- TC is able to maintain composure under stress.
- X TC demonstrates composure under unusually stressful conditions.
- Not observed.*

12. Adjusts to unexpected events and emergency situations

- TC is unable to adjust to unexpected events and/or emergency situations.
- TC has some difficulty adjusting to unexpected events and/or emergency situations or needs considerable prompting to handle events.
- TC adjusts to unexpected events and emergency situations.
- X TC demonstrates the ability to adjust to extremely serious unexpected events and/or emergency situations.
- Not observed.*

13. Cooperates with peers, cooperating teachers, school professionals, staff & TCNJ personnel

NOTE: Problems with any one of these should be reflected in the rating.

- TC fails to regularly and readily cooperate with peers, cooperating teachers, school professionals, staff & TCNJ personnel.
- TC has some difficulties cooperating with peers, cooperating teachers, school professionals, staff & TCNJ personnel.
- X TC cooperates with peers, cooperating teachers, school professionals, staff & TCNJ personnel.
- Not observed.*

14. Works for professional growth (seeks feedback and advice to improve)

- TC does not seek feedback and advice to improve.
- TC does not seek feedback and advice without prompting.
- TC works for professional growth (seeks feedback and advice to improve).
- X TC regularly seeks feedback and incorporates it into teaching; TC self-critiques as well.
- Not observed.*

15. Reacts positively to suggestions and opportunities for improvement

- TC is defensive when given constructive criticism; TC makes excuses rather than seeking to improve teaching; TC fails to incorporate feedback in future lessons/activities.
- TC has some difficulty accepting constructive criticism; TC tries to incorporate feedback into future lessons/activities but is not always effective.
- TC generally reacts positively to suggestions and opportunities for improvement and incorporates feedback in future lessons.
- X TC accepts constructive criticism without defensiveness and becomes a collaborator in using feedback to grow as an educator.
- Not observed.*

16. Maintains appropriate teacher candidate/student boundaries, including email communication

NOTE: This item is intended to communicate expectations to the Teacher Candidate. A rating of "not observed" should be used unless a breach has become apparent.

- TC has inappropriate relationship with student(s); TC has inappropriate communication with student(s) (including email).
- TC occasionally blurs the line between teacher/ student and acts more like peer/friend than is appropriate (including email communication).
- X *Not observed.*

17. Represents him/herself in an appropriate manner via technology (e.g., webpage, blogs, chat rooms)

NOTE: This item is intended to communicate expectations to the Teacher Candidate. A rating of "not observed" should be used unless a breach has become apparent.

- TC's self representation via technology is grossly inappropriate (e.g., webpage, blogs, and chat rooms).
- TC's self representation via technology raises questions about TC's judgment (e.g., webpage, blogs, and chat rooms).
- X *Not observed.*

18. Maintains students' privacy and confidentiality of information

- TC does not maintain students' privacy and confidentiality of information.
- TC needs to be reminded to maintain students' privacy and confidentiality of information.
- X TC maintains students' privacy and confidentiality of information.
- Not observed.*

19. Narrative Comments (Please write in this box.)

Christopher has a great teaching disposition. He is an effective communicator who is comfortable speaking with, or in front of, students, fellow teachers, staff members and administration at the school. He shows initiative in assuming teaching responsibilities and volunteered to be the sponsor of several academic clubs at the school. He completes all administrative duties in a timely manner and is punctual to all classes and meetings.

Christopher is a strong advocate for professional development and is constantly trying to find various professional development opportunities for the foreign teaching staff at the school. He is always open to constructive criticism and is eager to continue growing professionally. Overall, Christopher carries himself in a professional and appropriate manner inside and outside of the classroom.