

FINAL SOPHOMORE TEACHING CLINICAL EVALUATION FORM
Seton Hall University
College of Education and Human Services

CEHS Vision: To Develop Competent, Socially Conscious, Reflective Professionals

Quick Guide to the SHU Field Evaluation Form

Our field evaluation form is designed around the **10 national INTASC standards** which address the knowledge and skills associated with beginning teaching. The standards are in bold and the specific behaviors we associate with them are listed beneath. (This is a summary document for the candidate's performance throughout the semester; it does not reflect a single lesson.)

Please use the following criteria when scoring each item below. Completely fill in the appropriate bubble next to each item listed. Use blue or black ink. DO NOT USE PENCIL. DO NOT MAKE STRAY MARKS.

Sample Item: Motivates students to engage in the learning process..... F ←-----→ A
⓪ Ⓛ Ⓜ Ⓝ ⓔ Ⓝ

- Level 0: D/F Unacceptable performance**
- Level 1: C- Approaching adequate performance**
- Level 2: C to B- Average to acceptable performance**
- Level 3: B to A- Good consistent performance**
- Level 4: A Strong, effective performance**
- N: Not Applicable**

FINAL DRAFTS FOR REVIEW
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Please select the description below that best summarizes the candidate's performance in this internship. On the last page of the form you will be asked to indicate this selection.

- Pass** The intern has been professional, arriving on time, proactively communicating with the teacher, shown initiative, taught small groups or whole class lessons reflecting the developmental level of the teacher preparation process.
- Pass with Reservation** The intern has had some difficulties, more than once, with arriving on time and attendance. They have worked cooperatively with teachers and sought to help students, but are in need of some focused intervention to help them focus their developing skills.
- Fail** The intern has behaved in a consistently unprofessional manner in a range of ways such as late arrivals, missing days, not communicating with the teacher about these events, being unprepared on a regular basis, and lack of focused response to constructive criticism.

****PLEASE COMPLETE THIS EVALUATION FORM
AT THE END OF THE STUDENT TEACHING PERIOD AND RETURN TO:**

Deborah Strazza-Sanchez
Seton Hall University
400 South Orange Avenue
Jubilee Hall Room 427
South Orange, NJ 07079

FINAL SOPHOMORE TEACHING CLINICAL EVALUATION

Candidate's Name: _____	Evaluator's Role: Teacher..... <input type="radio"/> Supervisor..... <input type="radio"/>
Fall..... <input type="radio"/> Spring..... <input type="radio"/> Summer..... <input type="radio"/> Year: 20____	
School: _____	Grade/Class Type: _____
Candidate's Program Major: ESED..... <input type="radio"/> SCED..... <input type="radio"/> DVSL..... <input type="radio"/>	
Candidate's Content Major: English Language Arts..... <input type="radio"/> Science..... <input type="radio"/> Mathematics..... <input type="radio"/> Social Studies..... <input type="radio"/>	
Spanish..... <input type="radio"/> Music..... <input type="radio"/> Art..... <input type="radio"/> Other (Specify at the right)..... <input type="radio"/> _____	

INTASC Standard 1: Content Knowledge

Item Score
F←-----→A

For those receiving elementary and/or special education certification:

Demonstrates understanding of content and concepts required of classroom teachers related to the following:

- (1) English Language Arts..... 0 1 2 3 4 N
- (2) Science..... 0 1 2 3 4 N
- (3) Mathematics..... 0 1 2 3 4 N
- (4) Social Studies..... 0 1 2 3 4 N

For those receiving secondary certification:

Demonstrates understanding of content and concepts required of classroom teachers..... 0 1 2 3 4 N

INTASC Standard 2: Development and Learning

Designs lessons that support individual students' development, acquisition of knowledge and motivation..... 0 1 2 3 4 N

INTASC Standard 3: Diverse Learners

Models respect and value for differences in the classroom and school community..... 0 1 2 3 4 N

Understands how students learn in the development and teaches learning which necessitates instructional approaches and strategies that support all learners..... 0 1 2 3 4 N

INTASC Standard 4: Instruction and Instructional Strategies

Employs appropriate teaching strategies that are congruent with curricular goals and lesson objectives..... 0 1 2 3 4 N

Demonstrates ability to differentiate instruction for a range of learners to promote thinking and problem solving..... 0 1 2 3 4 N

Uses lesson opening and closing to bridge knowledge for students..... 0 1 2 3 4 N

Clearly explain, shows examples, reviews, and reinforces content..... 0 1 2 3 4 N

Uses instructional time effectively..... 0 1 2 3 4 N

Smoothly transitions students from one activity or area of the room to another..... 0 1 2 3 4 N

INTASC Standard 5: Classroom Environment

Motivates students to engage in the learning process..... 0 1 2 3 4 N

Creates a learning environment that promotes positive social interaction and respect for all 0 1 2 3 4 N

Sets clear and equitable standards for classroom conduct and consequences that are consistently observed..... 0 1 2 3 4 N

Invites questions in a risk-free environment..... 0 1 2 3 4 N

Implements appropriate strategies for organization and discipline..... 0 1 2 3 4 N

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Spring..... <input type="radio"/> Fall..... <input type="radio"/> Summer..... <input type="radio"/> Year: 20____	

INTASC Standard 6: Communication

Item Score
F ←-----→ A

- Communicates clearly and accurately orally..... 0 1 2 3 4 N
- Communicates clearly and accurately in writing..... 0 1 2 3 4 N
- Asks questions at multiple levels encouraging critical thinking for all learners..... 0 1 2 3 4 N
- Responds supportively to student questions, inviting all to participate..... 0 1 2 3 4 N
- Provides clear and concise directions for tasks and assignments in forms supporting all learners (oral and written means)..... 0 1 2 3 4 N
- Uses nonverbal actions to effectively convey messages about content and behavior..... 0 1 2 3 4 N

INTASC Standard 7: Planning

- Regularly plans lessons based on knowledge of students, their interests, the district and state curriculum (NJCCS) and the community context..... 0 1 2 3 4 N
- All components of a lesson are consistently present..... 0 1 2 3 4 N
- Identifies appropriate resources in the planning process, such as alternative materials, to support all learners..... 0 1 2 3 4 N

INTASC Standard 8: Assessment

- Aligns the assessment with lesson objectives..... 0 1 2 3 4 N
- Communicates the assessment criteria to the students..... 0 1 2 3 4 N
- The lesson assessment is appropriate to the selected instructional model and student abilities..... 0 1 2 3 4 N

INTASC Standard 9: Reflective Practitioner

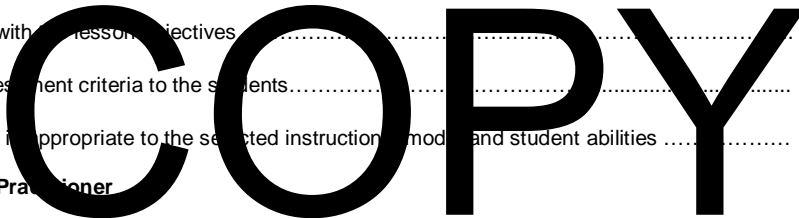
- Self-assesses planning and performance with the goal of continual development and improvement in the service of learners..... 0 1 2 3 4 N
- Articulates the strengths and weaknesses of the presented lesson with 'next step' plans for improvement..... 0 1 2 3 4 N

INTASC Standard 10: Collaboration

- Effectively collaborates with supervisors and course professors..... 0 1 2 3 4 N
- Effectively collaborates with the cooperating teacher and other teaching colleagues to continuously enhance the learning and development of students..... 0 1 2 3 4 N

SHU: Conceptual Framework Pillar-Professionalism

- Shows a passion for teaching and pride for the profession..... 0 1 2 3 4 N
- Displays respect for punctuality, meeting obligations, and deadlines..... 0 1 2 3 4 N
- Models professional and ethical behavior in the classroom and the school..... 0 1 2 3 4 N
- Maintains confidentiality and appropriate privacy..... 0 1 2 3 4 N



FINAL SOPHOMORE TEACHING CLINICAL EVALUATION

Candidate's Name: _____ Evaluator's Role: Teacher..... Supervisor.....
Spring..... Fall..... Summer..... Year: 20____

Narrative:

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Final evaluation: Please fill in the circle that best describes the candidate's performance for the semester.

- Pass.....
- Pass with reservation.....
- Fail.....

Name (Please print): _____

Role: _____

*SIGNATURE: _____

Date: _____