

MIDTERM SENIOR 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 aligned with our conceptual framework and 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) (1) (2) (3) (4) (N)

- 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**

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FINAL GRADES FOR STUDENT TEACHING

At the end of student teaching, the cooperating teacher and university supervisor submit a final grade which becomes part of the final assessment of the student teaching experience. Determining a grade which is indicative of performance is always difficult. It may be helpful to remember that the candidate is not a student who has not yet had the opportunity to develop the expertise which can be expected of an experienced teacher. *Therefore, grades should reflect potential*, as indicated by such factors as ability, scholarship, basic teaching skills, organization and responsibility.

Suggested interpretation of the final grade is as follows:

- Level 0: D/F Unsatisfactory in many important respects. Not recommended for teaching without extensive remedial work in a number of important areas.
- Level 1: C- Developing moderate skills in most areas with a few areas requiring greater focus.
- Level 2: C to B- Adequate performance in almost all areas with few weaknesses. Shows no major weaknesses which would seriously hinder his or her teaching effectiveness. Performance is average for most factors evaluated.
- Level 3: B to A- Good, effective performance in *most areas* with the possibility of higher level abilities in one or two areas.
- Level 4: A Strong, effective performance in *all areas*.

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

Deborah Strazza-Sanchez
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Jubilee Hall Room 427
South Orange, NJ 07079

MIDTERM SENIOR TEACHING CLINICAL EVALUATION FORM

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"/> EPICS..... <input type="radio"/> ELMS..... <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

Knows the importance of establishing and maintaining a positive relationship with families to promote multifaceted growth for all learners..... 0 1 2 3 4 N

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

Understands how students differ in their development and approaches to 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

Responds quickly to student misbehavior in an appropriate and respectful manner..... 0 1 2 3 4 N

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

Item Score
 F←-----→A

- 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

INTASC Standard 6: Communication

- 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 the lesson objective..... 0 1 2 3 4 N
- Communicates the assessment results to the student..... 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
- Monitors learning throughout the lesson and provides constructive feedback to promote individual motivation and continual development..... 0 1 2 3 4 N
- Uses a variety of assessments in an effort to address the strengths and needs of all learners..... 0 1 2 3 4 N
- Uses an effective system for recording and monitoring student progress..... 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
- Seeks and considers feedback from students..... 0 1 2 3 4 N
- Seeks and considers feedback from colleagues and other professionals to enhance practice and student learning..... 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
- Seeks to involve and learn from families to support the overall development of students..... 0 1 2 3 4 N

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MIDTERM SENIOR TEACHING CLINICAL EVALUATION FORM

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

SHU: Conceptual Framework Pillar-Professionalism

Item Score

F←-----→A

- 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
- Maintains an organized plan and grade book..... 0 1 2 3 4 N

Narrative:

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Midterm Grade: Please fill in the circle below the grade you feel best reflects the candidate's performance. Determining a grade which is indicative of performance is sometimes difficult. It may be helpful to recall that the candidate is still a student who has not yet had the opportunity to develop the expertise which can be expected of an experienced teacher. Your grade reflects your observed performance along with an understanding of the candidate's potential.

- A
 - A-
 - B+
 - B
 - B-
 - C+
 - C
 - C-
 - D+
 - D
 - D-
 - F
- -
 -
 -
 -
 -
 -
 -
 -
 -
 -
 -

Name (Please print): _____

Role: _____

*SIGNATURE: _____

Date: _____