

The following scale was used to rate the student teacher in each of the following competencies:

4: Advanced Proficient (Exemplary Practice)– Demonstrates competency, consistency and confidence in providing evidence in all InTASC standards and is ready for recommendation for NJ State certification. Shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

3: Proficient (Basic Competence) – Consistently provides evidence in all InTASC standards and that this candidate is ready for recommendation for NJ State certification. Shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

2: Novice (Limited Competence) – Provides evidence in some areas to denote competency in a standard, based on the InTASC standards. Continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children. (Getting 2's or better 50% of the time)

1: Pre-emergent (Exhibits Difficulty) – Provides little evidence to denote competency in a standard, based on the InTASC standards. Candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

InTASC Standards are noted below in ()

Recipient Data:

Time Finished: 2018-09-20 16:53:24 EDT

IP: 173.72.108.78

ResponseID: R_1JCr4duh4iziv9V

Link to View Results: [Click Here](#)

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https://rutgers.ca1.qualtrics.com/CP/Report.php?SID=SV_cJeU9923Zl9Ksst&R=R_1JCr4duh4iziv9V

Response Summary:

Student Teacher:

DeVito Stephanie

School and District:

Merchantville Elementary School, Merchantville School District

Field/Grade Level:

1st Grade

Cooperating Teacher's Name:
Pat Fields

Lesson/Subject Topic:
LAL Phonics

Date of observation:
9/20/2018

YOUR name:
Mary Kay Hepner

Observation number:
Field Supervisor Evaluation #2

INSTRUCTIONAL PRACTICE

1. Developed a comprehensive lesson plan (7)
3
2. Showed creativity in designing the lesson and selecting materials (8)
3
3. Had clear, appropriately written objectives and shared them with students (6)
3
4. Instruction and assessment were linked to objectives (6)
3
5. Created lesson plans designed to activate prior knowledge and promote critical thinking (7)
3
6. Implemented activities that nurture critical thinking and problem solving skills (8)
2
7. Varied class activities to provide appropriate practice (8)
2
8. Monitored and adjusted strategies in response to learner feedback (6)
2
9. Followed a logical sequence in planning and instruction (7)
3
10. Paced lesson appropriately (8)
2
11. Used a wide variety of questioning strategies to ensure student understanding (8)
2
12. Understood and used closure during the lesson (8)
3
13. Used clear and effective, oral, written, and other forms of communication (8)
3
14. Effectively facilitated discussion by engaging the entire class (8)
2
15. Used appropriate summative and formative assessments to evaluate stated objectives (6)
3
16. Used available media technology effectively (8)
3
17. Provided meaningful and specific feedback to students (6)
3
18. Incorporated interdisciplinary learning experiences that allowed learners to integrate knowledge

from different subject areas (7)

2

Additional Comments

Introduction – Ms. DiVito discussed “silent scream” for the sound /AH/. The lesson objective was stated during the introduction: How to determine the phonemic sound /AH/. The class practiced identifying the /AH/ sound. (Examples: Cap, Cake, Pat) Next, Ms. DiVito placed the students in pre-planned groups and gave directions to students for group work. Students worked while Ms. DiVito circulated redirecting and clarifying the assignment. Conclusion: Reviewed student work and revisited the objective of the lesson.

CONTENT KNOWLEDGE

19. Demonstrated a thorough understanding and command of subject matter (4)

3

20. Engaged learners in activities that demonstrate the development of critical thinking and problem solving within the content area (4)

2

21. Created meaningful learning experience(s) (5)

3

22. Used a variety of materials, media resources, and teaching strategies (5)

3

23. Provided students with opportunities to apply content knowledge to solve real world problems through collaboration (5)

3

24. Understood and implemented appropriate State Standards (4)

3

Additional Comments

*Demonstrates developing practices.

THE LEARNER AND LEARNING

25. Allowed for different learning styles, abilities, cultures, genders and experiences (1, 2)

3

26. Fostered respect for individual differences (2)

3

27. Created, planned, and implemented instruction that accommodated different learning styles, needs and abilities (2)

2

28. Modeled at appropriate level and gave examples for different learning styles (1)

2

29. Used developmentally appropriate materials (1)

3

30. Made appropriate adaptations to instructional tasks and assessments to accommodate the unique learning needs of all students (2)

2

31. Demonstrated general warmth, caring, & respect towards learners through verbal/ nonverbal communication and promoted a positive learning environment (3)

3

32. Recognized and assisted students in need of remediation/help (3)

3

33. Helped students work productively and cooperatively with each other (3)

3

34. Organized and managed time, space, and activities to promote learning (3)

2

35. Established and maintained clear, consistent standards of classroom behavior (3)

2

Additional Comments

*Need to use a variety (including: analysis, synthesis, comparisons and summarizing) of questions throughout your lessons.

*Develop consistent standards of behavior during the lesson.

PROFESSIONAL RESPONSIBILITY

36. Is punctual to school, class, and meetings (9)

4

37. Dresses professionally and appropriately (9)

4

38. Takes initiative in creating and planning lessons to enhance the curriculum (9)

3

39. Is consistently prepared for classroom activities and instruction, including personal organization and materials management

3

40. Prepares and submits required documents (e.g. lesson plans, grade sheets, progress reports, etc.) within determined timeframes (9)

4

41. Returns student evaluations (e.g. homework assignments, projects, tests, quizzes) in a timely manner (9)

4

42. Observes confidentiality (9)

4

43. Is ethical and professional in practice, while presenting a professional demeanor (9)

4

44. Uses self-assessment and problem solving strategies to improve teaching (9)

3

45. Responds to constructive feedback and incorporates recommendations from previous observations (9)

3

46. Demonstrates basic knowledge of professional responsibilities as stated in school board policies for students and teachers (10)

3

47. Projects a leadership style in which teacher and student share responsibility (10)

3

48. Works collaboratively with school personnel, family, and community (10)

3

Additional Comments

*Reflects meaningfully on strengths and areas for growth

Student's Strengths to date:

*Objective of the lesson stated.

*Demonstrated improvement organizing groups for activity.

*Positive reinforcement.

*Students had an opportunity to work cooperatively.

*Circulated around the classroom

Suggestions for Improvement:

*Pre-Plan all directions and break down to the smallest detail:

Example:

*Continue to make sure you have all eyes on you. Model with one group each step of the directions while the rest of the class observes.

1. Name and mailbox # on paper
2. Whole class watches while one group demonstrates.
3. Hold up the star and give it to one student. (Choose a student who follows directions)
4. Student states an /AH/ word
5. Group writes word.
6. Pass the star to the right.
7. Next word and students record if it is an /AH/
8. Discuss and model what to do if the word is not an /AH/ word.
9. Ask class if there are any questions.

*Do not give directions until you have all students' attention. Give clear precise directions one step at a time. Ask one or two students to repeat the directions back to you. Do a practice example together if appropriate. This will help avoid the need to restate directions. Try practicing giving directions to the entire class. Break down each task to simple steps. Giving good directions is a learned skill.

*Research and develop a behavior expectation lesson based on your CT management style with the class. Suggestion: The behavior expectation lesson should include the students in the process. Ask the students what rules they would include if they were the teacher. (You will be surprised because they already know what to do.) Develop 3-4 basic rules for "lesson behavior". Review the rules before each lesson (Students choral recite the rules before you begin) Practice with students, role play what happens when students follow the rules and what happens when the rules are broken. When students really know the rules you can say things like "I see everyone following rule 1, but I will wait until everyone is following rule 2. Or John please follow rule 4 so we can finish the lesson". You won't need to repeat the consequences each time because they will be established. Also, you don't want to sound like you are threatening for every infraction. Be proactive and discuss with your CT how you will address different behavior scenarios. In the beginning of the year it is more important to establish authority, routines and procedures so you can teach for the rest of the school year.

*Establish/review rules with your CT for working in a group. Discuss the rules with your class before you begin each group activity.

*Bathroom – ask if they can wait until you are finished the lesson. Ask if it is an emergency? You know your students, but you don't want to put yourself in a position where you did not permit a student to use the restroom.