

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: 2018-12-09 20:47:06 EST

IP: 98.110.52.221

ResponseID: R_2Euyqthplj8Wlql

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

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https://rutgers.ca1.qualtrics.com/CP/Report.php?SID=SV_cJeU9923Zl9Ksst&R=R_2Euyqthplj8Wlql

Response Summary:

Student Teacher:

DiVito Stephanie

School and District:

Merchantville Elementary School Merchantville School District

Field/Grade Level:

Resource Room Special Education

Cooperating Teacher's Name:

A. Lord

Lesson/Subject Topic:

Math - Word Problems

Date of observation:

12/7/2018

YOUR name:

Mary Kay Hepner

Observation number:

Field Supervisor Evaluation #7

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)
3
7. Varied class activities to provide appropriate practice (8)
3
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)
2
13. Used clear and effective, oral, written, and other forms of communication (8)
3
14. Effectively facilitated discussion by engaging the entire class (8)
3
15. Used appropriate summative and formative assessments to evaluate stated objectives (6)
2
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)

3

Additional Comments

Math – (3 Students) Math - Word Problems

· Introduction: Ms. DiVito wrote 2 word problems on the Smartboard for students to analyze and identify the missing or extra information needed to solve. Ms. DiVito used the “think aloud” strategy to model for students how to solve the problems. Students reviewed the lesson from the day before using an individual white board. Students copied the problem from the Smartboard and identified too much information or not enough information. Ms. DiVito modeled a card game with students with word problems. Students worked together to identify extra information. Conclusion: Word Problem poster. Ms. DiVito shared a model of the poster and a checklist handout with specific directions for students to follow. Students worked independently and Ms. DiVito circulated around guiding and redirecting each student.

*Continue to self-reflect on lessons. Seeks out opportunities for professional development to enhance content knowledge and best practices.

*Checklist for directions to complete the poster and model of poster helped keep students on track.

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

*Developed lessons which attempted to make connections to prior knowledge and reinforce the curriculum.

*Continue to develop a variety of strategies to engage students in the learning process and assess students knowledge of content.

*She demonstrates a developing level of formal and informal assessment.

*Continue to explore resources to master the curriculum.

THE LEARNER AND LEARNING

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

2

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)
3
- 35. Established and maintained clear, consistent standards of classroom behavior (3)
4

Additional Comments

*Developing the skill of communicating clear and precise directions.

*Continue to focus on developing questioning and discussion techniques that engage students during small and large group instruction.

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)
2
- 39. Is consistently prepared for classroom activities and instruction, including personal organization and materials management
2
- 40. Prepares and submits required documents (e.g. lesson plans, grade sheets, progress reports, etc.) within determined timeframes (9)
3
- 41. Returns student evaluations (e.g. homework assignments, projects, tests, quizzes) in a timely manner (9)
3
- 42. Observes confidentiality (9)
4
- 43. Is ethical and professional in practice, while presenting a professional demeanor (9)
3
- 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)

2

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

3

Additional Comments

*Developing the practice of assessing learning through observation, informal and formal assessment.

Student's Strengths to date:

*Used appropriate positive reinforcement and redirected students who need to be refocused.

*Provided positive feedback to learners regularly.

*Encouraged students to speak in complete sentences.

*Required students to support their answers with evidence.

*Provided students the opportunity to work on the Smartboard as a motivator.

*Interdisciplinary – Connected math word problem poster activity to the writing process. Created a checklist for students to use a guide to complete the project.

*Creative poster – Created a model for students to use as a guide to complete the independent project.

Model and directions were clear.

*Strong desire to learn and practice teaching skills.

Suggestions for Improvement:

*Continue to video lessons throughout your career to reflect on your lessons.

*Self-Reflection is a key component to becoming a master teacher. Develop a daily, weekly, monthly and yearly reflection plan to determine if you have reached your short-term and long-term goals during each school year.

*Lesson planning - Seek resources beyond those provided by colleagues, the school or district, including those on the Internet, for classroom use and for extending your professional skill.

*Assess students' writing level and differentiate the project based on their level. Example: Give them a framework (like a cloze reading strategy) for the problem so they can add the extra information.

*You pre-planned your word problems. In the future type the word problem on the computer to project on the Smartboard so students are not waiting for you to write/type the entire problem. This avoids downtime and loss of instructional time and you can move from behind the laptop and interact and monitor the students.

*It can be fun to use the student's names in the work problems you make up. It helps keep them engaged.

*While writing on the Smartboard be aware of your audience. Try to direct your voice towards your students as much as possible.

*Pre-plan questions and use a blend of high and low level questions to encourage critical thinking and problem solving.