



Division of Education

Date:	_____
Student Teacher:	_____
Cooperating Teacher:	_____
Grade:	_____
Subject/Grade:	_____
School:	_____
District:	_____

COMPLETED BY:

College Supervisor: _____ Cooperating Teacher: _____
 Signature Signature

Student: _____
 Signature

Please assess the Student Teacher’s demonstrated competency for the areas reflected by, and in line with, the eleven (11) standards as set by NJ INTASC.

PROFICIENCY KEY

- L 4 – Exemplary Practice
- L 3 – Basic Competence
- L 2 – Limited Competence
- L 1 – Exhibits Difficulty

Standard One: Subject Matter Knowledge

PROFICIENCY KEY

STANDARD #1: Subject Matter Knowledge		Level 4	Level 3	Level 2	Level 1
1.1	DESIGNS INSTRUCTION THAT DEMONSTRATES KNOWLEDGE AND COMMAND OF THE SUBJECT MATTER				
1.2	MAKES EFFECTIVE USE OF EXPLANATIONS OF DISCIPLINARY CONCEPTS THAT CAPTURE KEY IDEAS				
1.3	IMPLEMENTS LESSONS THAT DEMONSTRATE KNOWLEDGE AND COMMAND OF THE SUBJECT MATTER				
1.4	MAKES CONNECTIONS AND RELATES CONTENT TO PRIOR LEARNING AND RELEVANCY OF EVERYDAY LIFE				
1.5	ENGAGES IN ACTIVITIES THAT PROMOTE THE DEVELOPMENT OF CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING WITHIN THE CONTENT AREA				
1.6	DEMONSTRATES KNOWLEDGE OF APPROPRIATE NJCCCS (New Jersey Core Curriculum Content Standards) FOR THE DISCIPLINE				

Comments: _____

Standard Two: Human Growth and Development

PROFICIENCY KEY

STANDARD #2: Human Growth and Development		Level 4	Level 3	Level 2	Level 1
2.1	CREATES LESSON PLANS THAT ARE DEVELOPMENTALLY APPROPRIATE				
2.2	DESIGNS INSTRUCTION APPROPRIATE TO STUDENTS’ LEARNING STYLES, STRENGTHS AND NEEDS				
2.3	DESIGNS INSTRUCTION THAT ACCOMMODATES DIFFERENCES IN STUDENT ACHIEVEMENT LEVELS				
2.4	INCORPORATES DIFFERENTIATED INSTRUCTION APPROPRIATELY INTO CLASSROOM ACTIVITIES				
2.5	IMPLEMENTS LESSON PLANS THAT ARE DEVELOPMENTALLY APPROPRIATE SO THAT ALL CHILDREN CAN LEARN				

Instrument developed 2007 by: Cohen, V. (Fairleigh Dickinson) Dunham, H. (Centenary) Patriarca, L. (Caldwell) Rosenbaum, M. (Fairleigh Dickinson) and Shields, J. (St. Peter’s)

Comments: _____

Standard Three: Diverse Learners

PROFICIENCY KEY

	STANDARD #3: Diverse Learners	Level 4	Level 3	Level 2	Level 1
3.1	DESIGNS INSTRUCTION THAT ACCOMMODATES STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH				
3.2	DESIGNS INSTRUCTION THAT DEMONSTRATES KNOWLEDGE OF DIVERSE STUDENTS AND THEIR LIVES				
3.3	PROVIDES EVIDENCE OF INCORPORATING MULTICULTURAL CONTENT AND PERSPECTIVES INTO THE LESSON				
3.4	CREATES A LEARNING COMMUNITY WHERE INDIVIDUAL DIFFERENCES ARE RESPECTED AND INDIVIDUAL NEEDS ARE MET				
3.5	ENGAGES IN CLASSROOM ACTIVITIES THAT HELP STUDENTS LEARN ABOUT DIVERSITY, THEIR FAMILIES AND THEIR COMMUNITIES				
3.6	ENGAGES IN STRATEGIES TO SUPPORT THE LEARNING OF STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH				
3.7	ENGAGES IN ACTIVITIES IN THE CLASSROOM THAT DEMONSTRATES KNOWLEDGE OF DIVERSE STUDENTS AND THEIR LIVES				
3.8	USES APPROPRIATE TEACHING AND CURRICULUM MATERIALS THAT PROVIDE AN EQUITABLE PORTRAYAL OF DIVERSITY				

Comments: _____

Standard Four: Instructional Planning and Strategies

PROFICIENCY KEY

	STANDARD #4: Instructional Planning and Strategies	Level 4	Level 3	Level 2	Level 1
4.1	DESIGNS EFFECTIVE LESSONS BY ORGANIZING THE INSTRUCTIONAL ACTIVITIES TO ACHIEVE THE OBJECTIVES AND OUTCOMES OF THE LESSON				
4.2	DESIGNS INSTRUCTION THAT DEVELOPS STUDENTS' CRITICAL THINKING AND PROBLEM SOLVING CAPABILITIES				
4.3	DESIGNS UNIT AND LESSON PLANS THAT INCORPORATE INTERDISCIPLINARY LEARNING EXPERIENCES THAT ALLOW STUDENTS TO INTEGRATE KNOWLEDGE FROM DIFFERENT SUBJECT AREAS				
4.4	IMPLEMENTS INSTRUCTIONAL ACTIVITIES THAT ACHIEVE THE OBJECTIVES AND OUTCOMES OF THE LESSON				
4.5	IMPLEMENTS LESSONS THAT DEVELOP STUDENTS' CRITICAL THINKING AND PROBLEM SOLVING CAPABILITIES				
4.6	USES STRATEGIES TO MAKE THE SUBJECT MATTER MEANINGFUL TO STUDENTS				
4.7	USES A VARIETY OF APPROPRIATE INSTRUCTIONAL MATERIALS AND RESOURCES TO ACHIEVE THE OBJECTIVES OF THE LESSON				
4.8	IMPLEMENTS INTERDISCIPLINARY LEARNING EXPERIENCES THAT ALLOW STUDENTS TO INTEGRATE KNOWLEDGE FROM SEVERAL SUBJECT AREAS				
4.9	INTEGRATES TECNOLOGY INTO LESSON PLAN TO PROMOTE EFFECTIVE LEARNING FOR ALL STUDENTS				

Comments: _____

Standard Five: Assessment**PROFICIENCY KEY**

STANDARD # 5: Assessment		Level 4	Level 3	Level 2	Level 1
5.1	DESIGNS APPROPRIATE ASSESSMENTS THAT ARE ALIGNED WITH LEARNING OBJECTIVES				
5.2	PROVIDES EVIDENCE OF USING FORMATIVE AND SUMMATIVE ASSESSMENT DATA TO ADJUST AND IMPROVE INSTRUCTIONAL PLANNING				
5.3	COLLECTS DATA ON LEARNING OUTCOMES TO MEASURE LESSON OBJECTIVES				
5.4	IMPLEMENTS CONTINUOUS ASSESSMENT STRATEGIES THROUGHOUT THE LESSON TO IMMEDIATELY ADJUST AND IMPROVE INSTRUCTION TO FOSTER STUDENT GROWTH				
5.5	PROVIDES MEANINGFUL AND SPECIFIC FEEDBACK TO STUDENTS ON THEIR LEARNING				
5.6	USES AUTHENTIC ASSESSMENTS AS ONE MEASURE OF STUDENT LEARNING				
5.7	PROVIDES OPPORTUNITIES FOR STUDENTS TO MONITOR THEIR OWN PROGRESS AND CONDUCT SELF-ASSESSMENTS				
5.8	USES TECHNOLOGY TO SUPPORT ASSESSMENT AND MONITORING OF STUDENT PROGRESS				

Comments: _____**Standard 6: Learning Environment****PROFICIENCY KEY**

STANDARD #6: Learning Environment		Level 4	Level 3	Level 2	Level 1
6.1	ENCOURAGES APPROPRIATE STUDENT PARTICIPATION				
6.2	ENCOURAGES POSITIVE PEER RELATIONSHIPS THROUGH CLASSROOM ACTIVITIES				
6.3	DEMONSTRATES GENERAL WARMTH, CARING AND RESPECT TOWARDS STUDENTS THROUGH VERBAL/NONVERBAL COMMUNICATION				
6.4	USES EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES INCLUDING CLASSROOM PROCEDURES, RULES AND MANAGEMENT OF INSTRUCTIONAL GROUPS				
6.5	MANAGES STUDENT BEHAVIOR THROUGH EFFECTIVE DISCIPLINARY STRATEGIES				
6.6	CONSIDERS PHYSICAL SPACE AND RESOURCES THAT OPTIMIZES LEARNING ACTIVITIES FOR ALL STUDENTS				
6.7	MAINTAINS A LEARNING COMMUNITY IN WHICH STUDENTS PARTICIPATE IN DECISION-MAKING, WORK COLLABORATIVELY/INDEPENDENTLY, AND ASSUME RESPONSIBILITY FOR THEMSELVES AND ONE ANOTHER				
6.8	CREATES A CLASSROOM ENVIRONMENT IN WHICH STUDENTS ARE ENGAGED IN LEARNING				
6.9	USES INSTRUCTIONAL TIME EFFECTIVELY TO ACHIEVE LEARNING OUTCOMES				
6.10	PREPARES STUDENTS FOR AND MONITORS INDEPENDENT AND GROUP WORK THAT ALLOWS FOR FULL AND VARIED PARTICIPATION OF ALL STUDENTS				

Comments: _____**Standard 7: Special Needs****PROFICIENCY KEY**

STANDARD #7: Special Needs		Level 4	Level 3	Level 2	Level 1
7.1	CONSIDERS IEPs AND SECTION 504 PLANS FOR LEARNERS WITH SPECIAL NEEDS IN LESSON PLANNING				
7.2	DESIGNS ACTIVITIES FOR STUDENTS WITH SPECIAL LEARNING NEEDS IN LESSON PLANS				
7.3	DEMONSTRATES THROUGH VERBAL INTERACTIONS AND TEACHING PRACTICES THAT STUDENTS WITH SPECIAL NEEDS CAN LEARN AND ACHIEVE				
7.4	MAKES APPROPRIATE ADAPTATIONS OR MODIFICATIONS TO INSTRUCTIONAL TASKS AND/ OR LEARNING ENVIRONMENT TO ACCOMMODATE THE LEARNING NEEDS OF ALL STUDENTS (E.G., GIFTED AND TALENTED, ENGLISH LANGUAGE LEARNERS, ETC.)				
7.5	MAKES APPROPRIATE ADAPTATIONS OF MODIFICATIONS FOR ASSESSING STUDENT LEARNING (such as additional time to complete assessment)				
7.6	USES TECHNOLOGY TO SUPPORT STUDENTS WHO HAVE SPECIAL NEEDS				

Comments: _____

Standard 8: Communication**PROFICIENCY KEY**

	STANDARD #8: Communication	Level 4	Level 3	Level 2	Level 1
8.1	COMMUNICATES EFFECTIVELY IN ENGLISH USING APPROPRIATE ORAL EXPRESSION				
8.2	COMMUNICATES EFFECTIVELY IN ENGLISH USING APPROPRIATE WRITTEN EXPRESSION				
8.3	MODELS EFFECTIVE COMMUNICATION AND QUESTIONING TECHNIQUES TO FACILITATE STUDENT LEARNING				
8.4	INTERACTS WITH STUDENTS IN AN APPROPRIATE MANNER WITH SENSITIVITY TO DEVELOPMENTAL CULTURAL, LINGUISTIC AND SOCIAL DIFFERENCES				
8.5	ENGAGES STUDENTS IN ACTIVITIES THAT PROMOTE AND VALUE THE DEVELOPMENT OF ORAL LANGUAGE (Listening and Speaking)				
8.6	ENGAGES STUDENTS IN ACTIVITIES THAT PROMOTE AND VALUE THE DEVELOPMENT OF WRITTEN LANGUAGE (Reading and Writing)				
8.7	ENGAGES STUDENTS IN ACTIVITIES THAT PROMOTE AND VALUE THE DEVELOPMENT OF NUMERACY				
8.8	PROMOTES COMMUNICATION THROUGH THE USE OF TECHNOLOGY				

Comments: _____

Standard 9: Collaboration and Partnerships**PROFICIENCY KEY**

	STANDARD #9: Collaboration and Partnerships	Level 4	Level 3	Level 2	Level 1
9.1	PROVIDES EVIDENCE OF DEMONSTRATING PROFESSIONAL RELATIONSHIPS WITH ALL MEMBERS OF THE SCHOOL COMMUNITY				
9.2	PROVIDES EVIDENCE OF EFFECTIVE COMMUNICATION WITH PARENTS AND GUARDIANS				
9.3	PROVIDES EVIDENCE OF FAMILY INVOLVEMENT TO STRENGTHEN THE TEACHING AND LEARNING ENVIRONMENT				
9.4	USES TECHNOLOGY TO PROMOTE COLLABORATION AND PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY				

Comments: _____

Standard 10: Professional Development**PROFICIENCY KEY**

	STANDARD #10: Professional Development	Level 4	Level 3	Level 2	Level 1
10.1	PROVIDES EVIDENCE OF REFLECTION ON IMPROVEMENT OF PROFESSIONAL PRACTICE IN CONTENT AREA(S) AND PEDAGOGY				
10.2	PROVIDES EVIDENCE OF REFLECTION ON HOW ASSESSMENT AND INSTRUCTIONAL PRACTICES DEMONSTRATE CARING AND ADDRESS THE NEEDS OF ALL STUDENTS AND THE SCHOOL COMMUNITY				
10.3	PROVIDES EVIDENCE OF MAINTAINING ACCURATE STUDENT RECORDS				
10.4	PROVIDES EVIDENCE OF CONTRIBUTING TO SCHOOL AND/OR DISTRICT BY OFFERING ASSISTANCE VOLUNTARILY: PARTICIPATES IN SCHOOL DISTRICT EVENTS, PROJECTS, EXTRA-CURRICULAR ACTIVITIES				
10.5	EXHIBITS APPROPRIATE PERSONAL AND PROFESSIONAL Demeanor (E.G. Appropriate dress, language and interaction with school personnel, peers and students)				
10.6	REFLECTS UPON AND USES CONSTRUCTIVE SUGGESTIONS TO ENHANCE THE TEACHING AND LEARNING PROCESS				
10.7	DEMONSTRATES EFFECTIVE, READING, WRITING MATHEMATICS AND TECHNOLOGY SKILLS TO PERFORM AS A PROFESSIONAL				

Comments: _____

Standard11: Professional Responsibility

PROFICIENCY KEY

STANDARD 11: Professional Responsibility		Level 4	Level 3	Level 2	Level 1
11.1	DEMONSTRATES KNOWLEDGE OF THE SCHOOL'S PROFESSIONAL CODE OF CONDUCT				
11.2	DEMONSTRATES BASIC KNOWLEDGE OF PROFESSIONAL RESPONSIBILITIES AS STATED IN SCHOOL BOARD POLICIES FOR STUDENTS AND TEACHERS				
11.3	MAINTAINS PROFESSIONAL RELATIONSHIPS WITH STUDENTS AND COLLEAGUES				
11.4	FOSTERS AND MAINTAINS A CLASSROOM ENVIRONMENT WHICH PROTECTS STUDENTS FROM SEXUALLY, PHYSICALLY, VERBALLY OR EMOTIONALLY HARASSING BEHAVIOR BY ACTING IN A SOUND AND PROFESSIONALLY RESPONSIBLE MANNER				
11.5	CONSISTENTLY ADHERES TO SCHOOL AND DISTRICT POLICIES (E.G., SCHOOL HOURS, RESPONSIBILITIES, ETC.)				

Comments: _____

GRADE

Supervisor/Cooperating Teacher's Signature

Date

Student Teacher's Signature

Date

ADDITIONAL COMMENTS:

Glossary of Terms:

Critical Thinking

Problem solving

Diverse Learning Styles

Differentiated Instruction

Learning Theory

Developmentally Appropriate—(*instruction designed that meets the student's current functioning level cognitively and linguistically*)

Multicultural Perspective

Diversity

“Learning Styles”

Interdisciplinary Learning Experiences

Authentic Assessments

Data (*physical evidence of meeting the outcome –could be a chart of test scores, a rubric which allows student to self-evaluate, etc.*)

Learning Community

Special Learning Needs

Modifications/Adaptations

IEP

Section 504 Plans