



OBSERVATION FEEDBACK FORM OF STUDENT TEACHER

Division of Education
Office of Certification and Field Experience

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

Mandatory Signatures: _____ / _____
College Supervisor and or Cooperating Teacher / Student Teacher Signature

- Evaluation of Personnel may be based on the evidence from observation, input from other supervisors, documentation, discussions, and the effectiveness of the staff person in implementing the state standards.
- CODES: L4-Exemplary Practice L3-Basic Competence L2-Limited Competence L1-Exhibits Difficulty NO-Not Observed

<p>1. SUBJECT MATTER KNOWLEDGE – Makes effective use of explanations and connections to prior learning, engages in activities that promote problem solving, CCCS knowledge, meaningful content</p>	<p><u>L4</u> <input type="checkbox"/></p>	<p><u>L3</u> <input type="checkbox"/></p>	<p><u>L2</u> <input type="checkbox"/></p>	<p><u>L1</u> <input type="checkbox"/></p>	<p><u>NO</u> <input type="checkbox"/></p>
<p>2. HUMAN GROWTH & DEVELOPMENT-Addresses diverse learning styles, appropriate differentiated instruction observed</p>	<p><u>L4</u> <input type="checkbox"/></p>	<p><u>L3</u> <input type="checkbox"/></p>	<p><u>L2</u> <input type="checkbox"/></p>	<p><u>L1</u> <input type="checkbox"/></p>	<p><u>NO</u> <input type="checkbox"/></p>
<p>3. DIVERSE LEARNERS-Individual differences are respected & individual needs are met. Uses appropriate teaching materials that provide an equitable portrayal of diversity</p>	<p><u>L4</u> <input type="checkbox"/></p>	<p><u>L3</u> <input type="checkbox"/></p>	<p><u>L2</u> <input type="checkbox"/></p>	<p><u>L1</u> <input type="checkbox"/></p>	<p><u>NO</u> <input type="checkbox"/></p>

<p>4. INSTRUCTIONAL PLANNING & STRATEGIES- Effective lesson Design, appropriate instruction, develop critical thinking, problem solving ability, interdisciplinary learning experiences provided, subject matter meaningful to students, variety of materials and resources</p>	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>
<p>5. ASSESSMENT-Assignments aligned with objectives, assessment data used, student feedback provided, formal & informal techniques observed, authentic assessment used</p>	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>
<p>6. LEARNING ENVIRONMENT-Student participation, positive peer relationships, warming & caring, student management, time management, students engaged in learning</p>	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>
<p>7. SPECIAL NEEDS-IEP &504 considered, adaptations &accommodations to tasks, assessment of learning needs, G & T needs addressed</p>	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>
<p>8. COMMUNICATION- Appropriate oral expression, written expression, modeling of questioning techniques, promote oral & written language development, technology for communication</p>	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>

9. COLLABORATION & PARTNERSHIPS – Utilizes diverse community resources, effective communication with parents/guardians, evidence of family involvement, uses technology to promote collaboration	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>
10. PROFESSIONAL DEVELOPMENT – Evidence of reflection, accurate student records, offers assistance voluntarily, exhibits personal & professional demeanor, uses constructive suggestions, effective reading, writing, mathematics & technology skills.	<u>L4</u> <input type="checkbox"/>	<u>L3</u> <input type="checkbox"/>	<u>L2</u> <input type="checkbox"/>	<u>L1</u> <input type="checkbox"/>	<u>NO</u> <input type="checkbox"/>

Supervisor/Cooperating Teacher Signature _____ Date _____

Student Teacher's Signature _____ Date _____

Instructions and Overview

Introduction

This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their student teaching experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the New Jersey Professional Standards for Teachers (NJPST), standards that are required of all teaching candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

The instrument is divided into 10 sections, each representing a composite of indicators under the 10 NJPST. The numbering of the sections mirrors the NJPST, however, the numbering of the indicators in each section does not correlate to the specific indicators of the NJPST. The indicators have been condensed into a manageable number and reflect significant competencies that the teaching candidates need to master.

Rating of the Form

The following rating scale will be used to rate each candidate:

4: Level 4 (Exemplary Practice)– Demonstrates competency, consistency and confidence in providing evidence in all standards based on the NJPST 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: Level 3 (Basic Competence) – Consistently provides evidence in all standards based on the NJPST 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: Level 2 (Limited Competence) – Provides evidence in some areas to denote competency in a standard, based on the NJPST. 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: Level 1 (Exhibits Difficulty) – Provides little evidence to denote competency in a standard, based on the NJPST. 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.