

NORTHERN NEW MEXICO COLLEGE

College of Education

Assessment of Classroom Teaching

College Supervisor (2) Cooperating Mentor Teacher (2) Self Assessment (2 Pre/Post)

Candidate's Name
Signature _____

Cooperating Mentor
Signature _____

Date of Observation

College Supervisor
Signature _____

School _____

District _____

Content
Observed _____

Grade/Level

Assessment	Advanced	Proficient	Developing	Basic	Not Observed
Rating	4	3	2	1	NA

Assessment Rubric

Advanced	Proficient	Developing	Basic
The teacher candidate demonstrates a comprehensive knowledge and understanding of the element. The candidate can consistently apply the element in the classroom setting. The candidate can skillfully integrate elements into an overall unit of study. S/he can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.	The teacher candidate demonstrates substantial knowledge and understanding of the element. The candidate demonstrates the ability to apply the element in the classroom setting and is able to assess student learning and evaluate teaching performance.	The teacher candidate demonstrates an increasing knowledge and understanding of the element. The candidate is able to begin demonstrating, with assistance, the element in the classroom. S/he is able to evaluate, with assistance, the success of the teaching performance.	The teacher candidate has a basic understanding of the element but has not had the opportunity to apply the element in a classroom setting.

The Student Teaching Evaluation instrument is aligned to NNMC's Conceptual Framework (Knowledge, Skills and Dispositions), INTASC Standards, and PED Entry-level teacher competencies. Each category is identified.

Conceptual Framework			INTASC St	PED-Comp		
K	S	D	I	C		Rating
KNOWLEDGE PRINCIPLE						
1. <i>Curriculum</i> : the teacher candidate demonstrates knowledge of the content area and approved curriculum. Teacher candidate:						
1,2	1,2	2	1,2,4,5	B, C, D	1. The lesson plans/unit plan is written and readily available; it is designed well and contains all essential elements (objectives, materials, procedures, and assessments); the plan(s) show consistent alignment of objectives, strategies and assessments with standards and benchmarks.	
1	2	2,3	1,9	J	2. Reflects an understanding of prerequisite relationships among topics and concepts	
1,8	2	2,3	1,9	J	3. Pedagogical practices reflect understanding of current practice within the discipline	
1	1,2	3	1,9	J	4. Accesses online resources that support recent developments and research in pedagogy and content knowledge	
Section Score						___/

K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					2. <i>Instruction</i> : The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.		
2	2	1,2	3,4,7	B,J	1.	Most activities and assignments are appropriate to students	
2	2	1,2	3,4,7	B,J	2.	Almost all students are cognitively engaged in the activities and assignments	
2,7	2	1,2	3,4,7	B,J	3.	Instructional groups are productive and appropriate to the students and the instructional goals of the lesson	
2,7	2	1,2	3,4,7	B,J	4.	Instructional materials and resources are suitable to the instructional goals and engage students in learning	
2,7	2	1,2	3,4,7	B,J	5.	Pacing of the lesson is consistent and appropriate	
2,7	2	1,2	3,4,7	B,J	6.	Provides instruction that is appropriate for varied needs and styles of learners	
2,3	1	1,2	3,4,7	E	7.	Utilizes technology as a teaching tool	
Section Score							___/
K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					3. <i>Teaching</i> : The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.		
3	2	1	5	D, K	1.	Feedback is consistently high quality and provided in a timely manner	
3	2	1,2,3	5	D, K	2.	Communicates clearly and accurately in oral and written language	
3,4,6	2	1,2,3	5	A, B	3.	Uses skillful questioning/discussion techniques to engage students in learning	
3,5	2	1,2,3	5,8	A, B	4.	Monitors student learning through feedback from students	
3	2	1,2,3	5,7	A, K	5.	Provides timely and accurate feedback to students	
3	1,2	1,2	5,7	E	6.	Candidate models and makes available for students technology tools to demonstrate learning, tools such as spreadsheets, databases, presentation software, webpage development software, online resources	
Section Score							___/
K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					4. <i>Learning</i> : The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.		
3,4,6	2	2	2,5,6	I	1.	Displays thorough understanding of typical developmental characteristics (intellectual, social and emotional) of age group as well as exceptions to general patterns	
2,3,4	2	2	2,4,6	H,I	2.	Displays understanding of the different approaches to learning that different students exhibit	
4,6,7,9	2	1,2	2,3,5,10	H,I	3.	Recognizes the value of understanding students' skills and knowledge, and displays this for the class as a whole and for subgroups within the class	
1,4,5,8	2	1,2,3	1,2,8,9	B, H,I	4.	Teacher conveys high expectations for all learners	
2,3,4,6,7,9	2	1,2,3	2,3,4,5,6,10	F	5.	Demonstrates knowledge of the interests or cultural heritage of groups of students	
2,3,4,5,6,7	2	1,2,3	2,3,4,5,6,8	H,I	6.	Demonstrates knowledge of students' various learning styles	
1,2,3,4,5	2	2	1,2,4,6,8	B	7.	Plans learning activities to engage students and support lesson objectives	
1,2,3,4,5,6	2	1,2,3	1,2,4,5,6,8	E	8.	Demonstrates understanding of use of technology as a tool for enhancing student learning and provides these opportunities for students	
Section Score							___/

K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					5. <i>Assessment</i> : The teacher candidate effectively utilizes student assessment techniques and procedures		
1,2,3	2	1,2,3	9	B, D, J	1.	The instructional goals are assessed through the proposed plan	
1,2,3	2	1,2,3	9	B, D, J	2.	Assessment criteria and standards are clear and have been clearly communicated to students	
1,2,3	2	1,2,3	9	B, D, J	3.	Teacher Candidate uses assessment results to plan for individuals and groups of students	
1,2,3	2	1,2,3	3	B, D, J	4.	Teacher Candidate uses formative assessment results to inform intervention plans for students	
1,2,3	2	1,2,3	10	B, D, J	5.	Teacher uses strategies such as pre/post assessments to determine student needs and progress	
1,2,3	2	1,2,3	9	B, D, J	6.	Teacher candidate lesson plans demonstrates understanding of the sequence, scope, and expectations of standards-based instruction and how to use standards in setting expectations and assessing progress	
1,2,3	2	1,2,3	10	B, D, J	7.	Candidate demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	
Section Score							___/
K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					6. <i>Professionalism</i> : The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.		
3,4,5, 6,8	1,2	1,2,3	2,5 6,8 9	C	1.	Classroom procedures and routines are evident by student conduct and organization of classroom activities	
3,4,5, 6	2	1,2,3	6,2 5,8	B, C	2.	Candidate arranges room and moves in it to ensure awareness of student behavior at all times	
5,6,7, 8	2	1,2,3	3,5 8,9	C, F	3.	Candidate response to misbehavior is appropriate, respects student dignity and follows stated classroom procedures	
6,8,9	1,2	1,2,3	5,9 10	E, K, G	4.	Candidate communicates to parents and community members reporting on student progress, important events, and school activities	
6,7,8 9	2	1,2,3	3,5 9, 10	B, F, G,	5.	Candidate understands, respects and values the history and values of the community and families, utilizing shared experiences to bring relevance to classroom instruction	
6,7,8, 9	2	1,2,3	3,5 9, 10	G	6.	Candidate is involved in some aspect of community life that makes him/her a role model for students	
Section Score							___/
K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					7. <i>Diversity</i> : The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.		
2,3,5, 6,7	2	1,2,3	3,4 ,5, 6,8	H	1.	Displays knowledge of typical developmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	
1,2,3, 4,5,7, 8	2	1,2,3	1,2 3,4 6,8 9	H,I	2.	Student linguistic differences are taken into account in planning content specific vocabulary development	
2,3,4, 6,7,9	2	1,2,3	2,3 4,5 6, 10	B, H, H	3.	Utilizes strategies to ensure that all students have access to participation in class discussions, presentations and answering questions	

2,3,4,6,7,9	2	1,2,3	2,3 4,5 6, 10	F	4.	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	
2,3,4,5,6,7	2	1,2,3	2,3 4,5 6	A, B	5.	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	
Section Score							___/

K	S	D	I	C	KNOWLEDGE PRINCIPLE		Rating
					8. <i>Professionalism</i> : The teacher candidate demonstrates a willingness to examine and implement change as appropriate.		
4,8	2	1,2,3	2,7	A, B	1.	Reflections, both in writing and oral, demonstrate candidate willingness to consider possible changes in practice	
4,8	2	1,2	2,7	A, B	2.	Reflections, both in writing and oral, demonstrate candidate research into viable alternatives to their own current practice	
4,8	2	1,2,3	2,7 9	A, B	3.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were met	
4,8	1,2	1,2	2,7 9	A, B	4.	Candidate makes specific suggestions about how a lesson may be improved	
4,8	1,2	1,2	2,7 9	E	5.	Candidate utilizes online resources to consider changes in approach and the viability of technology based strategies	
Section Score							___/

K	S	D	S	C	KNOWLEDGE PRINCIPLE		Rating
					9. <i>Collaboration</i> : The teacher candidate works productively with colleagues, parents and community.		
7,9	2	1,2,3	3, 10	A	1.	Candidate participates actively and positively in candidate seminars and teacher collaborative times during the practicum experience	
8,9	2	1,2,3	3, 10	A	2.	Candidate seeks out opportunities for professional development both formal and informal, to enhance content knowledge and pedagogical skill	
7,9	2	1,2,3	3, 10	A	3.	Candidate demonstrates willingness to work in collaboration with instructors, mentors, and colleagues by creating and maintaining relationships of mutual respect	
7,9	1,2	1,2	3, 10	E	4.	Candidate uses technology to communicate effectively with parents, colleagues, school administration and college supervisors	
Section Score							___/

Overall Score (possible sum of section scores)	_____
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Comments about Candidate Growth;

If satisfactory growth toward competency is not evident, the following steps will be taken:

- A conference will be scheduled involving the college supervisor, the teacher candidate, and the cooperating teacher to specify the problem areas and develop a plan for support

