

Please Print:

Teacher Candidate: _____ Date: _____ Midterm or Final (Circle one.)

Teacher Candidate Banner ID Number: _____ University Supervisor: _____

<p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> Evaluate candidate performance by writing <i>EE</i>, <i>ME</i>, or <i>DN</i> in the “Rating” column for each indicator. Provide a rationale for each rating. In the box beneath each indicator: <ul style="list-style-type: none"> For a rating of <i>EE</i>, provide example(s) that support your rating or For a rating of <i>DN</i>, explain which components of the <i>ME</i> rating are missing. Attach further documentation, if necessary, using the Teacher Candidate Observation/Performance Report Supplement. Supervisor must collaborate with the Cooperating Teacher via e-mail, phone or in person when completing this form. <p>NOTE: A candidate must provide evidence that he/she <i>Meets Expectations</i> for each indicator in order to receive a passing grade and be eligible for a New Jersey Instructional Certificate.</p>	<p>RATING KEY:</p> <p>EE = Exceeds Expectations ME = Meets Expectations DN = Does Not Meet Expectations</p>
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1. Non-Negotiable Responsibilities

1.1 Takes initiative in school responsibilities (NJPTS 11.i.2, 11.i.1, 11.ii.1, 11.ii.2, 11.ii.4, 11.iii.2, 11.iii.3)	Rating
<p>ME Displays professional demeanor at all times. Models professional leadership and ethical behavior. Displays professional and positive interaction with all members of the school community, i.e., students, colleagues, and other staff. Has exemplary attendance and punctuality. Contacts cooperating teacher when schedule changes occur in any area and when he or she is going to miss school. Provides emergency plans for unanticipated absence. Provides detailed plans (including handouts, assessments, and other materials) for anticipated absences. Prepares plans and discusses them with cooperating teacher in case modifications need to be made prior to teaching (at least 5 days’ lead time). Demonstrates professional responsibilities and behaviors specific to all levels of statutes, regulations and policies, both constitutional and as outlined by contract agreements. Acts in accordance with legal and ethical responsibilities by upholding high standards of professional competence and recognizes the obligations to the profession of teaching by maintaining confidentiality of information concerning students.</p>	
<p>DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).</p>	
1.2 Takes initiative in required university responsibilities	Rating
<p>ME Displays professional demeanor at all times. Models professional leadership and ethical behavior. Completes all university assignments on time and in required format. Submits week’s worth of lesson plans (after has discussed them with cooperating teacher) to university supervisor no later than Friday of the week prior to which the lessons are to be taught, in case modifications need to be made prior to teaching. Seeks input and feedback on all submitted work. Uses this information to improve practice. Contacts supervisor when schedule changes occur in any area and when he or she is going to miss school. Attends and is prepared to participate actively in university-required meetings, including scheduled and unscheduled meetings with university supervisor.</p>	
<p>DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).</p>	

2. Instructional Planning and Strategies – Teacher candidates understand instructional planning, design long and short term plans based on knowledge of subject matter, students, community, and curriculum goals, and employ a variety of developmentally appropriate strategies to promote critical thinking, problem solving and the performance skills of all learners.

2.1 Identifies and designs instruction appropriate to students’ stage of development, learning styles, strengths and needs. (NJPTS 4.i.4, 4.ii, 4.iii.1)	Rating
<p>EE Creates, prior to full-time teaching, a semester plan for instruction based on insight from the cooperating teacher, curriculum goals, and professional resources using various technologies and instructional approaches. Creates weekly and daily plans based on semester plan, records of individual students, insight from the cooperating teacher, and curriculum goals. Makes daily adjustments in instructional methods, materials and environment based on knowledge gained about individual student progress and outcomes. At least 90% of plans employ developmentally appropriate strategies to promote critical thinking, problem solving, and the performance skills of all learners.</p>	
<p>ME Creates weekly and daily plans based on records of individual students, cooperating teacher, and curriculum goals. Makes daily adjustments in plans based on knowledge gained about individual student progress and outcomes. At least 75% of plans employ developmentally appropriate strategies to promote critical thinking, problem solving, and the performance skills of all learners.</p>	
<p>DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).</p>	
<p>Rationale for Rating</p>	
2.2 Plans instruction based on knowledge of classroom, school and community culture. (NJPTS 4.i.1, 4.i.4, 4.iii.2)	Rating
<p>EE Plans instruction based on knowledge of students’ needs, developmental progress, and prior knowledge, using a variety of learning styles and instructional approaches and technologies, in all weekly and daily plans.</p>	
<p>ME Plans instruction based on knowledge of students’ needs, developmental progress, and prior knowledge, using a variety of instructional approaches and technologies, in at least 75% of weekly and daily plans.</p>	
<p>DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).</p>	
<p>Rationale for Rating</p>	

2.3 Identifies strategies to create learning experiences that make subject matter meaningful for students, addresses a variety of learning styles, encourages students to pursue their own interests and inquiries and helps students connect their learning to personal goals. (NJPTS 1.ii.2, 4.iii.4)	Rating
EE Demonstrates enthusiasm for the discipline and makes connections to everyday life by creating learning experiences, in all plans , that make subject matter meaningful for students, address a variety of learning styles, motivate students, encourage students to pursue their own interests and inquiries, and help students connect their learning to personal goals.	
ME Creates learning experiences, in at least 75% of plans , that make subject matter meaningful for students, address a variety of learning styles, motivate students, encourage students to pursue their own interests and inquiries, and help students connect their learning to personal goals.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	
2.4 Plans and develops effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives. (NJPTS 4.iii.5)	Rating
EE Creates semester , daily, and weekly plans in which instructional activities and materials include community and technology resources organized and assessed to achieve lesson objectives.	
ME Creates weekly and daily plans in which instructional activities and materials include community and technology resources organized to achieve lesson objectives.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	
2.5 Uses formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice. (NJPTS 4.iii.6)	Rating
EE Evaluates, reflects on, and revises practice using results of a variety of assessment data. Always uses information about students, research, and a review of pedagogical knowledge in this process to support their revision of practice.	
ME Evaluates, reflects on, and revises practice using results of a variety of assessment data. Sometimes uses information about students, research, and a review of pedagogical knowledge in this process to support their revision of practice.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	
2.6 Creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas. (NJPTS 4.iii.7)	Rating
EE Creates and implements more than 2 interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.	
ME Creates and implements 1 or 2 interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	

3. Subject Matter Knowledge – Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

3.1 Promotes the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline. (NJPTS 1.iii.1, 11.iii.4)	Rating
EE Provides daily practice and/or application of critical/creative thinking, problem solving, and decision making while working on the formulation and/or testing of hypotheses while accommodating various points of view without subject matter distortion, and while bringing enthusiasm and relevance to the discipline.	
ME Provides, at least three times a week , practice and/or application in critical/creative thinking, problem solving and decision making while working on the formulation and/or testing of hypotheses while accommodating various points of view without subject matter distortion, and while bringing enthusiasm and relevance to the discipline.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	
3.2 Makes effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students’ prior knowledge, understanding, and skills. (NJPTS 1.i.3, 1.ii.1, 1.iii.2)	Rating
EE Integrates the teaching of all of the process skills of reading, writing, listening, speaking and viewing as tools that capture key ideas for enabling students to construct meaning in all content areas, and conveys to learners how knowledge is developed from the vantage point of the knower.	
ME Integrates the teaching of some of the process skills of reading, writing, listening, speaking and viewing as tools that capture key ideas for enabling students to construct meaning in all content areas and link to prior understanding.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	

3.3 Evaluates teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts included in the NJCCCS. (NJPTS 1.i.1, 1.iii.3, 4.i.2, 4.iii.3)	Rating
EE Demonstrates strong evidence of in-depth knowledge of subject matter and the relationship of the discipline to other content areas. Appraises and uses materials that together provide completeness, accuracy, multiple representations, and clarity in representing particular ideas and concepts. Aligns all lesson plans with the NJCCCS and includes the use of materials appropriate for instruction, practice and application in all lesson plans .	
ME Demonstrates strong evidence of in-depth knowledge of subject matter and the relationship of the discipline to other content areas. Appraises and uses materials that together provide completeness, accuracy, multiple representations, and clarity in representing particular ideas and concepts. Aligns all lesson plans with the NJCCCS. Uses materials appropriate for instruction, practice and application in at least 75% of lesson plans .	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	

4. Human Growth and Development – Teacher candidates understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

4.1 Provides opportunities that support students’ intellectual, social, emotional and physical development (NJPTS 2.i.1, 2.i.2, 2.ii.3, 2.ii.4, 2.ii.5, 4.iii.1, 5.iii.3).	Rating
EE Designs and carries out instruction that builds on talents and prior learning to consistently meet students’ current stage of intellectual, social, emotional and physical development. Learning styles, multiple ways of knowing, strengths and needs, self-confidence, and subject matter competence lead to the next level of development. Provides ongoing student data to parents and professional staff that illustrate the developmental progress of all students in the class .	
ME Designs and executes instruction that meets students’ current development in most domains and that leads to the next level of development. Illustrates the developmental progress of a small group of students and provides ongoing student data to parents and professional staff.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	
4.2 Applies learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels. (NJPTS 2.ii.1, 2.iii, 4.i.3, 5.iii.1)	Rating
EE Applies learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels. Provides documentation illustrating the use of multiple sources of data to set appropriate challenge-level learning outcomes. Modifies instructional methods, materials, and the environment to deliver developmentally appropriate instruction for each student in the class and the results of its use for the class.	
ME Applies learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels. Modifies instructional methods, materials, and the environment to deliver developmentally appropriate instruction. Provides documentation illustrating the use of multiple sources of data to set appropriate challenge-level learning outcomes for a small group of students and the results of its use for the class.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	

5. Diverse Learners – Teacher candidates understand the practice of culturally responsive teaching.

5.1 Creates a learning community in which individual differences are respected. (NJPTS 3.iii.1)	Rating
EE Works with cooperating teacher to create a learning community environment/culture , through the use of the stages of group development, including the establishment of learning community norms, roles, procedures, and rules. The learning community members consistently demonstrate the learning community member propensities.	
ME Works with cooperating teacher to create a plan for establishing a learning community environment/culture, through the use of the stages of group development. Systematically works through the plan to establish evidence that most of the learning community members demonstrate most of the learning community member propensities.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	
5.2 Learns about the diverse students they teach, and the students’ families and communities. (NJPTS 3.iii.2)	Rating
EE Carries out a systematic study of diversity of learners, their families and their neighborhood/communities. Uses data to integrate student, family and community resources into instructional techniques to impact student learning. Provides accurate and ongoing documentation to parents and professional staff related to the impact on student learning resulting from this systematic study and integration of resources.	
ME Investigates learners, their families and their neighborhood/communities. Finds one or two instructional resources in the community and/or from families and includes their use in instruction. Records and analyzes , as the semester progresses, data that she/he gathers about individual student diversity.	
DN Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating	

5.3 Uses strategies to support the learning of students whose first language is not English. (NJPTS 3.i.3, 3.iii.3, 5.iii.3)		Rating
EE	Uses a wide range of appropriate strategies to ensure that English language learners access content. Provides accurate documentation to parents and professional staff reflecting the progress of English language learners.	
ME	Uses some appropriate strategies to ensure that English language learners to access content. Provides documentation reflecting the progress of English language learners.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Rationale for Rating

5.4 Uses knowledge of students and their lives to design and carry out instruction that builds on students’ strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age, and special needs. (NJPTS 3.i.1, 3.i.2, 3.iii.4, 5.iii.1)		Rating
EE	Analyzes students’ unique strengths and needs while accounting for issues of social class, gender, race, ethnicity, language, sexual orientation, age, and special needs. Uses multiple sources of data to design appropriate instruction that addresses both supports and barriers to culturally responsive teaching. Uses a variety of differentiated instructional strategies in all lessons .	
ME	Analyzes students’ unique strengths and needs while accounting for issues of social class, gender, race, ethnicity, language, sexual orientation, age, and special needs. Uses multiple sources of data to design appropriate instruction that addresses both supports and barriers to culturally responsive teaching. Uses a variety of differentiated instructional strategies in at least 75% of lessons .	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Rationale for Rating

6. Special Needs – Teacher candidates will adapt and modify instruction to accommodate the special learning needs of all students.

6.1 Applies knowledge of students’ abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning. (NJPTS 2.ii.2, 7.i.3, 7.iii.1, 5.iii.3)		Rating
EE	Understands characteristic of students with special needs and uses data about individual students’ abilities/disabilities, experiences, talents, prior learning, and language, culture, economics, and family and community values throughout the semester to positively impact student learning. Provides accurate documentation to parents and professional staff that illustrate the impact on student learning for all students in the class.	
ME	Uses data about individual students’ abilities/disabilities, experiences, talents, prior learning, and language, culture, economics, and family and community values throughout the semester to positively impact student learning. Provides accurate documentation to parents and professional staff that illustrate the impact on student learning for a small group of students.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Rationale for Rating

6.2 Participates in the design and implementation of the Individualized Education Program (IEP) where appropriate. (NJPTS 7.i.1, 7.iii.3)		Rating
EE	Collaborates to implement any IEPs through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology. Understands how to access information specific to laws, rules, regulations, and procedural safeguards. When possible, offers meaningful contributions toward IEP conference and documents.	
ME	Collaborates to implement any IEPs, including keeping records and writing updates.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Rationale for Rating

6.3 Meets the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including adaptive technology. (NJPTS 7.i.2, 7.iii.4)		Rating
EE	Selects and uses appropriate teaching techniques to accommodate and modify strategies, services, and resources. Always uses adaptive technology, inclusive education practices, and collaborative partnerships as appropriate to meet learners’ individual needs, and employ positive behavioral interventions for students with special needs including students with autism and other developmental disabilities. Demonstrates the belief that all students with special needs can learn and achieve success.	
ME	Uses appropriate teaching techniques to accommodate and modify strategies, services and resources. Always uses adaptive technology when needed and where available. Participates in inclusive educational practices and collaborative partnerships to meet learners’ needs.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Rationale for Rating

6.4 Makes appropriate provisions, in terms of time and circumstances for work, task assigned, and communication and response modes, for individual students who have particular learning differences or needs. (NJPTS 7.iii.5)		Rating
EE	Makes and implements a daily schedule that consistently modifies time and circumstances for work, task assigned, and communication and response modes, for individual students who have particular learning differences or needs.	
ME	Makes and implements, at least once a week , a schedule that consistently modifies time and circumstances for work, task assigned, and communication and response modes, for individual students who have particular learning differences or needs.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Rationale for Rating

7. Learning Environment – Teacher candidates understand individual and group motivation and behavior and create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7.1 Establishes a learning community in which students assume appropriate standards of behavior for themselves and one another, participate in decision making and work collaboratively and independently. (NJPTS 6.iii.1)		Rating
EE	Uses the first three stages of group development (beginnings, establishing expectations, identifying and resolving conflict) to ensure that students are taught social responsibility and personal responsibility as appropriate standards of behavior for whole-group, small-group, and independent work; play/breaks; in-class and in-school activities; and use of school property. Includes in lesson plans evidence of teaching the norms for appropriate behavior, and propensities for learning community members.	
ME	Uses the first three stages of group development (i.e., beginnings, establishing expectations, identifying and resolving conflict) to ensure that students are taught social responsibility and personal responsibility as appropriate standards of behavior for whole-group, small-group, and independent work. Includes in lesson plans evidence of teaching the norms for appropriate behavior, and propensities for learning community members.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		
7.2 Maintains a learning community in which students assume appropriate standards of behavior for themselves and one another, participate in decision making and work collaboratively and independently. (NJPTS 6.i.3, 6.ii.2, 6.iii.1)		Rating
EE	Maintains a positive learning community climate, in which students consistently demonstrate personal and social responsibility and engage in decision-making as they work independently and collaboratively. Maintaining the learning environment requires infrequent reminders and activities to re-instill appropriate behaviors.	
ME	Maintains a positive learning community climate, in which students demonstrate personal and social responsibility and engage in decision-making as they work independently and collaboratively. Maintaining the learning environment requires regular reminders and activities to re-instill appropriate behaviors.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		
7.3 Creates a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills. (NJPTS 6.iii.2, 6.iii.4)		Rating
EE	Creates safe and secure classroom climate by modeling and teaching active listening. Facilitates group work by teaching group norms and roles. Learning community members engage in active listening and exhibit group facilitation skills. Maintains appropriate standards of behavior which require infrequent reminders and activities to re-instill appropriate listening and group work skills.	
ME	Creates safe and secure classroom climate by modeling and teaching active listening. Facilitates group work by teaching group norms and roles. Maintains appropriate standards of behavior which require regular reminders and activities to re-instill appropriate listening and group work skills.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		
7.4 Creates a positive classroom climate which is socially, emotionally and physically safe. (NJPTS 3.i.4, 6.i.1, 6.i.2, 6.iii.3, 11.iii.5)		Rating
EE	Implements consistent use of management actions to maintain a classroom that promotes positive relationships, cooperation, and purposeful learning activities which are socially, emotionally and physically safe. Learning community members do not allow put downs, bullying, harassment (sexual, physical, verbal, or emotional) or other actions that undercut social justice, personal responsibility and social responsibility. Conflict resolution is a process practiced by students to work through conflicts.	
ME	Implements consistent use of management actions to maintain a classroom that promotes positive relationships, cooperation, and purposeful learning activities which are socially, emotionally and physically safe. The teacher does not allow put downs, bullying, harassment (sexual, physical, verbal, or emotional) or other actions that undercut social justice, personal responsibility and social responsibility. Conflict resolution is a process used by the teacher to help students work through conflicts.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		
7.5 Uses instructional time effectively. (NJPTS 6.iii.5)		Rating
EE	Paces lessons to ensure a maximum use of student engagement in learning activities that enable learners to meet lesson objectives and personal goals. Spends less than 10% of the time dealing with management and/or discipline issues.	
ME	Paces lessons to ensure a maximum use of student engagement in learning activities that enable learners to meet lesson objectives and personal goals. Spends less than 25% of the time dealing with management and/or discipline issues.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

7.6 Prepares students for, and monitors, independent and group work that allows for full and varied participation of all individuals. (NJPTS 3.ii.1, 6.ii.3, 6.iii.6, 11.ii.3)		Rating
EE	Uses the fourth stage of group development (supporting and expanding the learning community) to ensure that learning community members are prepared for working independently and participating democratically in groups that respect and uphold the cultural differences, dignity and worth of students as individual human beings. Learning community members monitor their independent and group work to ensure that all individuals participate fully and that norms, roles, rules, and procedures are carried out justly and considerably.	
ME	Uses the fourth stage of group development (supporting and expanding the learning community) to ensure that learning community members are prepared for working independently and participating democratically in groups that respect and uphold the cultural differences, dignity and worth of students as individual human beings. The teacher monitors independent and group work to ensure that all individuals participate fully and that norms, roles, rules, and procedures are carried out justly and considerably.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

8. Communication – Teacher candidates will use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

8.1 Communicates clearly in English, using precise language and appropriate oral and written expressions. (NJPTS 8.i, 8.iii.1)		Rating
EE	Communicates clearly in English, using precise, professional language, and appropriate oral and written expression. Has no observable communicative weaknesses or bad habits. Understands the power of communication.	
ME	Communicates clearly in English, using precise, professional language, and appropriate oral and written expression. Has minor observable communicative weaknesses or bad habits, and works toward correcting them when they are pointed out.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

8.2 Assists students individually or as members of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose (information literacy). (NJPTS 8.iii.2)		Rating
EE	Plans and implements more than two lessons that teach information literacy so that students are able to, individually or as members of a group, to access, evaluate, synthesize and use information effectively to accomplish a specific curricular purpose.	
ME	Plans and implements one or two lessons that teach information literacy so that students are able to, individually or as members of a group, to access, evaluate, synthesize and use information effectively to accomplish a specific curricular purpose.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

8.3 Models effective communication strategies (verbal and nonverbal techniques) and questioning techniques in conveying ideas, fostering individual and collective inquiry, and stimulating critical thinking. (NJPTS 8.iii.3, 8.iii.4)		Rating
EE	Models, in all lessons , effective communication strategies (verbal and nonverbal techniques) and questioning techniques in conveying ideas, fostering individual and collective inquiry, and stimulating critical thinking.	
ME	Models, in at least 75% of lessons , effective communication strategies (verbal and nonverbal techniques) and questioning techniques in conveying ideas, fostering individual and collective inquiry, and stimulating critical thinking.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

8.4 Enables students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems. (NJPTS 1.i.4, 1.iii.1, 8.iii.2)		Rating
EE	Given the opportunity, students are able to think critically and creatively, formulate and test hypotheses, represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas to solve problems.	
ME	Models opportunities for students to access, evaluate, synthesize, and use information effectively to accomplish a specific purpose within their respective content areas.	
DN	Does not provide opportunities for students to collect and analyze data connected to the content being studied or communicate their findings in using multiple forms of communication and representation pertinent to the discipline.	
Rationale for Rating		

8.5 Communicates in a variety of ways that demonstrate sensitivity to cultural, linguistic, gender and social differences. (NJPTS 3.ii.2, 8.ii.1, 8.ii.2, 8.iii.5)		Rating
EE	Communicates consistently in a variety of ways that demonstrate sensitivity to diversity of learning styles, individual talents, and cultural, linguistic, gender and social differences during school, during parent teacher conferences, during staff meetings and in informal situations. Students also communicate in the classroom in a variety of ways that demonstrate responsive listening, sensitivity to cultural, linguistic, gender and social differences.	
ME	Communicates consistently in a variety of ways that demonstrate sensitivity to diversity of learning styles, individual talents, and cultural, linguistic, gender and social differences during school, during parent teacher conferences, during staff meetings and in informal situations.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

9. Assessment – Teacher candidates understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction to foster the continuous development of students.

9.1 Uses multiple formal and informal assessments and appropriate diagnostic measures, to analyze individual student performance and modifies teaching and learning strategies using this data. (NJPTS 5.i.1, 5.i.2, 5.iii.4, 7.iii.2)		Rating
EE	Creates and uses a data collection system that includes multiple formal and informal assessments and appropriate diagnostic measures, to analyze individual student performance--how students learn, what they know and are able to do, and what kinds of experiences will support their future growth and development. Provides documentation explaining modifications made to teaching and learning strategies, based on assessment data--validity, reliability, bias, and scoring concerns for all students, including those with special needs.	
ME	Uses multiple formal and informal assessments and appropriate diagnostic measures, to analyze individual student performance--how students learn, what they know and are able to do, and what kinds of experiences will support their future growth and development. Provides documentation explaining modifications made to teaching and learning strategies based on assessment data.	
DN	Does not meet all criteria of the indicator (as listed in "Meets Expectations").	
Rationale for Rating		
9.2 Provides students with constructive feedback on their learning and encourages their use of data and self-assessment strategies to monitor their progress toward personal goals. (NJPTS 5.ii, 5.iii.2)		Rating
EE	Develops and uses a procedure for meeting with individual students, giving them constructive feedback about their progress and areas for growth. Teaches students how to self-assess and how to monitor their progress toward personal goals, using their errors as opportunities for learning. Provides documentation that illustrates the developmental progress of students in the class.	
ME	Develops and uses a procedure for meeting with individual students, giving them constructive feedback about their progress and areas for growth. Teaches students how to self-assess and how to monitor their progress toward personal goals.	
DN	Does not meet all criteria of the indicator (as listed in "Meets Expectations").	
Rationale for Rating		
9.3 Accurately documents and reports assessment data and ongoing student data to parents and professional staff. (NJPTS 5.iii.1, 5.iii.3)		Rating
EE	Develops and uses a system to document, report, and communicate regularly with family members and professional staff to constructively share specific assessment data about individual students' progress.	
ME	Communicates regularly with family members and professional staff to constructively share specific assessment data about individual students' progress.	
DN	Does not meet all criteria of the indicator (as listed in "Meets Expectations").	
Rationale for Rating		

10. Collaboration and Partnerships – Teacher candidates build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

10.1 Identifies and utilizes family and community resources to foster student learning and provides opportunities for parents to share skills and talents that enrich learning experiences. (NJPTS 9.i.1, 9.i.2, 9.iii.1)		Rating
EE	Identifies, prior to the start of clinical practice , community resources that can foster student learning. Identifies, once the semester has begun, family resources that can foster student learning. Recognize the importance of parent, family, and school interactions to address unique student needs. Provides, at least twice during the semester , an opportunity for families and/or community members to share skills and talents that enrich learning experiences.	
ME	Identifies family and community resources to foster student learning. Provides, at least once during the semester , an opportunity for families and/or community members to share skills and talents that enrich learning experiences.	
DN	Does not meet all criteria of the indicator (as listed in "Meets Expectations").	
Rationale for Rating		
10.2 Establishes respectful and productive relationships to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being. (NJPTS 9.i.3, 9.ii.1, 9.ii.2, 9.ii.3, 9.iii.2, 11.iii.1)		Rating
EE	Establishes respectful and productive partnerships with diverse families, educators and others in the community in support of student learning and well-being by providing a safe, healthy, and emotionally protective learning environment. Plans or co-plans and takes a leadership role in activities that improve and increase relationships throughout the semester while respecting student/family privacy and confidentiality. Recognizes family as primary teacher.	
ME	Establishes respectful and productive partnerships with diverse families, educators and others in the community in support of student learning and well-being by providing a safe, healthy, and emotionally protective learning environment. Participates in activities that improve and increase relationships throughout the semester.	
DN	Does not meet all criteria of the indicator (as listed in "Meets Expectations").	
Rationale for Rating		

10.3 Institutes parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school. (NJPTS 9.iii.3)		Rating
EE	Develops a plan for involving families that supports meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and/or collaboration to strengthen the teaching and learning environment of the school. Shares the plan with school leaders. Provides written plans developed, description(s) of these activities, and feedback received from the school leaders.	
ME	Works with school leaders, as requested, on activities for involving families that supports meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and/or collaboration to strengthen the teaching and learning environment of the school. Provides written description(s) of these activities and own roles in them	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

11. Dispositions

11.1 Instructional Leadership (Views self as instructional leader more so than a manager of the classroom). (NJPTS 3.iii.1, 6.ii.2)		Rating
EE	Creates a learning community culture where individuals thrive because of high value and respect placed on individual differences. Establishes a positive climate in the classroom and initiates maintenance of such a climate in the school as a whole. Motivates others to collaborate and bring together resources in support of student learning and well-being.	
ME	Provides effective instructional leadership for individual students. The candidate is most often an instructional leader, but is sometimes a classroom manager. Brings together the resources in support of student learning and well-being.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

11.2 Developmental Perspective (Assumes that individuals pass through dynamic stages of growth as they mature). (NJPTS 2.i.3, 10.ii.2)		Rating
EE	Sees self in an ongoing developmental process to becoming a teacher and takes specific reflection, assessment, and learning actions to move his or her development along the continuum. Identifies the various developmental stages and abilities (learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges, and gifted talented and/or intellectual exceptionalities) of students and takes specific actions to move their development along more than one continuum . Provides reflections concerning the results of these actions.	
ME	Sees self in an ongoing developmental process to becoming a teacher and takes actions to move his or her development along the continuum. Identifies the various development processes and abilities (learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges, and gifted talented and/or intellectual exceptionalities) of students and takes actions to help them move along one continuum . Provides a reflection concerning the results of these actions.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

11.3 Cooperative Disposition (Sees cooperation as critical to enhancing learning and growth for all members of a community). (NJPTS 6.ii.1, 6.iii.1, 10.ii.3)		Rating
EE	Cooperates with colleagues and encourages cooperative partnerships among families, educators, and community members. Uses cooperative learning strategies to empower students to assume responsibility for themselves and one another, to encourage them to promote each other’s learning, to participate in decision making, and to work collaboratively and independently . Is able to explain/illustrate how cooperative learning fosters growth for all individuals.	
ME	Cooperates with colleagues and encourages cooperative partnerships among families, educators, and community members. Uses cooperative learning activities effectively . Is able to explain/illustrate how cooperative learning fosters growth for all individuals.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

11.4 Reflective Orientation (Values reflection as a process of making sense of complex classroom events and not a single set of guidelines for problem solving). (NJPTS 10.ii.2, 10.ii.3)		Rating
EE	Approaches reflection, assessment, and learning as an ongoing process of making sense of complex classroom events as opposed to using a single set of guidelines for problem solving. Explicitly assesses and tests his or her theories or beliefs against his or her instruction/actions . Shares his or her perceptions and ideas with colleagues and seeks feedback, without being defensive.	
ME	Approaches reflection assessment, and learning as an ongoing process of making sense of complex classroom events as opposed to using a single set of guidelines for problem solving. Shares his or her perceptions and ideas with colleagues and seeks feedback, without being defensive.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		

12. Professional Development and Ethics – Teachers participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

12.1 Uses reflective practice to set goals and plan their ongoing professional development. (NJPTS 10.i, 10.iii.1)		Rating
EE	Uses reflective practice to set goals and create a plan for ongoing professional development. Prior to the midterm, in the plan, writes a rationale for the chosen goals, describes actions he or she will take, and shares this with the university supervisor and cooperating teacher. Prior to the final evaluation meeting, shares both indicators of progress and goal attainment and a long-range professional development plan with the university supervisor and cooperating teacher.	
ME	Uses reflective practice to set goals and create a plan for ongoing professional development. Prior to the midterm, in the plan, writes a rationale for the chosen goals, describes actions her or she will take, and shares this with the university supervisor and cooperating teacher. Prior to the final evaluation meeting, shares indicators of progress and goal attainment with the university supervisor and cooperating teacher.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		
12.2 Learns through professional education organizations. (NJPTS 1.i.2, 10.ii.1, 10.iii.2)		Rating
EE	Keeps abreast of the evolving nature of the discipline; uses information from state and national professional organizations and journals to inform instructional decisions; refines practices that address the needs of all students and school community. Voluntarily shares learning from these sources at a faculty or department meeting or a professional conference. Attends professional development opportunities with cooperating teacher during school hours.	
ME	Uses information from state and national professional organizations and journals to inform instructional decisions. Attends professional development opportunities with cooperating teacher during school hours.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	
Rationale for Rating		
12.3 Makes the entire school a productive learning climate through participation in collegial activities. (NJPTS 10.iii.3, 11.i.2)		Rating
EE	Promotes the creation of a learning community among building professionals, recognizes achievements of others, seeks help when needed, and asks questions that promote personal and learner achievement. Participates in collegial activities during school hours and on own time. Provides written description(s) of these activities and own roles in them.	
ME	Promotes the creation of a learning community among building professionals, recognizes achievements of others, seeks help when needed, and asks questions that will promote personal and learner achievement. Participates in collegial activities during school hours. Provides written description(s) of these activities and own roles in them.	
DN	Does not meet all criteria of the indicator (as listed in “Meets Expectations”).	

Signatures:

Candidate

Date

University Supervisor

Date

Cooperating Teacher

Date