

Brooklyn College School of Education Supervising Faculty Evaluation Form

Teacher Candidate _____ **Date** _____
Cooperating Teacher _____ **School** _____
Grade Level(s) and Content Area(s) _____
Faculty Supervisor _____

Please evaluate your student teacher using the following scale

Directions: Indicate the teacher candidate's overall performance using the following rating scale:

EE: Exceeded expectations- Required no assistance in this area.

CC: Clearly Competent – Required minimal or no assistance...Excellent performance

A: Acceptable – Required some assistance ...Good performance

M: Marginal – Required considerable assistance.

U: Unacceptable –Unsatisfactory performance.

N/O: Not observed

	EE	C	A	M	U	N/O
Demonstrated the ability to conceptualize and write lesson plans (ACEI 2a)						
Lessons demonstrated knowledge of child and young adolescent development (ACEI 1)						
Planned educationally appropriate, interesting, and creative lessons (ACEI3a)						
Instruction based on knowledge of students, learning theory, subject matter, curricular goals and the community (ACEI 3.1)						
Planning demonstrated ability to adapt instruction for student diversity (ACEI3b SOE Diversity)						
Prepared all materials before teaching						
Implemented lesson and student activities effectively (ACEI 3a-3e)						
Began lessons effectively						
Demonstrated knowledge of content						
Presented content at the appropriate level for the students						
Presented lesson information clearly						
Asked appropriate questions which required critical thinking						
Linked lesson evaluation with lesson objective(s)						
Used sincere praise at appropriate times						
Closed lessons effectively						
Included feedback from college supervisor to reformulate plans (ACEI 5b SOE Collaboration)						
Demonstrated appropriate formal and informal assessment strategies (ACEI 4)						
Demonstrated knowledge and understanding of principles of effective classroom management (ACEI 3d)						
Demonstrated the ability to relate to the students (ACEI 3e)						
Maintained order/control consistent with the demands of the learning situation (ACEI 3d)						
Demonstrated effective verbal and written communication (ACEI 3e)						
Demonstrated self-reflection on teaching (ACEI 5.2 SOE Critical Self Reflection)						
Knows the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children (ACEI 5..3)						
Identified, accessed and used technology- based resources in planning for teaching (ACEI 5.1)						

Comments about your student teacher's overall knowledge, skills and dispositions and suggestions for further growth as a professional.

Supervising Faculty Signature _____

Date: _____

The Faculty of the School of Education, in collaboration with students and outside partners, has identified four central themes, which guide its preparation of candidates for degrees and certification.

Collaboration The School of Education is committed to education as a collaborative process that requires sustained dialogue between relevant parties at all levels of our future practitioners' academic and professional lives. Our graduates should not only have a desire for collaboration, but should also strive to develop within their schools collaborative learning communities that are socially just, and intellectually and aesthetically rich.

Critical Self-Reflection and Reflective Practice The School of Education is committed to fostering critical self-reflection and reflective practice. We believe that a deep understanding of one's autobiographical situation and its relationship to one's practice is central to successful teaching.

Social Justice The School of Education is committed to education centered on social justice. Such a commitment consists of preparing future professionals to assume active roles in shaping the social, cultural, and political future of their communities and beyond, and to cross physical, cultural, and economic borders as they develop shared meanings and purposes.

Diversity The School of Education is committed to addressing issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality and special needs, as well as to accommodating learner differences and styles.

ACEI Standards

1 Learning and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2a Curriculum: Central concepts, tools of inquiry, and structures of content. Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

2b Language Arts: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas.

2c Science: Candidates know, understand, and use fundamental concepts in the subject matter of science-- including physical, life, and earth and space sciences-- as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2d Mathematics: Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2e Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-- the integrated study of history, geography, the social sciences, and other related areas-- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2f The Arts: Candidates know, understand, and use-- as appropriate to their own understanding and skills-- the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication inquiry, and insight among elementary students.

2g Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2h Physical Education: Candidates know, understand, and use-- as appropriate to their own understanding and skills-- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

2i Connections Across the Curriculum: Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

INSTRUCTION

3a Integrating and Applying Knowledge for Instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3b Adaptation to Diverse Students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3c Development of Critical Thinking, Problem Solving, Performance Skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development to critical thinking, problem solving, and performance skills.

3d Active Engagement in Learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3e Communication to Foster Collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication

techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4 Assessment for Instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5a Practices and Behaviors of Developing Career Teachers: Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5b Reflection and Evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5c Collaboration with Families: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5d Collaboration with Colleagues and the Community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

LESSON PLAN FORMAT

1. Purpose of the lesson. What major and critical concepts, knowledge, skills, and understandings will be addressed?
2. What is the motivation for the students to engage in this lesson?
3. What materials and resources are needed for this lesson?
4. What is the task through which students will demonstrate their understandings? In other words, what is the assessment component of this lesson?
5. How will the assessment be evaluated? (rubric, checklist, test, semantic map, answers to questions, etc.)
6. What indicators are you expecting to see that will tell you whether they have learned or not? (Indicators are concrete, visible behaviors that the students will demonstrate in response to your teaching and the task you have chosen as the assignment).
7. What instructional strategies may be used to teach the concepts?
8. How are you addressing the needs of diverse students, including students who are English language learners and students with special needs?
9. How will students be involved in reflective activities with you and their peers so that they will be able to explain and discuss their ongoing progress?
10. What is the summary for this lesson? How will you bring it to closure?