TED 490 Teaching Performance Assessment

by COE Administrator

TED Teaching Performance Assessment

TED Teaching Performance Assessment

Technology Education Teaching Performance Assessment

School of Education

The College of New Jersey

Undergraduate Programs: Senior Year

Graduate Programs: Internship I & II

Instructions:

Please select the performance level in each criteria below that best describes the Teacher Candidate's (TC) teaching performance to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable." Please note the evaluation system below includes:

Distinguished (Exceeds expectations): Teacher Candidate consistently exceeded Target competence on standard of performance.

Proficient (Target): Teacher Candidate met Target competence on standard of performance.

Developing: Teacher Candidate did not demonstrated Target competence on standard of performance, but showed evidence of developing skills.

Unsatisfactory: Teacher candidate did not demonstrate competence on standard of performance.

"NA" Not Applicable" or Not Observed

Standards

ITEA-CTTE-2003.1.P.1	P: Apply the concepts and principles of technology when teaching technology in the classroom and laboratory.
ITEA-CTTE-2003.10.D.3	D: Reflect upon their teaching to improve and enhance

				student learning.	

ITEA-CTTE-2003.6.D.1	D: Demonstrate sensitivity to cultural, ethnic diversity, special needs, interest, abilities, and gender issues when selecting, designing, or evaluating curriculum and instructional materials.
ITEA-CTTE-2003.6.K.3	K: Identify curriculum and instructional materials and resources that enable effective delivery when teaching about technology.
ITEA-CTTE-2003.6.P.2	P: Design technology curricula and programs that integrate content from other fields of study.
ITEA-CTTE-2003.6.P.3	P: Improve the technology curriculum by making informed decisions using multiple sources of information.
ITEA-CTTE-2003.7.D.1	D: Exhibit an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.
ITEA-CTTE-2003.7.K.1	K: Base instruction on contemporary teaching strategies that are consistent with Standards for Technological Literacy.
ITEA-CTTE-2003.7.K.2	K: Apply principles of learning and consideration of student diversity to the delivery of instruction.
ITEA-CTTE-2003.7.K.4	K: Describe a variety of student assessments appropriate for different instructional materials.
ITEA-CTTE-2003.7.P.1	P: Apply appropriate instructional technology materials, tools, equipment, and processes to enhance student learning about technology instruction.
ITEA-CTTE-2003.8.D.1	D: Exhibit safe technology laboratory practice by designing, managing, and maintaining physically safe technology learning environments.
ITEA-CTTE-2003.8.K.2	K: Identify learning environments that encourage, motivate, and support student learning, innovation, design, and risk taking.
ITEA-CTTE-2003.8.P.1	P: Design learning environments that establish student behavioral expectations that support an effective teaching and learning environment.
ITEA-CTTE-2003.8.P.2	P: Create flexible learning environments that are adaptable for the future.

TED Teaching Performance Assessment

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Basic** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**Not Demonstrated** (0.000 pt)
Written Lesson Plan ITEA-CTTE-2003.6.K.3	Lesson plans are detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally	Lesson plans are detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally	Lesson plans lack detail and clarity and often do not have assessable performance based objectives or a logical flow; OR aspects of the	Lesson plans lack detail and clarity and often do not have assessable performance based objectives or a logical flow; multiple aspects	Not applicable or not observable

	appropriate and build on student prior knowledge. TC identifies curriculum and instructional materials and resources that enable effective delivery when teaching about technology.	appropriate and build on student prior knowledge.TC identifies curriculum and instructional materials and resources that enable effective delivery when teaching about technology.	lesson plans are not developmentally appropriate and do not build on student prior knowledge OR TC does not identify curriculum and instructional materials and resources that enable effective delivery when teaching about technology.	of the lesson plans are not developmentally appropriate and do not build on student prior knowledge. TC rarely identifies curriculum and instructional materials and resources that enable effective delivery when teaching about technology.appropriate and build on student prior knowledge.TC rarely identifies curriculum and instructional materials and resources that enable effective delivery when teaching about technology.	
Subject Matter Knowledge ITEA-CTTE-2003.1.P.1	TC almost ALWAYS demonstrates deep content knowledge and awareness of conceptual connections. TC almost ALWAYS applies the concepts and principles of technology when teaching technology in the classroom and laboratory.	TC ADEQUATELY demonstrates deep content knowledge and awareness of conceptual connections; TC ADEQUATELY applies the concepts and principles of technology when teaching technology in the classroom and laboratory.	Lessons demonstrate BASIC content knowledge and awareness of conceptual connections. TC SOMETIMES applies the concepts and principles of technology when teaching technology in the classroom and laboratory.	Lessons demonstrate basic content knowledge and awareness of conceptual connections. TC RARELY or never applies the concepts and principles of technology when teaching technology in the classroom and laboratory.	Not applicable or not observable
Integration of Technology with Other Fields ITEA-CTTE-2003.6.P.2	TC almost ALWAYS integrates content from other fields of study within their technology curricula, especially science, math and engineering.	TC ADEQUATELY integrates content from other fields of study within their technology curricula, especially science, math and engineering.	TC ADEQUATELY integrates content from other fields of study within their technology curricula, especially science, math and engineering.	TC INFREQUENTLY integrates content from other fields of study within their technology curricula, especially science, math and engineering.	Not applicable or not observable
Technology & Engineering Teaching Practices ITEA-CTTE-2003.7.K.1	TC almost ALWAYS bases instruction on contemporary teaching strategies that are consistent with Standards for	TC ADEQUATELY bases instruction on contemporary teaching strategies that are consistent with Standards for Technological	TC SOMETIMES bases instruction on contemporary teaching strategies that are consistent with Standards for Technological	TC INFREQUENTLY bases instruction on contemporary teaching strategies that are consistent with Standards for	Not applicable or not observable

	Technological Literacy. TC selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn.	Literacy. TC selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn.	Literacy. TC selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn.	Technological Literacy. TC selects the best learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn.	
Motivation and Student Interest ITEA-CTTE-2003.7.D.1	TC exhibits an outstanding about of enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	TC adequately exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	TC sometimes exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	TC rarely exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	Not applicable or not observable
Teacher Presence	TC has an EXCEPTIONAL teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	TC has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	TC sometimes struggles to have a confident teaching presence. TC doesn't always exhibit an appropriate demeanor through tone of voice, body language and communicates effectively in standard English.	TC almost always struggles to have a confident teaching presence. TC doesn't always exhibit an appropriate demeanor through tone of voice, body language and communicates effectively in standard English.	Not applicable or not observable
Instructional Effectiveness	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately and adapt to students' questions and ideas. TC almost always language that is appropriately challenging and effectively uses PCK.	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Uses language that is appropriately challenging and effectively uses PCK.	TC struggles to use appropriate terminology and convey accurate information; TC typically responds accurately to students' questions and ideas, but struggles to adapt to their needs. TC often uses language that is not appropriately challenging.	TC struggles to use appropriate terminology and convey accurate information; TC sometimes responds accurately to students' questions and ideas, but struggles to adapt to their needs. TC often uses language that is not appropriately challenging. TC doesn't seem to understand how to	Not applicable or not observable

				effectively use PCK.	
Transitions	TC's transitions are smooth and do an exceptional job of making logical connections between lesson activities.	TC's transitions are almost always smooth and make logical connections between lesson activities.	TC's transitions are occasionally smooth and make connections between lesson activities.	TC's transitions are rarely smooth and often fail to make logical connections between lesson activities.	Not applicable or not observable
Closings	TC almost ALWYAS closes lessons effectively to encourage student reflection and to assess student learning.	TC typically closes lesson effectively to encourage student reflection and to assess student learning.	TC struggles to close lessons effectively to encourage student reflection and to assess student learning.	TC struggles to close lessons because of time management. When there is enough time for a closing, it rarely encourages students to reflect and assess their learning.	Not applicable or not observable
Flexible and Adaptable Learning Environments (1.000, 33%) ITEA-CTTE-2003.8.P.2	TC almost ALWAYS implements flexible learning environments that are adaptable for the future	TC OFTEN implements flexible learning environments that are adaptable for the future	TC SOMETIMES implements flexible learning environments that are adaptable for the future	TC INFREQUENTLY implements flexible learning environments that are adaptable for the future	Not applicable or not observable
Materials ITEA-CTTE-2003.7.P.1	TC almost ALWAYS effectively uses appropriate instructional technology materials, tools, equipment, and processes to support instruction.	TC OFTEN effectively uses appropriate instructional technology materials, tools, equipment, and processes to support instruction.	TC SOMETIMES effectively uses appropriate instructional technology materials, tools, equipment, and processes to support instruction.	TC STRUGGLES to effectively use appropriate instructional technology materials, tools, equipment, and processes to support instruction.	Not applicable or not observable
Developmental Appropriate Practices/ Differentiated Instruction ITEA-CTTE-2003.7.K.2	TC almost ALWAYS effectively applies principles of learning and consideration of student diversity to the delivery of instruction. TC almost ALWAYS checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction almost ALWAYS challenges all learners. TC is exceptional at using a variety of	TC OFTEN effectively applies principles of learning and consideration of student diversity to the delivery of instruction. TC OFTEN checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction OFTEN challenges all learners. TC uses a variety of inquiry approaches that demonstrates the	TC SOMETIMES effectively applies principles of learning and consideration of student diversity to the delivery of instruction. TC SOMETIMES checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction SOMETIMES challenges all learners. TC SOMETIMES uses a variety of inquiry	TC INFREQUENTLY effectively applies principles of learning and consideration of student diversity to the delivery of instruction. TC INFREQUENTLY checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction INFREQUENTLY challenges all learners. TC INFREQUENTLY uses a variety of	Not applicable or not observable

	inquiry approaches that demonstrates the knowledge of how all students learn technology.	knowledge of how all students learn technology.	approaches that demonstrates the knowledge of how all students learn technology.	inquiry approaches that demonstrates the knowledge of how all students learn technology.	
Questioning and Responsiveness	TC is EXCEPTIONAL at actively listening and acknowledging students' ideas. TC CONSISTENTLY builds on students' answers and encourages higher order thinking	TC listens actively, acknowledges students' ideas, builds on students' answers and OCCASSIONALLY encourages higher order thinking	TC listens actively, acknowledges students' ideas, builds on students' answers BUT fails to encourage higher order thinking	TC INFREQUENTLY listens actively and fails to acknowledges students' ideas, builds on students' answers and encourages higher order thinking	Not applicable or not observable
Learning Environment: motivate, design & innovation (1.000, 33%) ITEA-CTTE-2003.8.K.2	TC almost ALWAYS implements learning environments that encourage, motivate, and support student learning, innovation, design, and risk taking.	TC ADEQUATELY implements learning environments that encourage, motivate, and support student learning, innovation, design, and risk taking.	TC SOMETIMES implements learning environments that encourage, motivate, and support student learning, innovation, design, and risk taking.	TC INFREQUENTLY implements learning environments that encourage, motivate, and support student learning, innovation, design, and risk taking.	Not applicable or not observable
Classroom Management ITEA-CTTE-2003.8.P.1	TC structures learning environments that establish student behavioral expectations and support an effective teaching and learning environment. TC is exceptional at maintaining a positive environment that is conducive to learning by anticipating and monitoring student behavior and maximizing time spent on learning and teaching.	TC structures learning environments that establish student behavioral expectations and support an effective teaching and learning environment. TC maintains a positive environment that is conducive to learning by anticipating and monitoring student behavior and maximizing time spent on learning and teaching.	TC sometimes structures learning environments that establish student behavioral expectations and support an effective teaching and learning environment. TC sometimes maintains a positive environment that is conducive to learning by anticipating and monitoring student behavior and maximizing time spent on learning and teaching.	TC struggles to structure learning environments that establish student behavioral expectations and supports an effective teaching and learning environment. TC struggles to maintain a positive environment that is conducive to learning because the TC does not anticipate and monitor student behavior.	Not applicable or not observable
Assessment ITEA-CTTE-2003.7.K.4	TC is exceptional at planning fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment	TC plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are	TC struggles to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment	TC struggles to plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment	Not applicable or not observable

	strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	strategies are sometimes not designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	strategies are not designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	
Laboratory Safety ITEA-CTTE-2003.8.D.1	TC ALWAYS exhibits safe technology laboratory practice by OFTEN designing, managing, and maintaining physically safe technology learning environments.	TC ALWAYS exhibits safe technology laboratory practice by designing, managing, and maintaining physically safe technology learning environments.	TC OFTEN exhibits safe technology laboratory practice by designing, managing, and maintaining physically safe technology learning environments.	TC INFREQUENTLY exhibits safe technology laboratory practice by designing, managing, and maintaining physically safe technology learning environments.	Not applicable or not observable
Lesson Reflections ITEA-CTTE-2003.10.D.3	TC almost ALWAYS Reflects effectively upon their teaching to improve and enhance student learning.	TC ADEQUATELY Reflects effectively upon their teaching to improve and enhance student learning.	TC SOMETIMES Reflects effectively upon their teaching to improve and enhance student learning.	TC INFREQUENTLY Reflects effectively upon their teaching to improve and enhance student learning.	Not applicable or not observable
Improvement of Technology curriculum ITEA-CTTE-2003.6.P.3	TC almost ALWAYS improves technology curriculum by making informed decisions using multiple sources of information.	TC ADEQUATELY improves technology curriculum by making informed decisions using multiple sources of information.	TC SOMETIMES improves technology curriculum by making informed decisions using multiple sources of information.	TC INFREQUENTLY improves technology curriculum by making informed decisions using multiple sources of information.	Not applicable or not observable
Student Learning, as Impacted by Curricular Activities (1.000, 33%) ITEA-CTTE-2003.7.D.1	TC almost ALWAYS exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	TC ADEQUATELY exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	TC SOMETIMES exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	TC INFREQUENTLY exhibits an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.	Not applicable or not observable
Demonstrate Sensitivity to Diverse Learners ITEA-CTTE-2003.6.D.1	TC almost ALWAYS demonstrates sensitivity to cultural, ethnic	TC ADEQUATELY demonstrates sensitivity to cultural, ethnic diversity, special	TC SOMETIMES demonstrates sensitivity to cultural, ethnic diversity, special	TC INFREQUENTLY demonstrates sensitivity to cultural, ethnic	Not applicable or not observable

| diversity, special needs, interest, abilities, and gender issues when selecting, designing, or evaluating curriculum and instructional materials. | needs, interest, abilities, and gender issues when selecting, designing, or evaluating curriculum and instructional materials. | needs, interest, abilities, and gender issues when selecting, designing, or evaluating curriculum and instructional materials. | diversity, special needs, interest, abilities, and gender issues when selecting, designing, or evaluating curriculum and instructional materials. | |