

**MONTCLAIR STATE UNIVERSITY
CENTER OF PEDAGOGY**

Guidelines for Assessing Student Teachers
(Rev. July 2008)

Guidelines for Collecting Information to Assess Student Teachers

These guidelines are intended as suggestions for getting the information needed to complete the Student Teacher Progress Report for each formal assessment of the student teacher's teaching.

- I. **Pre-observation conference:** Hold a pre-observation conference. This will enable you to review your mentee's instructional and assessment plans and prepare for the observation.
 - A. *Review the instructional plan for the lesson you will formally observe:* This information will help you make a professional judgment regarding the following items on the Progress Report: **1a-c (subject area programs); 1a-e (early childhood and elementary [ECEL] programs).**
 - B. *Review unit from which the lesson to be observed is taken:* This information will help you in assessing items **1b and 3 (subject area programs); 1b, 3a, 3b (ECEL programs).**
 - C. *Ask your mentee questions such as the following:*
 1. What makes the stated learning objectives for this lesson appropriate for the students? (**Item 1a**)
 2. Are there any English language learners (ELLs) in the class I will observe? What are their levels of proficiency in English? Is there other relevant information about these students I should know? What accommodations, if any, will you be making in this lesson for them? (**Items 1c, 2a, 2b, 2d, 2e [subject area programs]; Items 1c, 1d, 1e, 2a, 2, 2e, 2g [ECEL programs]**)
 3. Are there any students with disabilities in the class I will observe? What are their special needs? Is there other relevant information about these students I should know? What accommodations, if any, will you be making in this lesson for them? (**same items as for C.2**)
- II. **Classroom observation:** The observation should allow you to make professional judgments about and give feedback to your mentee relative to items **2a, 2b, 2c, 2d, 2e, 4a, 4b, 4c, and 5a (subject area programs); 2a-g, 4a-d, 5a (ECEL programs).**
- III. **Post-observation conference:** This conference is intended to give you an opportunity to engage your mentee in reflecting on his/her teaching, and explore how he/she uses assessments and communicates with other to promote student learning. You will also have an opportunity to provide feedback to your mentee.
 - A. *Ask you mentee questions such as the following:*
 1. How did the lesson go? Did students learn what you wanted them to learn? How do you know this? (**Item 5c**)
 2. If you had this lesson to do over again, what would you do differently, if anything? (**Item 5c**)
 3. Have you communicated with others recently (e.g., cooperating teacher, administrators, other school personnel, students' families) to support student learning and/or well being? (**Item 5b**)

- B. Review your mentee's grade book and other evidence of student learning he/she can provide. (Item 3 [subject area programs; Items 3a, 3b [ECEL programs]])

Guidelines for Using the Student Teacher Progress Report

The Student Teacher Progress Report is organized into five categories, as follows:

Planning for Student Learning: Focuses on the student teacher's ability to state clear and meaningful learning goals/objectives, organize subject matter, and design creative and appropriate learning activities and materials.

Teaching for Student Learning: Deals with the student teacher's skills in delivering instruction. This includes his/her ability to make content comprehensible to students, monitor students' understanding and adjust instructional activities accordingly, use media and other technology, promote critical thinking, and use democratic practices.

Assessing Student Learning: Centers on the student teacher's competence in using a variety of assessment tools and results to inform instruction.

Creating a Climate for Student Learning: Targets the student teacher's ability to create a classroom community, provide a safe physical environment conducive to learning, and use instructional time effectively.

Professionalism: Includes the important qualities of expressing ideas clearly, communicating with others in the school and community to support student learning, and reflecting on teaching.

A total of 15 criteria for subject area programs and 21 criteria for early childhood and elementary programs are included in the five categories. To facilitate the feedback process, we have developed a rubric that describes performance on each criterion at three levels--**does not meet expectations**, **meets expectations**, and **exceeds expectations**. The first two levels include a high rating and a low rating to help you document the student teacher's growth over time during the student teaching period.

After each formal observation, complete a Progress Report based on the information gathered through your communication with the student teacher in the pre- and post-observation conferences, observation of his/her teaching, and review of the corresponding lesson plan. For each criterion in the Progress Report, circle the appropriate rating. **Make sure you consult the rubric to determine the appropriate rating.** The junior student teacher will be familiar with the rubric, thus facilitating your communication with him/her.

PLEASE NOTE THAT THE RATING OF 5 ON THIS 5-POINT SCALE IS RESERVED FOR A PERFORMANCE CONSIDERED EXTRAORDINARY FOR A STUDENT TEACHER. A rating of 5 should be used sparingly.