

**Rider University Student Teacher Evaluation:
Based on the Danielson framework**

Levels of Proficiency for Evaluation Tool-

Level 1- Needs Improvement

Level 2- Developing

Level 3- Meets Expectations

Level 4- Exceeds Expectations

Domain 1- Planning and Preparation

Demonstrates Knowledge of Content and Pedagogy: (1a)

- Demonstrates knowledge of all assigned curriculum content
- Demonstrates an understanding of best practice methodology

Demonstrates Knowledge of Students: (1b)

- Exhibits an understanding of the students' developmental levels
- Demonstrates knowledge of the learning process in relation to the developmental level(s) of the students
- Differentiates for the academic and behavioral needs for each student
- Cognizant of students' cultural heritages and interests
- Develops a frame of reference regarding the diversity of the classroom and school population

Sets Instructional Outcomes: (1c)

- Identifies what students need to learn and plans accordingly
- Recognizes age appropriate goals
- Utilizes a variety of assessments including formative and summative in order for all students to demonstrate their knowledge of content

Demonstrates Knowledge of Resources: (1d)

- Utilizes a range of technology, instructional aids, and community opportunities available to assist teaching and planning
- Fosters awareness of available resources so students are able to expand on their own learning
- Takes advantage of resources available to expand their own knowledge base in all academic areas

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Designs Coherent Instruction: (1e)

- Designs well thought out objectives and lesson plans
- Aligns common core standards and curriculum with lesson planning
- Designs effective activities that align with lesson objectives
- Designs and executes meaningful lesson plans for a variety of learning formats such as whole class, small group, and centers
- Designs strategies for appropriate conferencing with students

Designs Student Assessments: (1f)

- Designs effective formative and summative assessments
- Designs assessments that are useful for driving instruction
- Designs assessments that align with outcomes denoted by common core standards

Domain 2- Classroom Environment

Creates an environment of respect and rapport: (2a)

- Demonstrates respectful dialogue and active listening
- Models and encourages respectful student interactions
- Receives respect of students in the classroom
- Interacts with care and respects the cultural and developmental differences among groups of students

Establishes a culture for learning: (2b)

- Conveys enthusiasm for the subject and values what is being taught
- Encourages students to demonstrate through active engagement that they value the lesson content
- Recognizes effort and designs lessons of high quality that will reflect student pride
- Relates to students in a caring and supportive manner
- Sets high expectations for learning and achievement

Manages classroom procedures: (2c)

- Organizes instruction and manages classroom routines, materials, and procedures
- Uses effective classroom management techniques
- Transitions smoothly with little or no loss of instructional time
- Encourages student independence and responsibility for classroom procedures and activities

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Manages Student behavior: (2d)

- Engages students in developing and maintaining standards of conduct
- Establishes standards and expectations and monitors student behavior
- Responds to student misbehavior with sensitivity to individual student needs
- Positively reinforces expected behavior

Organizes Physical Space: (2e)

- Maintains a classroom environment that is student-centered, warm, and inviting
- Manages and maintains a classroom environment that ensures the safety of students
- Creates appropriate physical arrangement for learning activities maximizing learning
- Uses physical resources effectively including technology by teacher and students

Domain 3- Instruction

Communicates With Students: (3a)

- Communicates expectations and learning objectives clearly to students
- Communicates directions and procedures so that students understand what they are expected to do during the lesson
- Communicates accurately and with clarity to promote students' understanding and critical thinking
- Models clear and expressive use of oral and written language for the students

Uses Techniques for Questioning and Discussion: (3b)

- Poses questions at a variety of cognitive levels to deepen student understanding and encourage higher-level thinking
- Fosters effective, student-driven discussion that focuses on student reasoning and ideas while providing time for students to process and respond to ideas
- Engages and encourages all students to ask questions and participate in discussion

Engages Students in Learning: (3c)

- Designs activities and assignments to foster enthusiasm and require students to think critically, solve problems and explain their thinking
- Organizes flexible groups appropriate to student needs and instructional tasks

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- Has students actively working with a variety of instructional materials and resources that are adapted to student needs
- Implements structure and pacing appropriate to instruction, with time for closure and student reflection

Uses Assessment in Instruction: (3d)

- Clarifies criteria for assessment and communicates these to students.
- Uses a variety of techniques to monitor student learning and progress toward instructional objectives on an ongoing basis
- Provides feedback to students that is timely, specific and constructive
- Encourages students to monitor their own progress related to learning objectives and criteria

Demonstrates Flexibility and Responsiveness: (3e)

- Monitors and adjusts lessons appropriately, responding to student performance, student interest and changing conditions
- Uses student responses and teachable moments to enhance instruction when appropriate
- Employs alternative approaches and persistence when challenges occur

Domain 4- Professional Responsibilities

Reflects on Teaching: (4a)

- Maintains a consistent reflective journal that demonstrates in depth analyses of teaching practices and their effectiveness or need for improvement
- Demonstrates awareness of current pedagogy through ongoing professional reading
- Demonstrates self-awareness related to teaching effectiveness. (highlights strengths and weaknesses)

Maintains Accurate Records: (4b)

- Conducts timely ongoing assessment of student achievement (ex. grading papers, keeping anecdotal records, rubrics)
- Returns student work and/or posts grades in a timely manner
- Demonstrates professional practices by having students maintain portfolios or similar practices for ongoing assessments of improvement

Communicates with Families: (4c)

- Attends back-to-school nights, parent teacher conferences, or similar events

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- Maintains an outline of course work and expectations for achievement (e.g., blog, website, newsletter)
- Posts up-to-date information about assignments and due dates that allows families to offer encouragement and participate in making sure students have time to complete or plan for completion of assignments

Participates in a Professional Community: (4d)

- Participates in professional learning communities and attends faculty-wide and department meetings
- Participates in fundraisers, sporting events, arts presentations, and/or other student-centered activities
- Participates in workshops, seminars, online programs that introduce and extend professional knowledge and experience

Grows and Develops Professionally: (4e)

- Demonstrates knowledge of a variety of teaching practices and their applications
- Demonstrates ability to work with other teachers in a collaborative environment
- Takes initiative (ex: self-improvement, increasing responsibility in the classroom, etc.)
- Accepts and acts on constructive feedback to improve practice

Shows Professionalism: (4f)

- Makes ethical decisions in relationships with students and parents, their conduct and their assessments
- Demonstrates an awareness of school conduct codes and expectations for students and faculty
- Adheres to professional presentation (dress, speech, attendance, punctuality, electronic communication, presence in social media, confidentiality with students, families, students' records, assessments)