



Field Experience Evaluation Data Summary Spring 2007- Spring 2010

Cooperating teachers provide their overall assessment of the student's performance during their field experience in their classrooms. The data below reflect over 1650 candidate early field placements between spring 2007 and summer 2009, and 501 candidates in fall 2009/spring 2010. The evaluation tool was revised for fall 2009.

Cooperating teachers use the following scale:

n/a – not applicable	1 - unsatisfactory	2 - needs improvement	3 - acceptable	4 – good	5 - outstanding
----------------------	--------------------	-----------------------	----------------	----------	-----------------

	Sp 07- Sum 09	Fall 09 (New items added)	Spring 2010
	Mean per item	Mean per item	Mean per item
1. Subject Matter Knowledge:	N = 1650	N = 301	N = 200
a. Knowledge of subject matter	4.58	4.56	4.58
b. Organization of subject matter for student learning	4.64	4.58	4.60
c. Presents multiple perspectives regarding how knowledge is developed	4.50	4.51	4.44
2. Classroom Learning Environment:			
a. Demonstrates effective classroom management techniques	4.30	4.49	4.43
b. Maintains a positive classroom climate that is conducive to learning for all learners	4.68	4.70	4.64
c. Respect for individual and cultural differences	4.75	4.66	4.62
d. Promotes critical thinking	4.49	4.50	4.56
e. Engages all learners and monitors time on task	N/A	4.49	4.34
f. Integrates technology into lessons	N/A	4.52	4.41
g. Engages all learners in smooth and appropriate transitions	N/A	4.49	4.39
3. Assessment, Planning and Instructional Strategies:			
a. Plans and organizes lessons that use instructional time effectively	4.56	4.53	4.54
b. Plans instruction based on learners' needs, developmental progress and prior knowledge	4.58	4.55	4.61
c. Employs appropriate and varied strategies to accomplish learner outcomes during lesson	4.51	4.48	4.49
d. Indicates appropriate modifications/adaptations based on demonstrated needs of all learners	4.46	4.42	4.42
e. Provides ample teacher modeling and guided practice for all learners	4.57	4.50	4.52
f. Reflects on teaching/learning process	4.61	4.51	4.56
g. Provides evidence of P-12 student learning of NJCCCS or NJ Preschool Teaching and Learning Expectations: Standards of Quality	N/A	4.54	4.62
4. Communication			
a. Uses written and spoken standard English proficiently	4.83	4.83	4.79
b. Observes and uses effective communication tools for all learners	4.70	4.74	4.75
c. Possesses interpersonal skills	4.78	4.74	4.73
d. Articulates logical and sequential directions	N/A	4.67	4.59
e. Communicates in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences	N/A	4.66	4.59

5. Professionalism:			
a. Maintains a professional appearance and demeanor	4.86	4.85	4.84
b. Demonstrates self-direction, initiative, and flexibility	4.76	4.76	4.77
c. Displays enthusiasm, spirit of cooperation	4.78	4.82	4.75
d. Meets expectations regarding attendance and punctuality.	4.81	4.83	4.74
e. Demonstrates ability to respond in a mature and professional manner.	4.81	4.81	4.80
f. Demonstrates specific dispositions related to lesson and learning environment.	4.77	4.69	4.67
g. Meets responsibilities (attendance, meetings, observations, professional obligations)	4.81	4.78	4.77
h. Belief that all students bring talents and strengths to learning	4.82	4.79	4.76
i. Attitude that students' strengths are basis for growth and errors are opportunities for learning	4.80	4.84	4.81
j. Uses appropriate dispositions with students, colleagues, and families to create a positive learning environment	N/A	4.70	4.64
k. Meets expectations regarding attendance, punctuality, meetings, observations, professional obligations and initiative	N/A	4.78	4.73
l. Displays belief that all students bring talents and strengths to learning	N/A	4.79	4.76
m. Believes that students' strengths are basis for growth and errors opportunities for learning	N/A	4.78	4.77