

Assessment #4 Scoring Guide

Practicum Evaluation

Standards for Reading Professional 2010 International Reading Association

IRA: 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2

The Literacy Center at Monmouth University

Practicum Evaluation

Name: _____

Evaluator: C. Keleman-Dowens

Date:

Not Met (NM) = (1): Does not consistently meet minimal expectations; often needs support from professor to perform at acceptable level. **(M) = Met (2):** Meets expectations *as defined*; requires occasional minimal support from the professor. **(T) = Target (3):** Meets expectations; is confidently and consistently meeting expectations, needs little, if any, support/guidance from the professor.

IRA: 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2	1	2	3	n/a
I. Subject Matter Knowledge				
A. Demonstrated mastery of the literacy areas being taught, and the relationship to other disciplines, theories, history of reading, and research (IRA 1.2)				
B. Presented literacy strategies in a logical, sequential manner that supports the development of fluent reading. (IRA 2.2)				
C. Presented multiple perspectives regarding how knowledge is developed				
D. Promoted the development of critical and creative thinking and problem solving and decision making skills				
E. Utilized curriculum and other materials that are valid, effective, and accurate (IRA 2.1, 2.2, 2.3)				
F. Applied various theories and literacy research to accommodate differences in student intelligence, perception, cognitive style, language development, and varying achievement levels (IRA 1.1, 4.2)				
G. Determined if students appropriately integrate the reading components in fluent reading (IRA 2.2)				
II. Classroom Learning Environment				
A. Created a classroom environment that is conducive to learning for all learners and based on students' interests and backgrounds (IRA 5.2)				
B. Established a positive classroom climate which is socially, emotionally and physically safe for all learners				
C. Maintained a learning community in which learners assume responsibility for themselves and one another				
D. Involved learners in decision making and working both cooperatively and independently (IRA 5.2, 5.4)				
E. Established and maintained appropriate standards of behavior				
F. Used instructional time effectively				
G. Engaged all learners and monitored time on task (IRA 5.3)				
H. Used a wide variety of texts. (IRA 2.3, 5.1)				
I. Used supplementary print or non-print materials (IRA 2.3, 5.1)				
J. Integrated technology into the lessons (IRA 2.3)				
K. Engaged all learners in smooth and appropriate transitions				

III. Assessment, Planning and Instructional Strategies				
A. Planned instruction based on learners' needs, developmental progress, prior knowledge, and cultural and linguistic backgrounds. (IRA 4.1, 4.2)				
B. Learner outcomes and procedures were achieved in the identified time framework				
C. Identified appropriate, challenging learner outcomes that were measurable and aligned with national, state, and local standards				
D. Identified appropriate NJCCC Standards for all procedures and assessments				
E. Included practical application of strategies and linked literacy it to real purposes in daily lives (IRA 5.1, 5.2)				
F. Employed appropriate and varied reading and writing strategies to accomplish learner outcomes during lesson (IRA 2.2, 3.3)				
G. There was evidence of strategy instruction (IRA 2.2)				
H. Monitored student progress throughout the lesson (IRA 3.3)				
I. Used appropriate grouping options and provided effective instructional support for all learners (IRA 2.2, 5.4)				
J. Provided appropriate feedback to facilitate learner engagement and achievement (IRA 5.2, 5.3)				
K. Provided ample teacher explanation, modeling, thinking aloud, reading aloud, guided practice, and scaffolding for all learners (IRA 5.2)				
L. Employed a variety of reading, writing, and speaking strategies for addressing learner outcomes (2.2)				
M. Indicated appropriate modifications/adaptations based on the demonstrated needs of the learners (IRA 2.3, 4.1, 4.2)				
N. Provided ample opportunities for P-12 student self-monitoring and self-reflection (IRA 5.2)				
O. Constructed, administered, and interpreted an appropriate, valid pre assessment and used information to guide instruction for all learners (IRA 3.2. 3.3)				
P. Constructed, administered, and interpreted appropriate, valid post assessment (IRA 3.2, 3.3)				
Q. Provided and communicated evidence of P-12 student learning of NJCCCS or NJ Preschool Teaching and Learning Expectations: Standards of Quality (IRA 3.4)				
IV. Communication				
A. Used written and spoken standard English proficiently				
B. Modeled legible handwriting				
C. Observed and used effective communication tools for all learners (IRA 5.2)				
D. Articulated logical and sequential directions				
E. Communicated high learning expectations for all learners (IRA 5.1)				
E. Communicated in a variety of ways that demonstrated a sensitivity to cultural, linguistic, gender, and social differences (IRA 4.2, 4.3)				
V. Professionalism				
A. Maintained a professional appearance and demeanor (IRA 6.2)				
B. Used reflection and current research to inform instructional decisions (IRA 6.1, 6.2)				
C. Used reflection to identify changes needed to instruction and identified professional development goals (IRA 5.3)				

D. Demonstrated methods for creating a meaningful parent partnership that contributes to teaching and learning for all learners (IRA 6.2)				
E. Cooperated and dialogued with university personnel regarding instructional decisions (IRA 6.2)				
F. Demonstrated an ability to respond in a mature and professional manner (IRA 6.2)				
G. Responded positively to constructive criticism and feedback (IRA 6.2)				
H. Demonstrated an ability to coach colleagues regarding instructional strategies, materials/resources, assessment, literate environment supporting the needs of all learners, and improving teaching practices (IRA 2, 3, 4, 5,6)				

Comments: