

Field Experience Evaluation Form

Teacher Candidate: Click here to enter text.

Cooperating Teacher: Click here to enter text.

Group Size/ Setting: Click here to enter text.

Subject(s): Please select one.

School: Click here to enter text.

District: Click here to enter text.

Grade Level: Please select one.

Disability Category: Please select one.

Field Experience: Please select one.

1 Deficient	2 Emerging	3 Proficient	4 Advanced	5 Accomplished
<i>Candidate demonstrates inadequate knowledge and/ or skills.</i>	<i>Candidate demonstrates a growing understanding of knowledge and skills.</i>	<i>Candidate demonstrates the expected knowledge and skills of a teacher candidate.</i>	<i>Candidate demonstrates a high level of knowledge and skills for a teacher candidate.</i>	<i>Candidate demonstrates the knowledge and skills akin to an in-service teacher.</i>

Choose a *ranking* and *comment* on **EACH CATEGORY**. If there are concerns regarding the candidate’s performance and/or disposition, please contact the candidate’s University Supervisor or Program Department Chair immediately.

InTASC Standards
<p>THE LEARNER AND LEARNING</p> <p>Standard 1: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Rating: Please select one.</p> <p>Standard 2: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Rating: Please select one.</p> <p>Standard 3: Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Rating: Please select one.</p> <p style="text-align: right;">Rating mean (Standards 1-3 added up and divided by 3): Click here to enter rating.</p> <p>Points of Discussion (use these to initiate conversations with the TC and CT after the observation): In what ways does the candidate:</p> <ul style="list-style-type: none"> • demonstrate an understanding of his/her students’ developmental characteristics as a class and individual learners? • develop and maintain rapport with and between students? • create a positive, inclusive learning environment that supports students’ engagement in learning? <p>Comments: (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.) Click here to enter text.</p>
<p>CONTENT KNOWLEDGE</p> <p>Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>

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Rating: Please select one.

Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Rating: Please select one.

Rating mean (Standards 4-5 added up and divided by 2): [Click here to enter rating.](#)

Points of Discussion (use these to initiate conversations with the TC and CT after the observation):

In what ways does the candidate:

- support the essential learning strategy and related skills of the lesson and build on them?
- use and support the academic language within the lesson?
- analyze students' use of language to develop content understanding?

Comments: (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

[Click here to enter text.](#)

INSTRUCTIONAL PRACTICE

Standard 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Rating: Please select one.

Standard 7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Rating: Please select one.

Standard 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Rating: Please select one.

Rating mean (Standards 6-8 added up and divided by 3): [Click here to enter text.](#)

Points of Discussion (use these to initiate conversations with the TC and CT after the observation):

In what ways does the candidate:

- connect students' prior academic learning, cultural and/or personal assets and current knowledge to new knowledge?
- model and engage students in active learning activities, thoughtful discussions and guided practice to deepen student learning?
- monitor students' use and understanding of the essential learning strategy and related skills?
- provide feedback to students and support its understanding and use to guide further learning?
- analyze and use evidence of student learning to evaluate and change teaching practice to meet students' varied learning needs and plan next steps in instruction?
- connect theory and research to support the planning, instruction, and assessment decisions he/she has made?

Comments: (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

[Click here to enter text.](#)

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PROFESSIONAL RESPONSIBILITY

Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Rating: Please select one.

Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Rating: Please select one.

Rating mean (Standards 9-10 added up and divided by 2): [Click here to enter text.](#)

Points of Discussion (use these to initiate conversations with the TC and CT after the observation):

In what ways does the candidate:

- demonstrate an interest in professional learning and leadership opportunities?
- engage in self-reflection on his/her practice, choices and actions to enhance teaching practice?
- collaborate with learners, families, colleagues, other school professionals, and community members?

Comments: (Comment on knowledge, skills and dispositions for the overall category and/or individual Standards.)

[Click here to enter text.](#)