

Field Experience Evaluation Score Sheet—Semester 2--Truett-McConnell College

Name of Candidate: _____

Name of Evaluator: _____

Date: _____

Instructions to the Evaluator:

This is the Field Experience Evaluation Form used in the last three semesters of the Truett-McConnell College Teacher Education Program. Please read the complete rubric before you attempt to score the student.

Evaluation is a developmental process. **Our expectation at the end of semester 2 is that students should be performing at level 1 (developing) on those aspects of the rating scale that you have observed.** A satisfactory performance for a student at this point in the program is a predominance of level 1 on the indicators observed, and no more than three ratings of "0." Ratings of "2" indicate areas of strength, and we would be surprised if a student received more than six ratings of "2." There may be a substantial number of areas which you have not observed or where you feel you do not have enough information. Use NATR (not able to rate) in those areas. *Please do not write in the shaded rows. Many of these items are not observable at this point in an education program.*

Note: This sheet has two sides.

| Item | Rating (check most appropriate) | | | |
|---|---------------------------------|-------------------|-----------------------|------------------------|
| | Proficient (2) | Developing (1) | Unaccept- able (0) | NATR (not observed) |
| 1. Content & Curriculum | | | | |
| 1.1 & 1.3. Subject-Specific Content/Concepts | | | | |
| 1.2. Pedagogical Content Knowledge | | | | |
| 1.4. Content Connections | | | | |
| 1.5. & 3.6 Resources for Learning | | | | |
| 2. Knowledge of Students and Their Learning | | | | |
| 2.1. High Expectations | | | | |
| 2.2. Student's Learning | | | | |
| 2.3. & 2.5 Student's Development & Instructional Adaptation | | | | |
| 2.4. Use of Student Data | | | | |
| 2.6. Relationships with Families | | | | |
| 3. Learning Environments | | | | |
| 3.1. Classroom Learning Community | | | | |
| 3.2. & 3.4 Classroom Environment and Motivation | | | | |
| 3.3. Classroom Management | | | | |
| 3.5. Cultural Responsiveness | | | | |
| 3.7. Communication | | | | |
| 4. Assessment | | | | |
| 4.1. Purposeful and Appropriate Assessments | | | | |
| 4.2. Use of Pre-assessment Data | | | | |
| 4.3. Use of Classroom-based Assessment | | | | |
| 4.4. Students' Self Assessment | | | | |
| 4.5. Grading Procedures and Record Keeping | | | | |
| 4.6. Communicating Student Progress | | | | |

| Item | Rating (check most appropriate) | | | |
|--|---------------------------------|-------------------|-----------------------|------------------------|
| | Proficient (2) | Developing (1) | Unaccept- able (0) | NATR (not observed) |
| 5. Planning and Instruction | | | | |
| 5.1. Instructional Rationale | | | | |
| 5.2. & 1.6 Lesson Planning and Instruction | | | | |
| 5.3. Instructional Strategies | | | | |
| 5.4 & 5.5. Monitoring and Adjustment | | | | |
| 5.6. Technology for Instruction | | | | |
| 5.7. Collegial Planning | | | | |
| 6. Professionalism | | | | |
| 6.1. Educational Issues and Trends | | | | |
| 6.2. Legal Responsibilities | | | | |
| 6.3. Professional Conduct | | | | |
| 6.4. Reflection | | | | |
| 6.5. Commitment to Life-long Learning | | | | |
| 6.6. Appropriate Communication | | | | |
| 6.7. Professional Presentation | | | | |
| 6.8. Commitment to Servant-Leadership | | | | |

Comments: Please comment on any area of strength or concern. Reference the comment by number (e.g., if referring to lesson planning and instruction, use 5.2.)