

Field Experience Evaluation – Block II
EDUC 291
Undergraduate Adolescence
Designing and Implementing Small Group Instruction and Student Teaching Preparation
Ralph C. Wilson, Jr. School of Education
St. John Fisher College

Semester: Fall Spring 20____ Field Experience Course #: _____
Candidate (please print): _____ Date: _____
School Based Educator (SBE): _____ Subject: _____
Grade Level: _____ School: _____ District: _____

All candidates will be required to complete the following under the supervision of a certified general education teacher:

- Design and implement a lesson to a small or whole group demonstrating knowledge of New York State content area learning standards and SPA standards.

The St. John Fisher College Ralph C. Wilson, Jr. School of Education (SoE) faculty and staff thank you for sharing your students, classroom, and professional knowledge with our candidate.

This evaluation is used to assess candidates to determine their readiness to continue in a SoE teacher preparation program. The aggregated results of the evaluations provide one of several data sources used by the SoE faculty to inform the program improvement process.

School Based Educators—Please review the following checklist:

- At the beginning of the field experience, please review the evaluation with the candidate.
- At the end of the field experience, please complete the evaluation.
 - Use this evaluation to facilitate dialogue around candidate progress throughout the field experience placement.
 - Review the SoE Standards and corresponding indicators.
 - For each indicator, please check “Exemplary,” “Proficient,” “Developing,” or “Not Yet Acceptable” based on how the candidate has met the standard for that section.
 - For any “Not Yet Acceptable” categories please provide written feedback in the comment section.
- At the end of the placement, decide upon an “Overall Recommended Rating” for each Standard and complete the “Overall Recommended Rating” on the last page of the evaluation.
- Review the results of the evaluation with the candidate.
- Both parties must sign the last page of the evaluation.
- Sign the timesheet as verification of the hours the candidate spent in the classroom.

Final Grade Recommendation—This field experience is graded on a Satisfactory/ Unsatisfactory basis. An indicator of “Not Yet Acceptable” on any of the standards results in a final grade of “U” for the placement. A candidate must receive a grade of “S” to continue on to the next field experience placement. If a candidate receives a “U” in the placement, in most cases, that candidate will be given one additional opportunity for a successful placement after remediation.

If there are questions or concerns, please contact the Director of Field Experiences and Student Teaching, Allison Bosworth, at abosworth@sjfc.edu or 585.385.5220.

The candidate is responsible for returning the evaluation and the timesheet to the Office of Field Experiences and Student Teaching by the last day of classes.

Content	
Candidate has command of the content area(s) he/she is to teach as defined by the state and national standards and creates learning opportunities that are meaningful to all students. Candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	
1. Demonstrates an understanding of the central concepts of the discipline and uses appropriate materials.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
2. Develops instructional opportunities that link curriculum to prior learning.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
3. Uses a multi-sensory approach (e.g. kinesthetic, auditory, visual).	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Theory and Practice	
Candidate will demonstrate an emerging philosophical and theoretical framework to become an effective educator. This will be demonstrated through an on-going process of reflection, decision making, and practice.	
4. Critiques and reflects on ways to improve practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
5. Incorporates the values and culture of the school in daily practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
6. Uses foundations of education theory and best practice when planning and implementing instruction.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Diversity	
Candidate knows, understands, and appreciates diversity and demonstrates this by creating learning experiences that honor diversity. Candidate understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (Diversity may include learning styles, family structure, socioeconomic status, gender, ethnicity, etc.)	
7. Creates instructional opportunities that value and respect families, communities, and cultures in a multicultural world.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
8. Creates a learning community that promotes and models the value of diversity.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Rating Descriptors

Exemplary—Exceeds expectations

Proficient—Meets expectations

Developing—Meets expectations with support

Not Acceptable—Does not meet expectations

Planning	
Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful for all students.	
9. Incorporates opportunities for all students to think critically and problem solve during instruction.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
10. Implements literacy across all curricula.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
11. Uses district, state and/or national standards in the development of performance-based instruction.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
12. Uses interdisciplinary strategies within the classroom.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Management	
Candidate's understanding of individual and group motivation and behavior helps to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	
13. Organizes, allocates, and manages time, space, and activities in a way that is conducive to learning.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
14. Organizes, prepares students, and monitors independent and group work that allows for full and varied participation of all students.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
15. Recognizes and analyzes classroom environment and interactions; makes adjustments to instructional delivery and/or classroom environment to optimally engage all students.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Rating Descriptors

Exemplary—Exceeds expectations

Proficient—Meets expectations

Developing—Meets expectations with support

Not Acceptable—Does not meet expectations

Assessment	
Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	
16. Uses a variety of formative and summative assessments and adjusts instruction to students' needs.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
17. Selects, constructs, and uses multiple modes of assessment appropriate to learning outcomes and individual needs.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
18. Engages students in self-assessment.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Development	
Candidate understands how students learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development.	
19. Designs and modifies instructional approaches appropriate for social, cognitive, and emotional development.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
20. Uses a variety of teaching techniques that reflect how students learn and develop.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
21. Creates instructional opportunities to differentiate instruction for all learners, taking into account learning styles, developmental levels, strengths, and needs.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
22. Explicitly teaches critical thinking/problem-solving skills in order to support the development of the students.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
23. Encourages collaboration to foster social interaction among all students.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Rating Descriptors

Exemplary—Exceeds expectations

Proficient—Meets expectations

Developing—Meets expectations with support

Not Acceptable—Does not meet expectations

Professionalism	
Candidate is a reflective practitioner who continually evaluates the effect of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	
24. Demonstrates the knowledge and ability to promote the success of all students through fair, ethical, sincere, and honest professional behaviors and dispositions.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
25. Demonstrates respect for self and others in personal and professional appearance.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
26. Consistently reflects on professional practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable
27. Follows procedures in the Field Experiences Handbook.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Acceptable

Comments

Rating Descriptors

Exemplary—Exceeds expectations

Proficient—Meets expectations

Developing—Meets expectations with support

Not Acceptable—Does not meet expectations

Overall Recommended Ratings

Please record the Overall Recommended Rating for each Standard based on the ratings from the indicators on the previous pages.

Standards	Overall Recommended Ratings			
1. Content	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
2. Theory and Practice	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
3. Diversity	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
4. Planning	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
5. Management	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
6. Assessment	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
7. Development	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable
8. Professionalism	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Acceptable

Final Grade Recommendation

An indicator of “Not Acceptable” on any of the “Overall Recommended Ratings” results in a final grade of “U” for the placement. In most cases, if a candidate receives a “U” that candidate will be given one additional opportunity for a successful placement, after receiving remediation.

Satisfactory Unsatisfactory

Signatures

Please sign below to acknowledge that the Field Experience Evaluation form was discussed between the Candidate and the School Based Educator.

Date	
Candidate *	
School Based Educator	

*My signature below does not indicate my agreement or disagreement with the contents of this evaluation, only that I have seen and read it.

Rating Descriptors

Exemplary—Exceeds expectations

Proficient—Meets expectations

Developing—Meets expectations with support

Not Acceptable—Does not meet expectations