

Field Experience Evaluation – Block 2
EDUC 290
Undergraduate Childhood
Designing & Implementing Small Group Instruction
Ralph C. Wilson, Jr. School of Education
St. John Fisher College

Semester: Fall Spring Summer 20____ Student ID: _____

Candidate (please print): _____ Date: _____

School Based Educator (SBE): _____

Grade Level: _____ School: _____ District: _____

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

- Implement lesson to small or whole group promoting New York State English Language Arts (ELA) learning standards*
 - Implement lesson to small or whole group promoting New York State Math, Science, Technology (MST) learning standards*
 - Additional assignments as given by SBE and/or course instructor(s)
- * may be the same lesson if, and only if, both ELA and MST standards are promoted

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. (ACEI Standard 2)	
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 Yet Acceptable
2. Uses appropriate resources and materials to support the curriculum.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
3. Uses interdisciplinary strategies within the classroom.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
4. Uses a multi-sensory approach (e.g. kinesthetic, auditory, visual) for each content area. <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet 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. (ACEI Standard 3.1)	
5. Critiques and reflects on ways to improve practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
6. Considers the school's mission, vision, and goals in daily practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
7. 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 Yet Acceptable

Rating Descriptors

Exemplary—Exceeds expectations—able to carry out and go beyond required activities with minimal support

Proficient—Competent and effective—able to carry out required activities with some support

Developing—Emerging competence and effectiveness—able to carry out required activities with support

Not Yet Acceptable—Little evidence of competence and effectiveness—does not carry out required activities even with support.

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. (ACEI Standard 3.3)	
8. 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 Yet Acceptable
9. Implements literacy across all curricula.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
10. Develops plans that are appropriate for curriculum goals.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
11. Develops short-term plans.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet 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. (ACEI Standard 3.4)	
12. 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 Yet Acceptable
13. Recognizes and analyzes classroom environment and interactions, and makes adjustments to instructional delivery and/or classroom environment.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Assessment	
Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (ACEI Standard 4)	
14. Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
15. Encourages students to engage in self-assessment.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Rating Descriptors

Exemplary—Exceeds expectations—able to carry out and go beyond required activities with minimal support

Proficient—Competent and effective—able to carry out required activities with some support

Developing—Emerging competence and effectiveness—able to carry out required activities with support

Not Yet Acceptable—Little evidence of competence and effectiveness—does not carry out required activities even with support.

Development	
Candidate understands how students learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development. (ACEI Standard 1)	
16. Uses a variety of teaching techniques that are appropriate for students' social, emotional, physical, cognitive and linguistic development.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
17. 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 Yet Acceptable
18. Shows awareness, through instructional planning and delivery, that love for the learning process for each of the disciplines of the elementary school curriculum that the candidate implements is crucial to optimal student learning.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet 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.) (ACEI Standard 3.2)	
19. Creates instructional opportunities that differentiate instruction for all learners, taking into account learning styles, development, strengths and needs.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
20. 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 Yet Acceptable
21. Creates a learning community that promotes the value of diversity.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

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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. (ACEI Standard 5)	
22. 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 Yet Acceptable
23. Practices context-appropriate decision-making.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
24. Demonstrates the ability to set inter-personal and intra-personal goals.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet 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 Yet Acceptable
26. Use professional literature, colleagues and other resources to support self-development as a learner and as a teacher.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
27. Follows expectations and procedures in the Field Experience Handbook.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Summative Comments

Rating Descriptors

Exemplary—Exceeds expectations—able to carry out and go beyond required activities with minimal support

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Overall Recommended Ratings

Please record below 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 Yet Acceptable
2. Theory and Practice	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
3. Planning	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
4. Management	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
5. Assessment	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
6. Development	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
7. Diversity	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
8. Professionalism	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable

Final Grade Recommendation

An indicator of “Not Yet Acceptable” on any of the Standards results in a final grade of “U” for the placement. If a candidate receives a “U” in one of the two placements, in most cases, 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.

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