

Field Experience Evaluation – Block 3
EDUC 390
Undergraduate Childhood
Student Teaching Preparation
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 lessons for two or more consecutive days to a whole group promoting New York State English Language Arts (ELA) learning standards*
- Implement lessons for two or more consecutive days to a 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' 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—

- 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. 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 Yet Acceptable
3. 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
4. Uses interdisciplinary strategies within the classroom.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
5. 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

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)	
6. 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
7. 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 Yet Acceptable
8. 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
9. Recognizes when students need to be motivated 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

Rating Descriptors

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

Proficient—Meets expectations; competent, effective and able to carry out required activities with some support

Developing—Meets expectations with support; emerging competence and effectiveness; able to carry out required activities with support

Not Yet Acceptable—Does not meet expectations; little evidence of competence and effectiveness and does not carry out required activities even with support

Theory and Practice	
Candidate will demonstrate an emerging philosophical and theoretical framework to become an effective educator. This will be demonstrated through an iterative process of reflection, decision making, and practice. (ACEI Standard 3.1)	
10. 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
11. 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
12. 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

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)	
13. 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
14. 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 Yet Acceptable
15. Implements literacy across all curricula.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
16. 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
17. Develops short-term plans.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
18. Plans and uses a wide variety of teaching and learning strategies.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
19. Provides students with opportunities to reflect on what they have learned.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Rating Descriptors

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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)	
20. Uses multiple modes of assessment (e.g. informal/formal, performance tasks, essays, selected response tests, observations).	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable <input type="checkbox"/> Not Applicable
21. Adjusts readily to students' needs as they become apparent through observation and student work.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
22. 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
23. 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
24. Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Technology	
Candidate uses technology to foster active inquiry, collaboration, and supportive interaction in the classroom. (ACEI Standard 3.5)	
25. Uses a wide range of technologies to enhance teaching and learning.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
26. Incorporates the use of Internet resources in a responsible manner.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
27. Uses technology to present, communicate, and construct knowledge.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
28. Selects technology that is appropriate to specific curricular goals.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
29. Uses technology in classroom management of data and other information.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

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Development	
Candidate understands how children learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development. (ACEI Standard 1)	
30. 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
31. Evaluates students' performance to design and modify 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 Yet Acceptable
32. Explicitly teaches critical thinking/problem-solving skills in order to support the development of the student.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
33. 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
34. 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 creates instructional opportunities that are adapted to diverse learners. (Diversity may include learning styles, family structure, socioeconomic status, gender, ethnicity, etc.) (ACEI Standard 3.2)	
35. 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
36. 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
37. 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 evaluate 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)	
38. 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
39. Practices context-appropriate decision-making.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
40. 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
41. 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
42. Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
43. Uses 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
44. 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.

Outcomes	Overall Recommended Ratings			
1. Content	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
2. Management	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
3. Theory and Practice	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
4. Planning	<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. Technology	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
7. Development	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
8. Diversity	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
9. 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 does not indicate my agreement or disagreement with the contents of this evaluation, only that I have seen and read it.

Rating Descriptors

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