

Field Experience II Evaluation
Graduate Childhood & Special Education
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:

- The candidate is expected to participate in the classroom setting as much as possible. At a minimum, each candidate should work with a small group of students in at least 3 different subject areas and conduct at least one whole group lesson for English Language Arts and one for Social Studies.
- The candidate is expected to create original lessons for the ELA and SS whole group lesson.
- Utilize formal and informal assessments to inform instruction.
- Conduct read-alouds with the whole group.
- Collaborate with at least one other professional in the school (e.g. music, art, physical education teacher, support staff, speech, occupational, physical therapist, medical personnel, administrator).
- Perform classroom management duties outside of instruction (e.g. lunch count, attendance).
- Additional assignments as given by SBE and/or course instructor(s)

The 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 disciplines (English Language Arts and Social Studies).	<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 used in the field placement.	<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) through multiple modes of inquiry that are characteristic of English Language Arts.	<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) through multiple modes of inquiry that are characteristic of Social Studies.	<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)	
6. Uses and aligns 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
7. 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
8. Develops plans that are appropriate for curriculum goals for the field placement site.	<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)	
9. 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
10. Demonstrates how instructional decisions are based on knowledge of educational theory, educational philosophy, policy, and best practice (e.g., discussion journals, co-planning sessions).	<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)	
11. 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
12. 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
13. Recognizes when students need to be motivated and makes adjustments to instructional delivery and/or classroom environment to increase student motivation.	<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. Uses multiple modes of assessment (e.g. informal/formal, performance tasks, essays, selected response tests, observations) to gain information for evaluation of students and to direct future instruction.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
15. 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
16. 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
17. Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves to guide instruction.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

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

Technology	
Candidate uses technology to foster active inquiry, collaboration, and supportive interaction in the classroom. (ACEI Standard 3.5)	
18. Uses technology to present, communicate, and construct knowledge appropriate for the diversity of students in the field placement site.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
19. Selects technology that is appropriate to specific curricular goals and the developmental levels of the diversity of students in the field placement site.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
20. 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

Development	
Candidate understands how students learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development. (ACEI Standard 1)	
21. Designs instruction 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
22. 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
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 Yet Acceptable
24. Supports and creates conditions in the classroom (oral and written discourse, group work) that foster the social construction of knowledge.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
25. 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

Rating Descriptors

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

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)	
26. 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
27. Provides appropriate modifications for diverse learners taking into account student learning styles, stages of development, strengths, and needs.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
28. Practices culturally-relevant instruction appropriate to the student audience.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Community	
Candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (ACEI Standard 3.5)	
29. Participates in activities within the school, interacts with professionals in the community agencies, and others in the community to support students' learning and well-being.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
30. Participates in collegial activities designed to make the school a productive learning environment.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

Leadership	
Candidate will demonstrate leadership in a multitude of ways. Leaders initiate and implement new ideas to improve the quality of education in the classroom. (ACEI Standard 5)	
31. Uses knowledge of the legal foundations of educational policy and practice (e.g., confidentiality, appropriate interactions with students).	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
32. Demonstrates leadership at appropriate developmental levels relative to their experiences and abilities.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
33. Works to promote collaborative decision-making.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable

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

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)	
34. 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
35. Demonstrates 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
36. 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
37. Uses classroom observation, information about students, research (with citations to professional literature), and colleagues 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
38. Practices context-appropriate decision-making.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
39. Links with students' families, counselors, other teachers, professionals in community agencies, and others in the community to support students' learning and well-being, as appropriate.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
40. 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. Planning	<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. 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. 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. Community	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
10. Leadership	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
11. 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 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 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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Not Yet Acceptable—Does not meet expectations; little evidence of competence and effectiveness and does not carry out required activities even with support