

Field Experience Evaluation – Block 1
EDUC 192
Undergraduate Special Education
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: _____

Candidates will be required to complete the following under the supervision of a certified special education teacher:

- An analysis of the language acquisition of a student
- Plan and instruct at least one language-based lesson (may be individual, small, or large group lesson)
- Additional assignments as given by SBE and/or course instructor(s)

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. (CEC Standard 4)	
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 a multi-sensory approach (e.g. kinesthetic, auditory, visual) when instructing learner(s).	<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. (CEC Standard 1)	
3. 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
4. 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

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. (CEC Standard 5)	
5. 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

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.) (CEC Standards 3, 6)	
6. 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
7. 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

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

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. (CEC Standard 9)	
8. Demonstrates the knowledge and ability to promote the success of all 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
9. Practices context-appropriate decision-making.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
10. Challenges him or herself inter-personally and intra-personally.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
11. Demonstrates respect for self and others in personal and professional appearance (i.e. shows initiative to learn and make the most of the field experience).	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Not Yet Acceptable
12. 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

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

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. Management	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
4. Diversity	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Not Yet Acceptable
5. 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.

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