Field Experience Evaluation – Block 2
EDUC 292
Undergraduate Special Education
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:** _____

Candidates will be required to complete the following under the supervision of a certified special education teacher:
- Obtain family permission to work with one student on a case study project that includes:
  o Collecting background information on the student's progress to date.
  o Administering at least one formal and at least one candidate-created, informal assessment to the student.
  o Creating a mock IEP based on areas of need indicated by the results of the assessments administered.
  o Implementing at least one lesson with the student, based on goals and objectives from the mock IEP.
- 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.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
2. Uses appropriate resources and materials to support the curriculum/IEP.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
3. Uses a multi-sensory approach (e.g. kinesthetic, auditory, visual) when instructing learners.	❑ Exemplary ❑ Proficient ❑ Developing ❑ 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)	
4. Critiques and reflects on ways to improve practice.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
5. Uses foundations of education theory and best practice when planning and implementing instruction.	❑ Exemplary ❑ Proficient ❑ Developing ❑ 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. (CEC Standard 7)	
6. Uses district, state and/or national standards in the development of performance-based instruction.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
7. Develops plans that are appropriate for curriculum/IEP goals.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
8. Develops short and long term plans (lessons, individualized assessment plan, diagnostic prescriptive report, IEP).	❑ Exemplary ❑ Proficient ❑ Developing ❑ 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

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)

9. Organizes, allocates, and manages time, space, and activities in a way that is conducive to learning.	❏ Exemplary ❏ Proficient ❏ Developing ❏ Not Yet Acceptable

Development
Candidate understands how students learn and develop, and provides learning opportunities that support students' intellectual, social, and personal development. (CEC Standard 2)

10. Uses a variety of teaching techniques that reflect how the student learns and develops.	❏ Exemplary ❏ Proficient ❏ Developing ❏ 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)

11. Creates instructional opportunities that differentiate instruction for the learner, taking into account learning styles, development, strengths and needs.	❏ Exemplary ❏ Proficient ❏ Developing ❏ Not Yet Acceptable
12. Accesses appropriate services or resources to meet all students' learning needs.	❏ Exemplary ❏ Proficient ❏ Developing ❏ Not Yet Acceptable
13. Creates instructional opportunities that value and respect families, communities, and cultures in a multicultural world.	❏ Exemplary ❏ Proficient ❏ Developing ❏ Not Yet Acceptable
14. Creates a rapport that promotes the value of diversity.	❏ Exemplary ❏ Proficient ❏ Developing ❏ 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.

| **Assessment** |
| Candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (CEC Standard 8) |

15. Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
16. Uses multiple modes of assessment (informal, formal, observation, interviews, etc.).	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
17. Solicits information about students' experiences, learning behaviors, needs, and progress from parents, colleagues, and students.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable

| **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) |

18. Demonstrates the knowledge and ability to promote the success of the student through fair, ethical, sincere and honest professional behaviors and dispositions.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
19. Practices context-appropriate decision-making.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
20. Challenges him or herself inter-personally and intra-personally.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
21. 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).	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
22. Use professional literature, colleagues and other resources to support self-development as a learner and as a teacher.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable
23. Follows expectations and procedures in the Field Experience Handbook.	❑ Exemplary ❑ Proficient ❑ Developing ❑ Not Yet Acceptable

Rating Descriptors

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Summative Comments

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	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
2. Theory and Practice	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
3. Planning	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
4. Management	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
5. Development	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
6. Diversity	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
7. Assessment	❑ Exemplary	❑ Proficient	❑ Developing	❑ Not Yet Acceptable
8. Professionalism	❑ Exemplary	❑ Proficient	❑ Developing	❑ 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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