

200:128 FIELD EXPERIENCE EVALUATION FORM
Teacher as a Change Agent

Student Name: _____ UNI ID: _____ Student e-mail: _____ Semester: Fall '06 Spring '07 May '07
 (last, first)

200:148 Section # _____ Session: A B C 200:128 Instructor : _____ 200:148 Professor: _____

Categories/Examples	1 = Unsatisfactory (needs additional work, non-demonstrated)	2= Emerging Competence	3 = Competent	4 = High Competence	5 = Commendable
Instructional Strategies • multiple levels of questions • integrates technology when possible • individual/cooperative whole class groupings • teacher centered/student centered • varies teaching strategies to promote learning	Is unable to explain or implement a variety of strategies and limits lesson delivery to one method or mode. <input type="checkbox"/>	<input type="checkbox"/>	Is able to explain and implement some different instructional strategies and attempts to incorporate several methods or modes into the lesson. <input type="checkbox"/>	<input type="checkbox"/>	Is able to explain and implement a variety of instructional strategies and successfully uses several methods or modes in the lesson. <input type="checkbox"/>
Relationships with Students • specific feedback • positive tone • nonjudgmental • high expectations • encouraging language • courtesy • respect • personal interest	Does not initiate communications with students at appropriate times, rarely offers encouragement, does not show respect and concern for student learning, and does not know the names of students <input type="checkbox"/>	<input type="checkbox"/>	Communicates with students at appropriate times without being prompted, often offers encouragement, often shows respect and concern for student learning, knows many, but not all of the students' names <input type="checkbox"/>	<input type="checkbox"/>	Communicates effectively with students at appropriate times, shows respect, actively supports students' achievement, knows all students by name. <input type="checkbox"/>
Motivates Student Learning <u>activities</u> <u>128 student uses</u> • are relevant • encouragement • are interesting • high, individualized expectations • allow choice • are engaging	Does not state, write, or implement motivational techniques and does not respond to teacher suggestions. <input type="checkbox"/>	<input type="checkbox"/>	Is able to state, write, and/or implement some motivational techniques, asks for suggestions and tries to incorporate some techniques during lesson presentation. <input type="checkbox"/>	<input type="checkbox"/>	Is able to state, write, and successfully implement a variety of techniques to motivate students. <input type="checkbox"/>
Classroom Management efficient routines • effective transitions • consistent class rules and consequences • appropriate pacing • proximity control • preventative prompting • humor • individualized plans	Is unable to state, write or implement classroom management strategies modeled by the PLS instructor (classwide and individual, proactive and reactive). <input type="checkbox"/>	<input type="checkbox"/>	Is able to state, write, and implement some classroom managements strategies modeled by the PLS instructor (classwide and individual, proactive and reactive). <input type="checkbox"/>	<input type="checkbox"/>	Is able to state, write, and implement many classroom management strategies modeled by the PLS instructor (classwide and individual, proactive and reactive). <input type="checkbox"/>
Instructional Planning • clear objective • effective sequencing • valid assessment of learning • developmentally-appropriate	Is not able to write a sequential, developmentally-appropriate lesson plan with clear objectives, needed materials, and valid assessment, even with assistance from PLS faculty and other resources. <input type="checkbox"/>	<input type="checkbox"/>	Is able to write a sequential, developmentally-appropriate lesson plan with clear objectives, needed materials, and valid assessment with assistance from PLS faculty and other resources. <input type="checkbox"/>	<input type="checkbox"/>	Is able to write a sequential, developmentally-appropriate lesson plan with clear objectives, needed materials, and valid assessment, with little or no assistance. <input type="checkbox"/>
Response to Diversity • cognizant of individual differences and needs • able to support students with individualized methods • inclusion of multicultural materials, concepts	Does not adapt to student differences (including gender, ethnicity, age, religion, language, ability, and exceptionality), does not attempt to adapt instruction to reach each student. <input type="checkbox"/>	<input type="checkbox"/>	Adapts to student differences (including gender, ethnicity, age, religion, language, ability, and exceptionality) frequently, often tries to adapt instruction to reach each student. <input type="checkbox"/>	<input type="checkbox"/>	Adapts to student differences, (including gender, ethnicity, age, religion, language, ability, and exceptionality), and is able to adapt instruction to reach each student. <input type="checkbox"/>

	1 =	2= Emerging	3 =	4 = Highly	5 =
--	-----	----------------	-----	---------------	-----

	Unsatisfactory (needs additional work, non-demonstrated)	Competent	Competent	Competent	Commendable
Content Knowledge • demonstrates accurate content knowledge in lessons and/or in class	Does not have accurate or complete content knowledge, puts in little or no effort to expand knowledge. <input type="checkbox"/>	<input type="checkbox"/>	Has basic content knowledge, makes effective use of teacher's manuals, texts, curriculum guides and teacher to assist in planning effective lessons. <input type="checkbox"/>	<input type="checkbox"/>	Has extensive content knowledge, seeks out multiple sources to expand subject matter beyond manuals, texts, and curriculum guides. <input type="checkbox"/>
Initiative/Collaboration • asks questions of PLS faculty • seeks to expand opportunities • applies PLS faculty's expectations to new situations in the classroom.	Does not initiate interactions in the classroom, does not ask questions, and needs regular reminders of PLS faculty's expectations for classroom involvement. <input type="checkbox"/>	<input type="checkbox"/>	Initiates interactions in the classroom, asks relevant questions sometimes, and makes an effort to apply PLS faculty's expectations for classroom involvement. <input type="checkbox"/>	<input type="checkbox"/>	Initiates interactions in the classroom frequently, asks relevant questions often, seeks to expand opportunities for involvement in the classroom consistently. <input type="checkbox"/>
Reflective Practitioner • discusses impact of class activities on student learning • connects theory to practice • self-evaluates, generates improvement areas, and sets goals	Does not complete reflections in a timely fashion, shows little or no evidence of focus and detail, relies on description rather than analysis. <input type="checkbox"/>	<input type="checkbox"/>	Completes reflections in a timely manner, shows some evidence of focus and detail, relies on description more than analysis. <input type="checkbox"/>	<input type="checkbox"/>	Completes reflections in a timely manner, shows frequent evidence of focus and detail, relies on analysis more than description. <input type="checkbox"/>
Professionalism and Ethics • communicates effectively with colleagues • role model to students • maintains confidentiality • punctual • dresses appropriately • meets PLS faculty expectations	Does not communicate ideas effectively with colleagues, is not a positive role model to students, does not dress professional, is not punctual, is not responsible about meeting PLS faculty expectations, and is not able to maintain confidentiality. <input type="checkbox"/>	<input type="checkbox"/>	Attempts to communicate ideas effectively with colleagues, and be a positive role model to students, tries to dress professionally, is punctual, is responsible about meeting PLS faculty expectations, and maintain confidentiality. <input type="checkbox"/>	<input type="checkbox"/>	Communicate ideas effectively with colleagues, is a positive role model to students, dresses professionally, is punctual, exceeds PLS faculty expectations, and is able to maintain confidentiality. <input type="checkbox"/>

PLS Recommendation no credit incomplete credit

COMMENT SECTION:

The student should place this evaluation in her/his portfolio along with a written self-assessment of the field experience and a copy of lesson plan(s).

Save file as student's name (last, first), email as an attachment to leonard.upham@uni.edu, the student, the: 148 instructor

Revised 23 March, 2004