

## FIELD EXPERIENCE EVALUATIONS

Teacher Candidate: \_\_\_\_\_

Evaluator: CT\_\_\_ Self\_\_\_ FSU\_\_\_

Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School/District: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Subject : \_\_\_\_\_ Grade: \_\_\_\_\_

**Pre-Methods Evaluation (40hr):** Final Additional

**Methods Evaluation (80hr):** Obs. 1 Obs. 2/Final Additional

**Student Teaching Evaluation:** 5wk 10wk Final Additional

Indicator:	Proficient	Basic	Unsatisfactory	Not Observed
<b>Domain 1: Planning and Preparation</b>				
<b>1a.</b> Demonstrates knowledge of content	The teacher candidate uses: multiple representations, communicates academic vocabulary, outlines common misconceptions, links new concepts to familiar ones, and incorporates additional resources to engage diverse learners	The teacher candidate represents concepts accurately, incorporates vocabulary, and links new concepts to familiar ones	The teacher candidate uses underdeveloped representations, little or no academic vocabulary, and does not link new concepts to familiar ones	
<b>1b.</b> Demonstrates knowledge of students	The teacher candidate plans multiple strategies that are responsive to the varying needs of diverse learners	The teacher candidate plans a strategy that is responsive to the needs of diverse learners	The teacher candidate does not anticipate or plan for strategies that are responsive to the varying needs of diverse learners	
<b>1c.</b> Sets instructional outcomes	The teacher candidate uses content standards, a variety of curriculum materials, and technology resources to plan instruction for diverse learners	The teacher candidate uses content standards, a variety of curriculum materials, and technology resources to plan instruction	The teacher candidate misaligns content standards, uses minimal curriculum materials or technology resources to plan instruction	
<b>1d.</b> Designs coherent instruction	The teacher candidate designs and sequences instruction that is relevant to local and global themes and builds upon student performance data and student interests	The teacher candidate designs instruction that is relevant to local and global themes and builds upon student performance data	The teacher candidate designs instruction that is relevant to local and global themes	
<b>1e.</b> Designs student assessment	The teacher candidate plans formative and summative assessments, that are aligned to learning objectives and provide students with multiple opportunities to demonstrate proficiency	The teacher candidate plans formative and summative assessments that are aligned to learning objectives	The teacher candidate plans assessments	

**Provide Examples/Evidence of Above (Domain 1):**

<b>Indicator:</b>  <b>Domain 2: Classroom Environment</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>2a.</b> Creates an environment of respect and rapport that establishes a culture for learning	The teacher candidate communicates, models, and facilitates clear expectations for a safe and positive learning environment that promotes mutual respect	The teacher candidate communicates and models expectations for a safe and positive learning environment that promotes mutual respect	The teacher candidate attempts to plan for a safe and positive learning environment that promotes mutual respect	
<b>2b.</b> Manages classroom procedures	The teacher candidate communicates and uses consistent procedures to promote learner engagement and minimize loss of instructional time	The teacher candidate attempts to communicate and use procedures to promote learner engagement and minimize loss of instructional time	The teacher candidate is inconsistent in his/her communication and use of procedures to promote learner engagement and minimize loss of instructional time	
<b>2c.</b> Manages student behavior	The teacher candidate uses developmentally appropriate verbal and nonverbal positive strategies to manage the learning environment, promote learner engagement and mutual respect	The teacher candidate uses verbal and nonverbal strategies to manage the learning environment, promote learner engagement and mutual respect	The teacher candidate uses reactive strategies to manage the learning environment, promote learner engagement and mutual respect	

**Provide Examples/Evidence of Above (Domain 2):**

Indicator:  Domain 3: Instruction	Proficient	Basic	Unsatisfactory	Not Observed
3a. Communicates with students	The teacher candidate integrates content across the disciplines to facilitate the development of critical thinking, literacy, and communication skills embedded in local and global themes	The teacher candidate introduces content from multiple disciplines while modeling critical thinking and supporting identification of local and global themes	The teacher candidate introduces content from one discipline and attempts to integrate critical thinking	
3b. Uses instructional strategies	The teacher candidate analyzes learner needs to employ a variety of instructional strategies to promote critical thinking related to content, and build academic language, and group work skills	The teacher candidate attempts to analyze learner needs to employ instructional strategies to promote critical thinking related to content, and build academic language, and group work skills	The teacher candidate employs an instructional strategy to promote critical thinking related to content, or build academic language, or group work skills	
3c. Demonstrates flexibility and responsiveness	The teacher candidate implements strategies that are responsive to the varying needs of diverse learners	The teacher candidate attempts implementation of strategies that are responsive to the varying needs of diverse learners	The teacher candidate does not implement strategies that are responsive to the varying needs of diverse learners	

**Provide Examples/Evidence of Above (Domain 3):**

**Domain 4:  
Professional  
Responsibilities**

**Proficient**

**Basic**

**Unsatisfactory**

**Not  
Observed**

**4a.** Shows professionalism

The teacher candidate advocates, promotes understanding of, and follows policies and laws related to student rights and professional responsibilities

The teacher candidate follows policies and laws related to student rights and professional responsibilities

The teacher candidate does not follow policies and laws related to student rights and professional responsibilities

**Provide Examples/Evidence of Above (Domain 4):**

**Additional Comments:**