



Field Experience Overview: Sophomore Year

Overview for Evaluators

Objective: To gather information about how this candidate compares to other beginning pre-service teachers with the hope of clarifying the candidate's propensity for becoming a strong teacher.

Activities: After the candidate's visit, use the rubric to assess the candidate's knowledge, performance, and dispositions in the areas described. Place an "X" across the appropriate box to indicate the candidate's level of achievement during their first year at Manchester University. If you have not seen evidence of one of the traits, it is acceptable to mark "Insufficient Information."

Definitions: An **EXEMPLARY** performance shows unusual skill, creativity and understanding of subject matter, students and classroom life. This person acts on his or her own initiative, shows originality, and looks for opportunities to improve. There will be few if any suggestions for improvement. Candidate shows amazing ability to meet the needs of students and support their learning.

An **ADEQUATE** performance shows basic understanding of the life of classrooms. This person carries out general teaching tasks, and shows average, competent, and satisfactory observational skills for a new member to the field. The student observes rather than engages in the classroom. Suggestions for improvement may involve a few (though not many) major or glaring omissions. Some evidence of planning for visits is apparent, though it is unclear if the needs of the child are met.

An **INADEQUATE** performance does not show a basic understanding of life in classrooms. This person fails to carry out one or more teaching tasks and may lack competence in subject matter, pedagogy, or understanding of student involvement. The student shows limited observation or engagement with the teacher, students, or classroom during the visit. Suggestions for improvement will be numerous and will involve major or glaring omissions. THIS SHOULD BE CHECKED IF YOU DO NOT BELIEVE THAT YOU WOULD WANT THIS PERSON TO WORK WITH YOUR CHILD, GRANDCHILD, OR STUDENTS!!

PLEASE RETURN THE FOLLOWING EVALUATION TO ME (HEIDI WIELAND) ON OR BEFORE MAY 1, 2015, EITHER BY MAIL C/O MANCHESTER UNIVERSITY, 604 E. COLLEGE AVE., NORTH MANCHESTER, IN 46962, EMAIL AT hewieland@manchester.edu OR CALL 260-982-5961 AND I WILL COME TO THE SCHOOL TO PICK IT UP.

Student Name: _____

Supervising Teacher: _____

Field Experience Evaluation Rubric: Sophomore Year

Elements of CARE Model & Dispositions	Exemplary	Adequate	Inadequate	Insufficient Information
Candidate presents a professional appearance and image.	Grooming, dress, and image are very professional.	Grooming, dress, and image are appropriate but could be improved.	Grooming, dress, and image are unacceptable as a teaching professional.	Insufficient Information
Candidate models acceptable grammar and vocabulary in written and/or oral communication.	Flawless or needs only minor improvement.	Adequate for developmental level of a preservice teacher.	Improper use of standard English detracts from content and is unprofessional.	Insufficient Information
Candidate is dependable, arrives on time, and follows the schedule for tutoring.	Punctual, organized, prepared, and follows schedule agreed upon with the school.	Usually punctual, organized, prepared, and usually follows schedule for tutoring.	Often late, unorganized, or does not adhere to schedule for tutoring	Insufficient Information
Candidate works effectively with others by demonstrating positive and enthusiastic verbal and nonverbal behaviors.	Cooperates and collaborates willingly and in a pleasant manner with others.	Seems hesitant or resistant to cooperate or collaborate with others.	Mostly uncooperative or unwilling to collaborate with others.	Insufficient Information
Candidate often takes the lead during the field placement, and is eager to participate without being asked.	Shows initiative and excitement when working with students and always anticipates how to proceed.	Shows initiative in classroom, but oftentimes needs direction in planning next step or activity.	Disengaged and does not actively seek to be involved in the classroom or with students.	Insufficient Information
Candidate responds positively to all students.	Candidate works well with a variety of students in a helpful and positive manner.	Candidate works with students but does so because it is required and meets minimal expectations.	Candidate's acceptance of and interactions with all students is unacceptable as a teaching professional.	Insufficient Information
Candidate has demonstrated an awareness of students' needs.	Plans and implements differentiated curriculum in response to diverse students' needs.	Utilizes multiple strategies effectively, but teaches without clearly addressing an awareness of students' needs.	Teaches to the group without any clear tie to a variety of diverse students' needs.	Insufficient Information

Elements of CARE Model & Dispositions	Exemplary	Adequate	Inadequate	Insufficient Information
Candidate participates in scheduled activities.	Shows initiative in engaging in classroom or school activities as directed by cooperating teacher.	Minimally engages in classroom or school activities even after being directed by cooperating teacher.	Does not engage in classroom or school activities given the opportunity to do so.	Insufficient Information
Candidate responds appropriately to cultural diversity in the school and community population.	Open and willing to work with culturally diverse students in a diverse setting.	Aware of student and community diversity but sometimes responds inappropriately.	Unaware and unresponsive to student or community diversity.	Insufficient Information
Candidate uses resources to support mentoring experience.	Uses resources that provide opportunities to better meet student's needs.	Some evidence of planning exists but may be from teachers or supervisors.	No evidence of planning or resources are found.	Insufficient Information
Candidate promotes student motivation, engagement, and learning.	Reveals dynamic mentoring that motivates and engages students, and promotes academic achievement.	Meets basic tutoring needs, but lacks dynamic component.	Demonstrates limited engagement of students, is boring, and doesn't affect their learning.	Insufficient Information
Candidate encourages students to make observations, ask questions, and relate the content to everyday life.	Uses strategies which challenge students to observe, question, and relate content to their lives and experiences.	Demonstrates curriculum that interests students but does not directly tie to their lives or experiences.	Displays curriculum in isolation and does not specifically support students making interdisciplinary connections.	Insufficient Information
Candidate demonstrates understanding of relationship between curriculum and pedagogy.	Understands the relationship between curriculum and pedagogy required to effectively communicate information/skills to students	Clearly understands and appreciates content under review, but does not demonstrate pedagogy which transmits information/skills to students	Candidate does not speak clearly about content and is unaware that the pedagogy doesn't effectively share information/skills.	Insufficient Information

Comments (optional):

Teacher/Supervisor Signature _____ Date _____

School/Location _____ City _____