

Field Experience Evaluation – Special Education

Student Name: \_\_\_\_\_ Student ID# 927 \_\_\_\_\_

Major: \_\_\_\_\_ Seeking Degree (BSED, BA, BS, MAT, MED) \_\_\_\_\_

Course Section \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Collaborating Teacher \_\_\_\_\_ School \_\_\_\_\_

*Collaborating Teacher circles score for candidate on each criteria and signs evaluation at the bottom of Page Two.*

Criteria	1 - Unsatisfactory	2 - In Progress	3 - Proficient	4 - Exemplary
<b>1. Demonstrates promptness and punctuality in agreed upon responsibilities.</b> 1 2 3 4 NA	Teacher candidate is consistently late to established observation dates and times.	Teacher candidate has to be reminded about established observation dates and times.	Teacher candidate is on time except for 1 established observation date and time.	Teacher candidate is on time to all established observation dates and times.
<b>2. Uses suggestions and feedback.</b> 1 2 3 4 NA	Teacher candidate makes no effort to use suggestions offered.	Teacher candidate makes effort to make use of suggestions discussed.	Teacher candidate demonstrates use and improvement on most areas discussed.	Teacher candidate demonstrates use and improvement on all areas discussed.
<b>3. Demonstrates acceptable communication skills.</b> 1 2 3 4 NA	Teacher candidate often communicates using unacceptable skills.	Teacher candidate communicates ineffectively at times using incorrect grammar or rambling through explanations.	Teacher candidate communicates effectively using grammatically correct language.	AND Teacher candidate demonstrates confidence, eye contact, and appropriate listening skills during communication with others.
<b>4. Shows appropriate flexibility for transition and materials.</b> 1 2 3 4 NA	Teacher candidate does not demonstrate flexibility, awareness, or planning for pacing or transitions.	Teacher candidate demonstrates moderate flexibility, awareness, or planning for pacing and transitions.	Teacher candidate demonstrates appropriate flexibility, awareness, or planning for pacing and transitions.	Teacher candidate consistently demonstrates well thought out planning for flexibility and awareness of pacing and transitions.
<b>5. Assists in Maintaining classroom routines and promotes appropriate student behavior.</b> 1 2 3 4 NA	Teacher candidate is unaware of, non-responsive to, or over-reactive to student behavior.	Teacher candidate generally is aware of student behavior and attempts to respond to misbehavior but with uneven results.	Teacher candidate is alert to student behavior, responds to misbehavior when appropriate, and reinforces conduct standards established by Collaborating Teacher.	AND monitoring by Teacher candidate is subtle and preventive. Teacher candidate response to misbehavior is sensitive to students' individual needs.



<p><b>6. Has effective and appropriate rapport with students.</b></p> <p>1 2 3 4 NA</p>	<p>Teacher candidate interaction with students is uncomfortable for the candidate.</p>	<p>Teacher candidate-student interactions may reflect occasional inconsistencies. A basic level of rapport is evident.</p>	<p>Teacher candidate-student interactions are friendly and demonstrate rapport.</p>	<p>Teacher candidate successfully establishes respect and rapport in ways that are appropriate to students' diverse backgrounds and needs.</p>
<p><b>7. Uses time wisely.</b></p> <p>1 2 3 4 NA</p>	<p>Teacher candidate does not use time wisely to assist in creating an environment conducive to student learning.</p>	<p>Teacher candidate does not always use time wisely to assist in creating an environment conducive to student learning.</p>	<p>Teacher candidate uses time wisely to assist in creating an environment conducive to student learning.</p>	<p>AND Teacher candidate uses time wisely to assist Collaborating Teacher in establishing an environment conducive to student learning.</p>
<p><b>8. Uses instructional time effectively.</b></p> <p>1 2 3 4 NA</p>	<p>Substantial amounts of time are spent on activities of little instructional value by the Teacher candidate.</p>	<p>Non-instructional procedural matters do not occupy an excessive amount of time by the Teacher candidate.</p>	<p>Non-instructional procedures are performed efficiently by the Teacher candidate with few off task student behaviors.</p>	<p>Non-instructional procedures are performed efficiently by the Teacher candidate with no off-task student behaviors.</p>
<p><b>9. Shows enthusiasm, warmth, friendliness.</b></p> <p>1 2 3 4 NA</p>	<p>Teacher candidate has negative reactions to students and responds inappropriately to students.</p>	<p>Teacher candidate appears to be uncomfortable and shows lack of desire to respond to students in the classroom.</p>	<p>Teacher candidate interacts appropriately with students demonstrating moderate enthusiasm.</p>	<p>Teacher candidate shows genuine enthusiasm, warmth, and friendliness toward students. Desire for working with students is apparent.</p>
<p><b>10. Provides timely feedback to students.</b></p> <p>1 2 3 4 NA</p>	<p>Students are given little or no feedback about progress by the Teacher candidate.</p>	<p>Feedback from the Teacher candidate is often too little or too late to be used to inform student progress.</p>	<p>Teacher candidate often provides feedback that can be used to inform student progress.</p>	<p>Teacher candidate always provides prompt, immediate feedback to students that can be used to inform student progress.</p>

Suggestions or comments to Teacher candidate: \_\_\_\_\_

I verify this evaluation was completed by me as Collaborating Teacher, and the Teacher Candidate completed the required 30 lab hours in my classroom.

Collaborating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_