**Field Assessment Form**

➊Class: Practicum🞎 or Student Teaching🞎. ➋Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
➌Teacher Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_➍ Bear #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
➎Evaluator: UNC Supervisor 🞎 or Cooperating Teacher 🞎. ➏ Print evaluator’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CRITERIA** | **Developing**  **(1)** | **Partially Proficient**  **(2)** | **Proficient**  **(3)** | **Accomplished**  **(4)** | **Exemplary**  **(5)** |
| **A**  CONTENT KNOWLEDGE | Lack of content knowledge. Inability to answer students’ questions. Does not attempt to help students make connections between important concepts. | Some inaccurate content knowledge. Redirects students but not able to answer many of students’ questions. | Substantial content knowledge; finds answers to students’ questions if not known; effective integration of content knowledge and skills. | Deep understanding of content that is used to expand students’ learning. Able to answer most questions. Integration of content is authentic, meaningful, and useful for students. | Expert knowledge of content. Elaborates on students’ questions to enrich and extend learning. Artfully integrates concepts and relationships among academic disciplines. |
| **B**  INSTRUCTION | Instruction is haphazard and lacks focus. Not planned well for allotted time or taught in ways that meet needs of learners. Instruction does not promote student learning. | Instruction is sporadic and somewhat focused. Lesson demonstrates some planning but implementation is inconsistent. Some student learning occurs. | Instruction is coherent and focused. Lesson demonstrates substantial planning and thoughtful implementation. Learning is evident for most students. | Instruction is planned in detail and effective for all students. Attention to individual students’ needs is evident. Students engaged in higher-level thinking. | Instruction is confident. Original lesson plan employs a variety of methods. Adapts instruction while teaching. Learning is evident for a wide range of learners. |
| **C**  ASSESSMENT | No evidence of assessment. No connections made between assessment and instruction. | Some evidence of assessment. Verbal feedback given to improve learning of content knowledge, skills, and dispositions. | Uses assessment to improve students’ learning and teaching effectiveness. Uses a variety of formal and informal assessments to provide students with constructive feedback. | Develops and uses a variety of formal and informal assessments, including rubrics, to promote learning, inform instruction, and meet content standards. | Develops valid and reliable assessment tools. Uses assessment as a basis for standards-based instruction. Uses assessment to compare and contrast effects of various teaching strategies. |
| **D**  CLASSROOM MANAGEMENT | Behavior problems negatively affect learning. Little effort given to encouraging acceptable student behavior. | Some effort made to promote acceptable student behavior. Attempts appropriate intervention strategies and practices. | Manages routine behavioral problems and maintains control of the classroom. Applies sound disciplinary practices. Intervenes to create successful learning environments. | Creates a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and dispositions. | Routine discipline problems prevented through engaging instruction. Establishes an accepting learning environment. Students exhibit self-control while encouraging others to control impulsive behavior. |
| **E**  AFFECTIVE SKILLS | Has difficulties relating to students. Resorts to disrespectful treatment. Displays inappropriate behavior towards students. Does not attempt to build positive teacher/student relationships. | Appears to be unsure of proper teacher boundaries. Behavior not always appropriate; inappropriate behavior not intentional or malicious. Lacks ability to anticipate consequences of behavior. | Works diligently to create a democratic classroom community. Students are treated with kindness and respect. | Establishes a democratic learning environment. Encourages students to care about their own learning, is sensitive to students’ needs and feelings. | Establishes a democratic learning environment. Students care about other’s learning as well as their own. Individuals willing to make personal sacrifices for sake of promoting a common good. Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries. |
| F  PROFESSIONALISM | Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students.  Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others.  Does minimum required work at the prompting of supervisors; lacks initiative; resists suggestions for improving one’s teaching. | Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation.  Generally demonstrates initiative and enthusiasm for various endeavors.  Unsure of how to act appropriately with students, peers, and/or colleagues. | Reliable, punctual, and collaborative.  Respects school culture, norms and values.  Works with others in positive ways; contributes to group success; minimizes gossip; generally willing to grow.  Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted.  Consistently meets deadlines, keeps professional commitments to colleagues and students. | Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations.  Demonstrates initiative; is enthusiastic about a variety of endeavors.  Strong group participant; works well with others while receiving feedback; follows up on opportunities for professional growth.  Respects diversity of colleagues and students and models culturally responsive interactions with others. | Consistently reliable, punctual, hard-working, willing and able to collaborate.  Consciously learns and supports school’s norms and traditions.  Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries  Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process. |

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| COMMENTS: Attach another sheet to discuss student Strengths and Areas in Need of Improvement. |
| Evaluator Signature: **Date:** |
| Teacher Candidate Signature: **Date:** |