

Field Assessment Form

❶ Class: Practicum or Student Teaching . ❷ Program: _____

❸ Teacher Candidate name: _____ ❹ Bear #: _____

❺ Evaluator: UNC Supervisor or Cooperating Teacher . ❻ Print evaluator's name: _____

| 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. |

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| <p style="text-align: center;">E AFFECTIVE SKILLS</p> | <p>Has difficulties relating to students. Resorts to disrespectful treatment. Displays inappropriate behavior towards students. Does not attempt to build positive teacher/student relationships.</p> | <p>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.</p> | <p>Works diligently to create a democratic classroom community. Students are treated with kindness and respect.</p> | <p>Establishes a democratic learning environment. Encourages students to care about their own learning, is sensitive to students' needs and feelings.</p> | <p>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.</p> |
| <p style="text-align: center;">F PROFESSIONALISM</p> | <p>Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students.</p> <p>Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others.</p> <p>Does minimum required work at the prompting of supervisors; lacks initiative; resists suggestions for improving one's teaching.</p> | <p>Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation.</p> <p>Generally demonstrates initiative and enthusiasm for various endeavors.</p> <p>Unsure of how to act appropriately with students, peers, and/or colleagues.</p> | <p>Reliable, punctual, and collaborative.</p> <p>Respects school culture, norms and values. Works with others in positive ways; contributes to group success; minimizes gossip; generally willing to grow.</p> <p>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.</p> <p>Consistently meets deadlines, keeps professional commitments to colleagues and students.</p> | <p>Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations.</p> <p>Demonstrates initiative; is enthusiastic about a variety of endeavors.</p> <p>Strong group participant; works well with others while receiving feedback; follows up on opportunities for professional growth.</p> <p>Respects diversity of colleagues and students and models culturally responsive interactions with others.</p> | <p>Consistently reliable, punctual, hard-working, willing and able to collaborate.</p> <p>Consciously learns and supports school's norms and traditions.</p> <p>Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries</p> <p>Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process.</p> |

COMMENTS: Attach another sheet to discuss student Strengths and Areas in Need of Improvement.

Evaluator Signature:

Date:

Teacher Candidate Signature:

Date: