

# Field Experience Evaluation for ED300: Middle Level/High School Education

**Student Name** \_\_\_\_\_

**Semester/Year** \_\_\_\_\_

**SCSU ED 300 Instructor** \_\_\_\_\_

**Course No./Section** \_\_\_\_\_

**Student:** Review this information with your teacher on your first classroom visit.

**Teacher:** Check all that apply and provide additional information as requested.

Review the instructor's letter to clarify the purpose of this field experience.

**One-on-One Teaching**

- Assisted with coursework
- Assisted with makeup work
- Assisted with computer technology
- In-depth individual tutoring

**Teaching Small Groups**

- Assisted with coursework
- Assisted with projects
- Assisted with presentations
- In-depth group tutoring

**Whole Class Teaching**

- Communicated with whole class (attendance, announcements, etc.)
- Planned/delivered a mini-lesson or lesson of 10-30 minutes (see instructor's memo)

List number of times presenting to whole class: \_\_\_\_\_

**Additional Duties**

- Assisted with classroom/subject area environment duties
- Set up demonstrations or equipment
- Located resource materials
- Prepared transparencies/media
- Corrected papers
- Attended faculty or inservice meetings
- Helped plan or assisted with a field trip

**\*\*Evaluate the student using the rubric on the back of this page.\*\***

**Required 20 hours:** This SCSU education student was present a total of \*\* \_\_\_\_\_ \*\* hours and visited my classroom/subject area environment on the following dates: \_\_\_\_\_, \_\_\_\_\_.

**Teacher's printed name** \_\_\_\_\_ **Grade level/subject** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_ **District/School** \_\_\_\_\_

## ED300 Field Rubric

**Student Name:** \_\_\_\_\_

- **Circle the statement that best describes the student for each descriptor throughout the rubric.**
- **Note: Ratings of 1 or 2 indicate a need for remediation.**

### Interaction with Others

Descriptor	4	3	2	1
Oral Communication Skills	Conveys meaning clearly and accurately; able to alter explanations to include all learners	Usually conveys meaning clearly and accurately; usually able to alter explanations to include all learners	Conveys meaning simplistically and sometimes inaccurately	Conveys meaning in a confusing and inaccurate manner
Positive Interactions	Has positive interactions with students that promote responsibility and self-discipline	Usually has positive interactions with students that promote responsibility and self-discipline	Sometimes has positive interactions with students that promote responsibility and self-discipline	Has negative interactions with students that do not promote responsibility and self-discipline
Listening Skills	Has the ability to listen to student needs and concerns; then positively directs student action	Usually has the ability to listen to student needs and concerns; usually positively directs student action	Sometimes has the ability to listen to student needs and concerns; sometimes positively directs student action	Does not have the ability to listen to student needs and concerns; does not positively direct student action

### Ethics of Caring

Descriptor	4	3	2	1
Respect for Others	Always displays respect for others	Usually displays respect for others	Sometimes displays respect for others	Does not display respect for others
Concern for Student Learning	Caring attitude for students, which helps students progress towards learning goals	Usually has a caring attitude for students, which helps students progress towards learning goals	Sometimes has a caring attitude for students, which helps students progress towards learning goals	Does not have a caring attitude for students; does not help students progress towards learning goals
Dedication	Always displays dedication to teacher duties	Usually displays dedication to teacher duties	Sometimes displays dedication to teacher duties	Does not display dedication to teacher duties

### Professionalism

Descriptor	4	3	2	1
Response to Situations	Responds competently and maturely to situations	Usually responds competently and maturely to situations	Sometimes responds competently and maturely to situations	Does not respond competently and maturely to situations
Response to Feedback/ Suggestions	Responds professionally to feedback/suggestions and makes appropriate adjustments	Usually responds professionally to feedback/suggestions and makes appropriate adjustments	Sometimes responds professionally to feedback/suggestions and makes appropriate adjustments	Does not respond professionally to feedback/suggestions and does not make appropriate adjustments
Punctuality	Punctual	Usually punctual	Sometimes punctual	Not punctual
Grooming	Professionally groomed	Usually professionally groomed	Sometimes professionally groomed	Not professionally groomed

- **If no instruction was possible, please indicate by writing N/A (not applicable) across the rubric.**
- **If even one type of instruction occurred, please rate each descriptor if possible.**

### Instruction: Class/subject area environments, small groups, or individual

Descriptor	4	3	2	1
Planning	Evidence of planning demonstrates proficient subject matter knowledge and teaching strategies	Evidence of planning demonstrates competent subject matter knowledge and teaching strategies	Evidence of planning demonstrates adequate subject matter knowledge and teaching strategies	Evidence of planning demonstrates limited subject matter knowledge and teaching strategies
Implementation	Consistently demonstrates clear focused delivery	Usually demonstrates clear focused delivery	Sometimes demonstrates clear focused delivery	Unclear, unfocused delivery
Analysis/ Adjustment	Detailed and accurate analysis of teaching with appropriate adjustments	Sound and usually accurate analysis of teaching with appropriate adjustments	Superficial analysis and sometimes accurate with weak adjustments	Inaccurate or no analysis with no adjustments

**Cooperating Teacher Signature (in ink):** \_\_\_\_\_