WEST CHESTER UNIVERSITY (WCU) EARLY FIELD EXPERIENCES EVALUATION FORM FOR SCHOOLS AND CLASSROOM ASSIGNMENTS (Not for Classroom or School Observations)

Candidate's Name	Course Abbrev., No., & Section
Subject Area/Grade	Course Name/Title
Mentor Teacher	WCU Faculty Member
School	
Semester: 🗆 Fall 🗆 Spring 🗖 Summer	Year: 2014 2015 2016
Academic Career: 🛛 Baccalaureate 🗖 Post-Baccalau	ireate Teaching Certificate

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. As you carefully consider each item, please select the radio button next to the level of performance that you think the Candidate demonstrated. Please select only one option for each section. In addition, the *Exemplary* rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher). The mentor teacher, either alone or in conjunction with the University Faculty Member/Course Instructor, prepares the evaluation of candidates in early field experiences. Please note the field experience within which the candidate has had the most hands-on experience with students, as determined by the University Faculty Member/Course Instructor, becomes the Unit assessment.

1. Interaction with the Site-Based Teacher--Relationship

3 = Exemplary	2 = Sound/Solid	1 = Acceptable 0 = Emerging/Needs		NA = Not Applicable
			Development	
Consistently	Consistently	Frequently	Needs to show	Insufficient basis
demonstrates a	demonstrates a	demonstrates a	evidence of a	for judgment.
professional relationship	professional relationship	professional relationship	professional relationship	
with the site-based	with the site-based	with the site-based	with the site-based	
teacher through	teacher through	teacher through	teacher through	
behaviors such as	behaviors such as	behaviors such as	behaviors such as	
respect, courtesy,	respect, courtesy,	respect, courtesy,	respect, courtesy,	
professional	professional	professional	professional	
communication, and	communication, and	communication, and	communication, and	
confidentialitywell	confidentiality.	confidentiality.	confidentiality.	
beyond what would be				
expected of a novice				
teacher.				

2. Interaction with the Site-Based Teacher--Feedback

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently asks	Consistently asks for	Frequently asks for	Needs to demonstrate	Insufficient basis
for and receives	and receives feedback	and receives feedback	openness to and	for judgment.
feedback appropriately,	appropriately, and acts	appropriately, and acts	acceptance of feedback	
and acts on suggestions-	on suggestions.	on suggestions.	and/or needs to show	
-well beyond what			effort in acting on	
would be expected of a			constructive feedback.	
novice teacher.				

3. Relationship with the Other Building Staff

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently	Needs to show	Insufficient basis
demonstrates	demonstrates	demonstrates	evidence of professional	for judgment.
professional	professional	professional	relationships with the	
relationships with the	relationships with the	relationships with the	other building staff	
other building staff	other building staff	other building staff	through behaviors such	
through behaviors such	through behaviors such	through behaviors such	as respect, courtesy,	
as respect, courtesy,	as respect, courtesy,	as respect, courtesy,	professional	
professional	professional	professional	communication, and	
communication, and	communication, and	communication, and	confidentiality.	
confidentialitywell	confidentiality.	confidentiality.		
beyond what would be				
expected of a novice				
teacher.				

4. Interaction with the Students--Relationship

3 = Exemplary	2 = Sound/Solid	1 = Acceptable 0 = Emerging/Needs		NA = Not Applicable
			Development	
Consistently	Consistently	Frequently maintains	Needs to show	Insufficient basis
maintains professional	maintains professional	professional	evidence of professional	for judgment.
relationships with the	relationships with the	relationships with the	relationships with the	
students by	students by	students by	students by	
demonstrating behaviors	demonstrating behaviors	demonstrating behaviors	demonstrating behaviors	
such as professional	such as professional	such as professional	such as professional	
boundaries, acceptance	boundaries, acceptance	boundaries, acceptance	boundaries, acceptance of	
of individual	of individual	of individual	individual differences,	
differences, and respect	differences, and respect	differences, and respect	and respect for all	
for all studentswell	for all students.	for all students.	students.	
beyond what would be				
expected of a novice				
teacher.				

5. Interaction with the Students--Learning

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
		-	Development	
Consistently shows	Consistently shows	Frequently shows	Needs to show	Insufficient basis
respect for all students	respect for all students	respect for all students	evidence of respect for	for judgment.
as learners by	as learners by	as learners by	all students as learners	
demonstrating behaviors	demonstrating behaviors	demonstrating behaviors	by demonstrating	
such as: communicating	such as: communicating	such as: communicating	behaviors such as:	
appropriate high	appropriate high	appropriate high	communicating	
expectations and	expectations and	expectations and	appropriate high	
motivating students to	motivating students to	motivating students to	expectations and	
achieve; holding	achieve; holding	achieve; holding	motivating students to	
students accountable for	students accountable for	students accountable for	achieve; holding students	
their achievements and	their achievements and	their achievements and	accountable for their	
behaviors; and	behaviors; and	behaviors; and	achievements and	
accommodating learning	accommodating learning	accommodating learning	behaviors; and	
by differentiating	by differentiating	by differentiating	accommodating learning	
practices and	practices and	practices and	by differentiating	
assessmentswell	assessments.	assessments.	practices and	
beyond what would be			assessments.	
expected of a novice				
teacher.				

6. Professionalism

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently	Needs to show	Insufficient basis
demonstrates	demonstrates	demonstrates	evidence of professional	for judgment.
professional attributes	professional attributes	professional attributes	attributes such as	
such as appropriate	such as appropriate	such as appropriate	appropriate dress,	
dress, speech, and	dress, speech, and	dress, speech, and	speech, and mannerisms.	
mannerismswell	mannerisms.	mannerisms.		
beyond what would be				
expected of a novice				
teacher.				

7. Adherence to Building Policies

3 = Exemplary	2 = Sound/Solid	1 = Acceptable 0 = Emerging/Needs		NA = Not Applicable
			Development	
Consistently adheres	Consistently adheres	Frequently adheres	Needs to show	Insufficient basis
to building policies and	to building policies and	to building policies and	evidence of adherence to	for judgment.
procedureswell beyond	procedures.	procedures.	building policies and	
what would be expected			procedures.	
of a novice teacher.				

8. Adherence to University Policies

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently adheres	Consistently adheres	Frequently adheres	Needs to show	Insufficient basis
to University policies	to University policies	to University policies	evidence of adherence to	for judgment.
and procedures such as	and procedures such as	and procedures such as	University policies and	
attendance, punctuality,	attendance, punctuality,	attendance, punctuality,	procedures such as	
and completion of	and completion of	and completion of	attendance, punctuality,	
assignmentswell	assignments.	assignments.	and completion of	
beyond what would be			assignments.	
expected of a novice				
teacher.				

9. Preparedness

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently prepares	Needs to show	Insufficient basis for
prepares for the daily	prepares for the daily	for the daily aspects of	evidence of preparation	judgment.
aspects of curriculum	aspects of curriculum	curriculum and	for the daily aspects of	
and instructionwell	and instruction.	instruction.	curriculum and	
beyond what would be			instruction.	
expected of a novice				
teacher.				

10. Please indicate with an X 🖾 what content areas the candidate taught/tutored/experienced during this early field placement:

12. Did the candid	ate work with stud	ents with disabilit	ies? 🗌 Yes	No
Other (Please spectrum) Other (Please spectrum) Other (Please spectrum) Other Content of the candid	ecify): ate experience an in	nclusive classroon	n? 🗌 Yes	No
Music	Reading	Science	Social Stu	ıdies
Health/Physical H	Education 🗌 Integ	grated Arts 🗌 L	anguage Arts	Mathematics
English	Foreign Langua	age 🗌 Functio	onal/Daily Living S	kills

13.	Did the candidate	e work with students	from diverse ra	cial/ethnic/cultural	groups? Yes	No
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14. Briefly summarize the types of projects and activities the candidate accomplished during this experience.

15. Please give an overall rating of the candidate in the completion of the tasks above. Please refer to page 1 of this form for definitions of the evaluation scale.

 $\Box Exemplary = 3 \qquad \Box Sound/Solid = 2 \qquad \Box Acceptable = 1 \qquad \Box Emerging/Needs Development = 0 \qquad \Box Not Applicable = NA$

Mentor Teacher Signature/Date

University Faculty Member Signature/Date

Candidate Signature/Date