**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-Baccalaureate 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 Development | NA = Not Applicable |
|---|---|---|---|---|
| ☐ Consistently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality--well beyond what would be expected of a novice teacher. | ☐ Consistently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality. | ☐ Frequently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality. | ☐ Needs to show evidence of a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality. | ☐ Insufficient basis for judgment. |

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

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

**3. Relationship with the Other Building Staff**

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

**4. Interaction with the Students--Relationship**

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

**5. Interaction with the Students--Learning**

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

**6. Professionalism**

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

**7. Adherence to Building Policies**

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

**8. Adherence to University Policies**

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

**9. Preparedness**

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

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

☐ English          ☐ Foreign Language          ☐ Functional/Daily Living Skills

☐ Health/Physical Education     ☐ Integrated Arts     ☐ Language Arts     ☐ Mathematics

☐ Music          ☐ Reading          ☐ Science          ☐ Social Studies

☐ Other (Please specify): _____

**11. Did the candidate experience an inclusive classroom?**          ☐ Yes          ☐ No

**12. Did the candidate work with students with disabilities?**          ☐ Yes          ☐ No

12/01/2014

**13. Did the candidate work with students from diverse racial/ethnic/cultural groups?** ☐Yes ☐No

**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.**

☐Exemplary = 3 ☐Sound/Solid = 2 ☐Acceptable = 1 ☐Emerging/Needs Development = 0 ☐Not Applicable = NA

_____
**Mentor Teacher Signature/Date**

_____
**University Faculty Member Signature/Date**

_____
**Candidate Signature/Date**