

ASSESSMENT FORM FOR 495 A/B/C

Field Experience: CI495A_____ CI495B_____ CI495C_____ Mid-point _____ Final _____

Pre-service Teacher: _____ PS ID#: _____ Date: _____

Evaluator: _____ Supervisor: _____

School: _____ Grade/subject: _____ Mentor: _____

Explanation of Ratings:

Consistently- The pre-service teacher's performance always or almost always matches or exceeds the description.

Often – The pre-service teacher's performance on this standard matches or exceeds the description most of the time but falls below now and then.

Sometimes- The pre-service teacher's performance on this standard matches or exceeds the description about half or a little more than half of the time

Rarely– The pre-service teacher's performance on this standard fails to match or exceed the description more than half of the time.

Not Observed– Not observed at this point in time.

How to Use These Ratings:

First, determine where the pre-service teacher is on the continuum of indicators for each Standard within each Focus Area and circle the rating.

Then, use the continuum ratings from each Standard to determine a comprehensive rating for each Focus Area.

Finally, use the comprehensive ratings from each Focus Area to determine an overall Comprehensive Rating for the Semester.

How to Determine the Comprehensive Rating:

The comprehensive rating is determined by the professional judgment of the field experience instructor and the mentor teacher and is based on a summary of rating across all three focus areas. The goal is to insure that the pre-service teacher is ready to proceed to the student teaching experience.

Satisfactory: Typically a satisfactory rating results from earning a minimum rating of "sometimes" in at least two focus areas and a higher rating in at least one other focus area.

Unsatisfactory: Typically an unsatisfactory rating results from earning a "sometimes" in all three focus areas or a "rarely" in any one focus area.

Student Name: _____ Semester: _____

Focus Area A- Becoming a Professional

Standard 1 - The pre-service teacher meets expectations and fulfills responsibilities.

Indicators:

- Completes assignments and tasks accurately and meets deadlines
- Fulfills commitments dependably and willingly
- Maintains appropriate personal appearance
- Exhibits initiative, enthusiasm, and self-confidence

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 2 - The pre-service teacher establishes productive, professional relationships.

Indicators:

- Interacts tactfully with mentor, colleagues, parents, children, and others
- Shares ideas, information, and resources with colleagues and accepts ideas, information, and resources from others
- Respects personalities and teaching styles that are different from her/his own
- Seeks appropriate opportunities to become a participating member of the teaching division and the school as a whole

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 3 – The pre-service teacher values and seeks professional growth.

Indicators:

- Takes responsibility for own learning and skill development
- Takes advantages of opportunities for professional development, e.g. workshops, etc.
- Accepts and uses feedback from mentor, supervisor and others as a vehicle for self-improvement

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Student Name: _____ **Semester:** _____

Standard 4- The pre-service teacher demonstrates ethical and professional behavior.

Indicators:

- Treats information about students, colleagues and the school confidentially
- Places welfare of students as the primary consideration in making educational decisions
- Follows district and university rules and procedures as well as local, state and federal laws

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Comprehensive Rating: Focus Area A

Rating:

The pre-service teacher meets or exceeds expectations:				
Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Focus Area B – Learning to be a Teacher

Standard 1- The pre-service teacher uses observation as an effective tool for learning about children and the teaching-learning process.

Indicators:

- Establishes a purpose for observations and collects information that is consistent with that purpose
- Initiates conversations with and asks questions of the mentor and supervisor concerning observations that have been made
- Understands the differences between observations and judgments and uses those differences to interpret own observations

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Student Name: _____ Semester: _____

Standard 2 – The pre-service teacher uses writing as a tool for learning about children and the teaching-learning process. *(to be assessed by field instructor only)

Indicators:

- Values written reflection as a tool for learning about teaching
- Uses journals and other course assignments as an opportunity to think through concepts and make sense of readings, observations, and discussions
- Uses journals as an opportunity to ask questions concerning readings, observations, and discussions

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 3 – The pre-service teacher makes connections across experiences.

Indicators:

- Makes connections across the methods courses throughout the semester
- Connects classroom observations to concepts and skills that have been studied and discussed in methods courses
- Makes connections across different learning situations and contexts within the classroom and across classrooms

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Comprehensive Rating Focus Area B

Rating:

The pre-service teacher meets or exceeds expectations:				
Consistently	Often	Sometimes	Rarely	Not Observed
Comments:				

Student Name: _____

Semester: _____

Focus Area C – Developing Understandings and Capabilities

Standard 1 – The pre-service teacher demonstrates an understanding of effective planning in initial lessons or sets of lessons.

Indicators:

- Plans accurate content at an appropriate developmental level
- Uses information about students' prior understanding of the concepts in planning instruction
- Focuses on goals and objectives that call for student understanding of content, important skill development, and/or acquisition of important attitudes
- Matches goals to district curriculum, and state and national standards
- Plans activities that are consistent with goals
- Plans for assessment of the degree to which students meet the goals of the lessons

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 2 – The pre-service teacher implements plans in ways that are consistent with learning theory and effective instruction.

Indicators:

- Uses instructional strategies that are consistent with lesson goals
- Organizes classroom procedures and routines to support the learning activities and goals
- Is aware of student behavior and attempts to keep learners engaged throughout the lesson
- Attempts to monitor student understanding during the lesson

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 3- The pre-service teacher reflects on initial lessons systematically in terms of their impact on learners.

Indicators:

- Uses assessment data to determine what students have and have not learned during the lesson
- Seeks and accepts feedback from mentor and supervisor concerning lesson effectiveness
- Uses videotapes, audio tapes, observation data, or journaling to assess effectiveness of lessons independently
- Uses own judgments, student assessment data, and feedback from others to enhance the effectiveness of future lessons

Student Name: _____ **Semester:** _____

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 4 – The pre-service teacher works effectively with small groups using lessons developed by the mentor.

Indicators:

- Understands what students are supposed to learn as a result of the small group activity
- Attempts to implement the mentor’s plans accurately
- Assesses whether students are achieving the goals of the activity
- Adjusts the activities, when necessary, to increase student learning and discusses these adjustments with the mentor
- Uses small group work as an opportunity to learn more about children and the teaching-learning process

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Standard 5 – The pre-service teacher is developing instructional and technological skills.

Indicators:

- Seeks opportunities to develop appropriate technological skills for personal use as well as for instructional use
- Handles routine management tasks successfully
- Uses voice, e.g. volume, tone, pitch, appropriately
- Models effective communication in both oral and written form
- Writes legibly on chalkboard, white board, etc.
- Uses questions as an effective instructional tool

Rating:

Consistently	Often	Sometimes	Rarely	Not observed
Comments:				

Student Name: _____ Semester: _____

Comprehensive Rating Focus Area C

Student Name: _____ Semester: _____

Rating:

The pre-service teacher meets or exceeds expectations				
Consistently	Often	Sometimes	Rarely	Not Observed
Comments:				

Comprehensive Rating (End of Semester Only)

Satisfactory	Unsatisfactory
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Satisfactory: Typically a satisfactory rating results from earning a minimum rating of “sometimes” in at least two focus areas and a higher rating in at least one other focus area.

Unsatisfactory: Typically an unsatisfactory rating results from earning a “sometimes” in all three focus areas or a “rarely” in any one focus area.

Demonstrated Areas of Strength across Focus Areas:

Suggested Goals for Next Phase of Pre-service teacher Development:

Assessor	Assessor's Signature	Assessor's Address/Phone	Conference Date

