

FIELD EXPERIENCE FINAL EVALUATION
DEPARTMENT OF EDUCATION – WEST VIRGINIA STATE UNIVERSITY
INSTITUTE, WV 25112 - 1000

EDUC <u>331-</u> Index No. <u> </u> Semester <u> </u> Year <u> </u>
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Candidate Name: _____	ID No: A00 _____
Major/Program: _____	Phone: _____ Email: _____
WVSU Professor: _____	Prof Email: _____
Classroom Teacher: <i>Please complete this section during your initial meeting with candidate. If you have questions, defer completion and contact Professor. Your signature below affirms that you understand placement requirements and that you know that you will be monitoring contact hours and using this instrument to evaluate the candidate.</i>	
Teacher Name (print): _____	Tchr Email: _____
School & Content or Grade: _____	Signature: _____

Classroom Teacher: *At the end of the field experience placement, evaluate the candidate by circling or checking the appropriate cell for each element of the rubric. Do not skip elements. Use the comments section to explain or qualify your evaluation scores.*

	Distinguished	Accomplished	Emerging	Unsatisfactory
Professional Behaviors (Member of a Profession)	The candidate demonstrates a very high degree of professional behavior in dress, timeliness and attendance.	The candidate demonstrates consistent professional behavior in dress, timeliness and attendance.	The candidate demonstrates professional behavior in dress, timeliness and attendance, with occasional lapses in one or more.	The candidate demonstrates significant lapses in professional behavior in dress, timeliness or attendance.
Comments on Professional Behavior:				
Good Team Member (Member of a Profession)	Shows initiative in interactions with educators. Invites evaluation and feedback.	Asks questions and shows interest in the classroom environment.	Interacts in a positive and helpful manner when others initiate.	Shows difficulty in maintaining a positive disposition during interactions.
Comments on Team Member:				
Standard English Grammar (Role Model)	The candidate always uses Standard English Grammar in speech and in writing.	The candidate consistently uses Standard English Grammar in speech and in writing, using formal and informal structures appropriate to the situation.	The candidate usually uses Standard English Grammar in speech and in writing, but may use informal language at inappropriate times.	The candidate demonstrates errors in Standard English Grammar in speech or in writing that give students a poor role model for Standard English.
Comments on Standard English:				

Relates well to Students (Student Focused)	The candidate's interaction with students reflects genuine respect and caring for all students, including those from underrepresented groups.	Candidate-student interactions are friendly and demonstrate general caring and respect.	Candidate-student interactions are generally appropriate but may reflect occasional negativity, inconsistencies, or favoritism.	The candidate's interaction with one or more students is negative, demeaning, or sarcastic.
Comments on Relates to Students:				
Placement Requirements (Student Focused) Candidates need to monitor student achievement (with pre-post-test) while tutoring a student or small group for at least 6 hours <u>OR</u> teaching all students for at least a class period.	Candidate is proactive in completing placement requirements, keeps teacher abreast of requirements early in the placement, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements successfully, keeps teacher abreast of requirements, and ensures that interactions with students yield positive achievement results.	Candidate completes placement requirements, may be lax in communicating requirements to teacher, or interactions may not lead to positive student achievement.	Candidate does not complete placement requirements, or does not communicate their completion to the teacher or interactions with students yield negative achievement results.
Comments on Requirements:				

OVERALL RATING The overall performance of the candidate was: <input type="checkbox"/> 1. Distinguished <input type="checkbox"/> 2. Accomplished <input type="checkbox"/> 3. Emerging <input type="checkbox"/> 4. Unsatisfactory) <input type="checkbox"/> 5. Other (Explain in comments)	I would personally recommend this person to continue as a candidate in teacher education, social work, or recreation. <input type="checkbox"/> 1. Without reservation <input type="checkbox"/> 2. With reservation <input type="checkbox"/> 3. Not willing to recommend <input type="checkbox"/> 4. Other (Explain in comments)
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OTHER COMMENTS: *Note any other comments (for example: specific strengths and/or weaknesses that may relate to future potential as a teacher or comments that may be helpful for future professional growth).*

Date

Classroom Supervisor's Signature Indicating Completion of Evaluation