Field Performance Evaluation

Name	Date of Evaluation	Evaluation:	Evaluation: Initial MidtermFinal	
University Supervisor	Cooperating Teacher			
School	Subject/Grade Level			
	candidate on each element using the quantifiers provide	d. Base ratings on your observations or profe	ssional knowledge of the candidate's	
		d. Base ratings on your observations or profe 2	ssional knowledge of the candidate's 3	
knowledge, skills or dispositions		d. Base ratings on your observations or profe 2 ACCEPTABLE	ssional knowledge of the candidate's 3 TARGET	
knowledge, skills or dispositions NE	1	2	3	

Performance Standard 1: Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Element	Rating	Comments
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	1 2 3 NE	
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.	1 2 3 NE	
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age	1 2 3 NE	
group.		

Performance Standard 2: Instructional Planning - The candidate plans using state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.

Element	Rating	Comments
2.4 Plans for differentiated instruction.		

Performance Standard 3: Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

Element	Rating	Comments
3.1 Engages students in active learning and maintains interest.	1 2 3 NE	
3.5 Effectively uses appropriate instructional technology to enhance student learning.	1 2 3 NE	
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary	1 2 3 NE	
connections.		

Performance Standard 4: Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.

Element	Rating	Comments
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	1 2 3 NE	
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	1 2 3 NE	
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.	1 2 3 NE	

Performance Standard 5: Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Element	Rating	Comments
5.2 Involves students in setting learning goals and monitoring their own progress.	1 2 3 NE	

Performance Standard 6: Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Element	Rating	Comments
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of	1 2 3 NE	
learning objectives.		
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.	1 2 3 NE	

Performance Standard 7: Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.

Element	Rating	Comments
7.1 Responds to disruptions in a timely, appropriate manner.	1 2 3 NE	
7.3 Models caring, fairness, respect, and enthusiasm for learning.	1 2 3 NE	
7.4 Promotes a climate of trust and teamwork within the classroom.	1 2 3 NE	
7.5 Promotes respect for and understanding students' diversity, including – but not limited to - race, color, religion, sex,	1 2 3 NE	
national origin, or disability.		
7.6 Actively listens and pays attention to students' needs and responses.	1 2 3 NE	
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	1 2 3 NE	

Performance Standard 8: Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Element	Rating	Comments
8.5 Communicates high, but reasonable, expectations for student learning.	1 2 3 NE	
8.7 Encourages students to explore new ideas and take academic risks.	1 2 3 NE	

Performance Standard 9: Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

Element		Comments
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).	1 2 3 NE	
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on	1 2 3 NE	
student learning and sets goals for improvement.		
9.6 Demonstrates flexibility in adapting to school change.	1 2 3 NE	
9.7 Engages in activities outside the classroom intended for school and student enhancement.	1 2 3 NE	

Performance Standard 10: Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Element		Comments
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the	1 2 3 NE	
classroom and school environment.		
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in	1 2 3 NE	
a timely and constructive manner.		
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote	1 2 3 NE	
student learning.		
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.	1 2 3 NE	
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	1 2 3 NE	
10.6 Adheres to school and district policies regarding communication of student information.	1 2 3 NE	
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders	1 2 3 NE	
(parents, community, students, and colleagues).		
10.9 Uses modes of communication that are appropriate for a given situation.	1 2 3 NE	

Overall Comments						
University Supervisor's Signature	Date	Candidate's Signature	Date			
		(Signature acknowledges review of for	m. not necessarily agreement.)			