

Newberry College Department of Education
Field Experience Evaluation
300-400 level classes

To be completed by the Field Experience Mentor at the end of the practicum period and submitted to the college instructor.
CANDIDATE COMPLETES INFORMATION SECTION -- PLEASE PRINT.

Candidate _____
Education Course(s) _____ **Professor** _____
Teacher _____ **School** _____

Please rate your Newberry College education student in the following areas, based on your observations and interactions during the teacher candidate's time in your classroom. For a rating of unacceptable, please give a specific example as documentation. Use additional sheets if necessary.

- 4 = excellent – candidate displays high level of knowledge and skills in all or most situations**
3 = proficient – candidate displays adequate knowledge and skills in most situations
2 = developing – candidate displays a developing level knowledge and skills
1 = beginning – candidates is beginning to display knowledge and skill for this guiding theme
0 = unacceptable – candidate has no apparent knowledge or skills for this guiding theme
NA = not applicable – no opportunity to observe; not applicable in this setting

Standard	Indicator	4	3	2	1	0	N A	Comments
	The teacher candidate demonstrates skills of higher-order thinking to analyze the effect of teaching practices on student learning and shows commitment to lifelong professional development/ learning.							
	The teacher candidate makes appropriate and creative use of technology and other communication tools to promote inquiry, collaboration, and supportive interaction.							
	The teacher candidate creates and manages a positive learning environment that encourages self-discipline, self-motivation, and self-reflection in students and promotes active engagement in learning.							
	The teacher candidate relates knowledge of human development to teaching and learning, sets high expectations for all students, focuses on how teaching practices affect student learning, and provides learning opportunities to support growth.							
	The teacher candidate accepts responsibility for his/her choices, respects the worth of each individual, develops self-confidence and appropriate self-esteem, refers students to appropriate support services, maintains confidentiality of information, and interacts ethically with colleagues, students, and parents.							
	The teacher candidate provides appropriate learning experiences that enable students to explore the possibilities of various careers and skills.							
	The teacher candidate develops and uses ongoing formal and informal assessment strategies to measure student achievement of learning goals and objectives.							
	The teacher candidate applies knowledge of learning theories to observe and interpret learner behavior, then develops long- and short-range instructional plans based on student needs, subject area and curriculum goals, and state and local requirements.							
	The teacher candidate applies appropriate current research and various methodologies to teaching in his/her field of specialization.							
	The teacher candidate applies a variety of effective teaching behaviors and models, including ADEPT and national standards of teacher competence, to encourage student development of critical thinking, problem solving, and performance skills.							
	The teacher candidate recognizes differences inherent among individuals and adapts subject matter and instructional techniques to provide for the interests and needs of diverse learners.							

Comments: Please use back or additional sheets.

 Signature of Teacher or Professor

 Date