TLS 593a Field Experience Midterm Evaluation

Teacher Candidate:	Mentor Teacher:	University Supervisor:
Site:	Grade Level(s):	Midterm Date:

Rating	4 – Accomplished	3 – Proficient	2 – Emergent	1 – Not Evident	N/A
Scale:	(consistent, exemplary evidence)	(consistent, proficient evidence)	(developing, limited evidence)	(no evidence)	(not applicable)

I. IMMERSION INTO SCHOOL/DISTRICT	Midterm
Observed Mentor Teacher: The Teacher Candidate conducted close, analytical observations of the Mentor Teacher.	
Observed Other Teachers: The Teacher Candidate conducted numerous observations of other teachers at their assigned school and at other school sites if and when permitted to do so.	
Reviewed District and School Policies and Procedures: The Teacher Candidate reviewed district and school handbooks outlining required rules, expectations, policies and procedures.	
Became Acquainted with Faculty and Staff: The Teacher Candidate made a concerted effort to become acquainted with faculty and staff.	
Attended School Functions: The Teacher Candidate attended numerous outside-of-the-classroom school events.	
Participated in Faculty/Department Meetings or Workshops: The Teacher Candidate participated in many school or district meetings, as well as professional development opportunities as permitted.	

II. CLASSROOM MANAGEMENT

II. CLASSROOM MANAGEMENT	Midterm
Became Acquainted with Classroom Rules and Procedures: The Teacher Candidate made a concerted effort to become acquainted with the	
Mentor Teachers classroom expectations, rules and procedures.	
Participated in Beginning-of-the-Year Activities with Students and Parents: The Teacher Candidate participated with the Mentor Teacher	
in activities designed to develop relationships and establish classroom expectations with students and parents.	
Learned About the Students: The Teacher Candidate made a concerted effort to learn as much about the students as possible.	
Established Authority and Developed Positive Relationships with Students: The Teacher Candidate conducted themselves with authority	
and fostered positive and respectful interactions with and among students.	
Conducted Classroom Management Tasks: The Teacher Candidate assisted the Mentor Teacher in completing required classroom management	
paperwork.	
Observed Classroom Management Interactions with Students and Parents: The Teacher Candidate observed and analyzed the Mentor	
Teacher's discipline interactions with students and parents.	

III. PLANNING/CONTENT KNOWLEDGE	Midterm
Reviewed the Course Curriculum: The Teacher Candidate closely reviewed the course curriculum and calendar of topics to be covered.	
Reviewed Plans and Teaching Materials: The Teacher Candidate closely reviewed the Mentor Teacher's past unit and lesson plans, as well as existing learning activities and resources.	
Planned Collaboratively with Mentor Teacher: The Teacher Candidate and Mentor Teacher consistently discussed and developed ideas for unit and lesson plans.	
Practiced Planning their own Lesson Segments/Lesson Plans: The Teacher Candidate developed lesson segments/lesson plans with the Mentor Teacher's assistance.	
Demonstrated Strong Content Knowledge: The Teacher Candidate had an accurate and thorough grasp of the content.	

IV. INSTRUCTION/ASSESSMENT	Midterm
Regularly Assisted Students during Instruction: The Teacher Candidate consistently assisted students during instructional activities such as labs,	
seatwork, groupwork, etc.	
Regularly Assisted with Teaching Duties: By the midpoint of the semester, the Teacher Candidate was regularly assisting with duties such as taking	
and posting attendance, grading assignments, and posting grades for their two classes.	
Regularly Assisted with Development of Instructional and Assessment Materials: The Teacher Candidate worked with Mentor Teacher	
to develop instructional materials and assessments to be used in the classroom lessons.	
Regularly Teaching Lesson Segments: By the midpoint of the semester, the Teacher Candidate was teaching segments of the lesson on a daily or	
nearly daily basis.	

V. PROFESSIONALISM

 Collaborated with Mentor Teacher: The Teacher Candidate and Mentor Teacher collaborated regularly to ensure that the Teacher Candidate would meet the learning outcomes of the Midterm Evaluation Instrument.
 Image: Communicated Professionally with Mentor Teacher and University Supervisor: The Teacher Candidate was proactive in their communication and responded promptly to emails/texts initiated by the Mentor and Supervisor.

Midterm

Professional Attendance: The Teacher Candidate consistently attended and arrived on time to the internship and scheduled meetings.

Prepared for Internship: The Teacher Candidate was consistently prepared for all classroom lessons and scheduled meetings.

Sought and Acted upon Feedback: The Teacher Candidate protected the privacy rights of students at all times.

Submitted Thorough and Timely Weekly Self-Reflections: The Teacher Candidate consistently submitted thorough Weekly Self-Reflections to their University Supervisor on time each week.

Demonstrated Initiative: The Teacher Candidate eagerly interacted with students and faculty, sought ways to be involved in planning/instruction.

Comments:

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

TLS 593a Field Experience Rubric

Learner Outcome 1: Immersion Into School/District

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
1a. Observed Mentor Teacher	The Teacher Candidate conducted, close, analytical observations of the Supervising Practitioners several times per week, including keeping thorough field notes for all or nearly all teacher observations and interactions.	The Teacher Candidate conducted close, analytical observation of the Supervising Practitioner at least once weekly, including keeping thorough field notes for all or nearly all teacher observations and interactions.	The Teacher Candidate conducted casual or informal observations of the Supervising Practitioner on a somewhat irregular basis, and/or kept field notes that were not thorough or only kept field notes for a few teacher observations.	The Teacher Candidate rarely observed the Supervising Practitioner, and/or did not keep field notes for teacher observations.
1b. Observed Other Teachers	The Teacher Candidate conducted numerous observations of other teachers at their assigned school and at other school sites when permitted, including keeping thorough field notes for all or nearly all teacher observations and interactions.	The Teacher Candidate conducted numerous observations of other teachers almost exclusively at their assigned school when permitted, including keeping thorough field notes for all or nearly all teacher observations and interactions.	The Teacher Candidate conducted occasional observations of other teachers when permitted, and/or kept field notes that were not thorough or only kept field notes for a few teacher observations.	The Teacher Candidate rarely or never observed other teachers when permitted to do so, and/or did not keep field notes for teacher observations.
1c. Reviewed District and School Policies and Procedures	The Teacher Candidate thoroughly reviewed all relevant district and school policies regarding rules and expectations, policies and emergency procedures. The Teacher Candidate also reviewed the Student Handbook.	The Teacher Candidate thoroughly reviewed all relevant district and school policies regarding rules and expectations, policies and emergency procedures.	The Teacher Candidate thoroughly reviewed some of the relevant district and school policies regarding rules and expectations, policies and emergency procedures.	The Teacher Candidate did not review any relevant district and school policies regarding rules and expectations, policies and emergency procedures.
1d. Became Acquainted with Faculty and Staff	The Teacher Candidate made a concerted effort to become acquainted with faculty and staff.	The Teacher Candidate made a significant effort to become acquainted with faculty and staff.	The Teacher Candidate made some effort to become acquainted with faculty and staff.	The Teacher Candidate made little or no effort to become acquainted with faculty and staff.

1e. Attended	The Teacher Candidate	The Teacher Candidate attended	The Teacher Candidate attended	The Teacher Candidate attended
School	attended more than three	at least three school functions	one or two school functions	no school functions outside of the
Functions	school functions outside of	outside of the classroom.	outside of the classroom.	classroom.
	the classroom.			
1f. Participated	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate did not
in Faculty/Dept	participated in many school	participated in several school or	participated in some school or	participate in school or district
meetings or	or district meetings, as well	district meetings, as well as	district meetings.	sponsored professional
workshops	as professional development	professional development	_	development opportunities.
	opportunities as permitted.	opportunities as permitted.		

Learner Outcome 2: Classroom Management

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
2a.	The Teacher Candidate assisted	The Teacher Candidate	The Teacher Candidate was	The Teacher Candidate did not
Became	the Mentor Teacher in the	thoroughly reviewed the	familiar with most of the	develop a sufficient understanding
Acquainted	development and presentation	Mentor Teacher's classroom	Mentor Teacher's classroom	of the Mentor Teacher's classroom
with Classroom	of the classroom rules and	rules and procedures.	rules and procedures.	rules and procedures.
Rules and	procedures	*		*
Procedures				
2b.	The Teacher Candidate assisted	The Teacher Candidate assisted	The Teacher Candidate	The Teacher Candidate did not
Participated in	the Mentor Teacher in leading	the Mentor Teacher in leading	participated in some activities	participate in activities to develop
Beginning -of-	activities with both parents and	activities with students to	with students to develop	relationships and establish the
the-Year	students to develop	develop relationships and	relationships and establish the	classroom management system.
Activities with	relationships and establish the	establish the classroom	classroom management system.	
Students and	classroom management system.	management system.		
Parents				
2c.	The Teacher Candidate learned	The Teacher Candidate learned	The Teacher Candidate learned	The Teacher Candidate did not
Learned about	student names, and became	student names, and became	student names.	sufficiently learn students names.
the Students	acquainted with their cultural	acquainted with their cultural		
	backgrounds and interests, as	backgrounds and interests.		
	well as familiarizing themselves			
	with the unique learner needs of			
	IEP/504/ELL students in the			
	classroom.			
2d.	The Teacher Candidate quickly	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate failed to
Established	and effectively asserted	gradually over time asserted	struggled to establish	establish themselves as an
Authority &	themselves as an authority in	themselves as an authority in	themselves as an authority in	authority in the classroom and
Developed	the classroom and developed	the classroom and developed	the classroom and develop	establish positive relationships
Positive	positive relationships with	positive relationships with	positive relationships with	with students.
Relationships	students.	students.	students.	
with Students				

2e.	The Teacher Candidate assisted	The Teacher Candidate assisted	The Teacher Candidate assisted	The Teacher Candidate did not
Conducted	the Mentor Teacher in	the Mentor Teacher in	the Mentor Teacher in taking	consistently assist the Mentor
Classroom	completing numerous	completing some classroom	and recording attendance	Teacher with taking attendance or
Management	classroom management tasks	management tasks and		other classroom management
Tasks	and recordkeeping.	recordkeeping.		tasks.
2f.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate did not
Observed	observed the Mentor Teacher	observed the Mentor Teacher	observed the Mentor Teacher	observe discipline conferences or
Classroom	conduct numerous discipline	conduct some discipline	conduct some discipline	parent phone calls.
Management	conferences with students and	conferences with students and	conferences.	
Interactions	parent phone calls.	parent phone calls.		
with Students				
and Parents				

Learner Outcome 3: Planning/Content Knowledge

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
3a. Reviewed the Course Curriculum and Calendar	The Teacher Candidate reviewed the course curriculum/materials and assisted in the creation of the course calendar with the Mentor Teacher	The Teacher Candidate reviewed and discussed the course curriculum and calendar with the Mentor Teacher	The Teacher Candidate reviewed the course curriculum	The Teacher Candidate did not review the course curriculum
3b. Reviewed the Plans and Teaching Materials	The Teacher Candidate thoroughly reviewed the plans and teacher materials of the Mentor Teacher as well as those of other members of the department.	The Teacher Candidate thoroughly reviewed the plans and teacher materials of the Mentor Teacher	The Teacher Candidate reviewed some plans and teaching materials	The Teacher Candidate did not review plans and teaching materials
3c. Planned Collaboratively with Mentor Teacher	The Teacher Candidate and Mentor Teacher planned collaboratively on a weekly basis.	The Teacher Candidate and Mentor Teacher frequently planned collaboratively.	The Teacher Candidate and Mentor Teacher occasionally planned collaboratively.	The Teacher Candidate and Mentor Teacher rarely if ever planned collaboratively.
3d. Practiced Planning their own Lesson Segments and Lessons	The Teacher Candidate developed numerous lesson segments and lesson plans.	The Teacher Candidate developed some lesson segments and lesson plans.	The Teacher Candidate developed only the lesson plans required for the two UA courses.	The Teacher Candidate did not develop their own lesson segments or plans.

3e.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate has a	The Teacher Candidate has
Demonstrated	consistently demonstrated a	generally demonstrated a	basic understanding of their	insufficient content knowledge at
Strong Content	thorough and accurate	thorough and accurate	content area. This understanding	this point in the semester and thus
Knowledge	understanding of their content	understanding of their content	limits their application of the	unable to demonstrate an ability
_	area as they planned and taught	area as they planned and taught	content through planning and	to plan and teach lessons.
	lessons.	lessons.	lessons.	

Learner Outcome 4: Instruction/Assessment

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
4a.	The Teacher Candidate quickly	The Teacher Candidate and	The Teacher Candidate and	The Teacher Candidate and
Assisted	and effectively assisted students	Mentor Teacher frequently	Mentor Teacher occasionally	Mentor Teacher rarely if ever
Students	during instruction on a weekly	assisted students during	assisted students during	assisted students during
During	basis	instruction.	instruction.	instruction.
Instruction				
4b.	By the midpoint in the	By the midpoint in the	By the midpoint in the semester,	By the midpoint in the semester,
Assisted with	semester, the Teacher	semester, the Teacher	the Teacher Candidate was	the Teacher Candidate was rarely
Teaching	Candidate was regularly and	Candidate was frequently	occasionally assisting with	if ever assisting with duties such
Duties	consistently assisting with duties such as taking and posting attendance, grading assignments, and posting grades for their two class periods throughout the first half of the semester.	assisting with duties such as taking and posting attendance, grading assignments, and posting grades for their two class periods.	duties such as taking and posting attendance, grading assignments, and posting grades for their two class periods.	as taking and posting attendance, grading assignments, and posting grades for their two class periods.
4c.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate rarely if
Assisted with	regularly worked with the	frequently worked with the	occasionally worked with the	ever worked with the Mentor
the	Mentor Teacher to locate or	Mentor teacher to locate or	Mentor teacher to locate or	Teacher to locate or create
Development of	create instructional or	create instructional or	create instructional or	instructional or assessment
Instructional	assessment materials on a	assessment materials.	assessment materials.	materials.
and Assessment	weekly basis.			
Materials				
4d.	By the midpoint in the	By the midpoint in the	By the midpoint in the semester,	By the midpoint in the semester,
Regularly	semester, the Teacher	semester, the Teacher	the Teacher Candidate had	the Teacher Candidate had rarely
Teaching	Candidate was teaching lesson	Candidate was frequently	occasionally taught lesson	if ever taught lesson segments.
Lesson	segments on a weekly basis.	teaching lesson segments.	segments.	
Segments				

Learner Outcome 5: Professionalism

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
5a.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate
Collaborated	demonstrated great initiative	demonstrated moderate	demonstrated some initiative by	demonstrated little or no initiative
with Mentor	from the very start by	initiative by collaborating with	collaborating with the Mentor	to assume teacher duties in
Teacher	collaborating with the Mentor	the Mentor Teacher to assume	Teacher to assume teacher duties	accordance with the Phase-in
	Teacher to assume teacher	teacher duties in accordance	in accordance with the Phase-in	Plan.
	duties in accordance with the	with the Phase-in Plan.	Plan.	
	Phase-in Plan.			
5b.	The Teacher Candidate was	The Teacher Candidate was	The Teacher Candidate was	The Teacher Candidate had
Communicated	exceptionally proactive in their	consistently proactive in their	generally proactive in their	excessive instances when they
Professionally	communication and timely in	communication and timely in	communication and timely in	were not proactive in their
	their response to emails and	their response to emails and	their response to emails and texts	communication or timely in their
	texts from Mentor/Supervisor.	texts from Mentor/Supervisor.	from Mentor/Supervisor.	response to emails and texts from
				Mentor/Supervisor.
5c.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate had a	The Teacher Candidate had
Professional	consistently attended and	generally attended and arrived	number of unexcused absences	excessive unexcused absences or
Attendance	arrived on time to the	on time to the internship and	or late arrivals to the internship	late arrivals to the internship or
	internship and meetings.	meetings.	or meetings.	meetings.
5d.	The Teacher Candidate was	The Teacher Candidate was	The Teacher Candidate had a	The Teacher Candidate had
Prepared for	consistently prepared for	generally prepared for	number instances in which they	excessive instances in which they
Internship	classroom lessons and	classroom lessons and meetings.	were unprepared for classroom	were unprepared for classroom
	meetings.		lessons and meetings.	lessons and meetings.
5e.	The Teacher Candidate always	The Teacher Candidate almost	The Teacher Candidate generally	The Teacher Candidate rarely, if
Sought and	sought and acted upon	always sought and acted upon	acted upon feedback provided by	ever acted on feedback provided
Acted Upon	feedback provided by the	feedback provided by the	the Mentor Teacher and	by the Mentor Teacher and
Feedback	Mentor Teacher and University	Mentor Teacher and University	University Supervisor, modifying	University Supervisor.
	Supervisor, modifying practice	Supervisor, modifying practice	practice accordingly	
=0	accordingly.	accordingly		
5f.	The Teacher Candidate	The Teacher Candidate's	The Teacher Candidate's Weekly	The Teacher Candidate failed to
Submitted	submitted Weekly Self-	Weekly Self-Reflections were	Self-Reflections generally lacked	submit one or more Weekly Self-
Thorough and	Reflections on time each week	thorough, but one or more was	sufficient specific evidence of	Reflections.
Timely Weekly	that were thorough and	submitted late.	having met internship goals	
Self-	presented specific evidence of			
Reflections	having met internship goals.			
5g.	The Teacher candidate eagerly	The Teacher candidate	The Teacher candidate	The Teacher candidate rarely
Demonstrated	and daily interacted with	frequently interacted with	occasionally interacted with	interacted with students/faculty
Initiative	students/faculty and sought	students/faculty and sought	students/faculty and sought ways	and sought ways to be involved
	ways to be involved with	ways to be involved with	to be involved with	with planning/instruction. Needed
	planning/instruction	planning/instruction	planning/instruction.	prompting from Mentor.