

## TLS 593a Field Experience Midterm Evaluation

<b>Teacher Candidate:</b>	<b>Mentor Teacher:</b>	<b>University Supervisor:</b>
<b>Site:</b>	<b>Grade Level(s):</b>	<b>Midterm Date:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> <small>(consistent, exemplary evidence)</small>	<b>3 – Proficient</b> <small>(consistent, proficient evidence)</small>	<b>2 – Emergent</b> <small>(developing, limited evidence)</small>	<b>1 – Not Evident</b> <small>(no evidence)</small>	<b>N/A</b> <small>(not applicable)</small>
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### I. IMMERSION INTO SCHOOL/DISTRICT

**Midterm**

<b>Observed Mentor Teacher:</b> The Teacher Candidate conducted close, analytical observations of the Mentor Teacher.	
<b>Observed Other Teachers:</b> 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.	
<b>Reviewed District and School Policies and Procedures:</b> The Teacher Candidate reviewed district and school handbooks outlining required rules, expectations, policies and procedures.	
<b>Became Acquainted with Faculty and Staff:</b> The Teacher Candidate made a concerted effort to become acquainted with faculty and staff.	
<b>Attended School Functions:</b> The Teacher Candidate attended numerous outside-of-the-classroom school events.	
<b>Participated in Faculty/Department Meetings or Workshops:</b> The Teacher Candidate participated in many school or district meetings, as well as professional development opportunities as permitted.	

### II. CLASSROOM MANAGEMENT

**Midterm**

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

### III. PLANNING/CONTENT KNOWLEDGE

Midterm

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

### IV. INSTRUCTION/ASSESSMENT

Midterm

<b>Regularly Assisted Students during Instruction:</b> The Teacher Candidate consistently assisted students during instructional activities such as labs, seatwork, groupwork, etc.	
<b>Regularly Assisted with Teaching Duties:</b> 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.	
<b>Regularly Assisted with Development of Instructional and Assessment Materials:</b> The Teacher Candidate worked with Mentor Teacher to develop instructional materials and assessments to be used in the classroom lessons.	
<b>Regularly Teaching Lesson Segments:</b> By the midpoint of the semester, the Teacher Candidate was teaching segments of the lesson on a daily or nearly daily basis.	

### V. PROFESSIONALISM

Midterm

<b>Collaborated with Mentor Teacher:</b> The Teacher Candidate and Mentor Teacher collaborated regularly to ensure that the Teacher Candidate would meet the learning outcomes of the Midterm Evaluation Instrument.	
<b>Communicated Professionally with Mentor Teacher and University Supervisor:</b> The Teacher Candidate was proactive in their communication and responded promptly to emails/texts initiated by the Mentor and Supervisor.	
<b>Professional Attendance:</b> The Teacher Candidate consistently attended and arrived on time to the internship and scheduled meetings.	
<b>Prepared for Internship:</b> The Teacher Candidate was consistently prepared for all classroom lessons and scheduled meetings.	
<b>Sought and Acted upon Feedback:</b> The Teacher Candidate protected the privacy rights of students at all times.	
<b>Submitted Thorough and Timely Weekly Self-Reflections:</b> The Teacher Candidate consistently submitted thorough Weekly Self-Reflections to their University Supervisor on time each week.	
<b>Demonstrated Initiative:</b> The Teacher Candidate eagerly interacted with students and faculty, sought ways to be involved in planning/instruction.	

**Comments:**

<b>Midterm</b>	<b>Final</b>
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

## TLS 593a Field Experience Rubric

### Learner Outcome 1: Immersion Into School/District

	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 – Emergent</b>	<b>1 – Not Evident</b>
<b>1a. Observed Mentor Teacher</b>	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.
<b>1b. Observed Other Teachers</b>	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.
<b>1c. Reviewed District and School Policies and Procedures</b>	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.
<b>1d. Became Acquainted with Faculty and Staff</b>	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.

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

## Learner Outcome 2: Classroom Management

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

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

### Learner Outcome 3: Planning/Content Knowledge

	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 – Emergent</b>	<b>1 – Not Evident</b>
<b>3a. Reviewed the Course Curriculum and Calendar</b>	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
<b>3b. Reviewed the Plans and Teaching Materials</b>	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
<b>3c. Planned Collaboratively with Mentor Teacher</b>	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.
<b>3d. Practiced Planning their own Lesson Segments and Lessons</b>	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.

<b>3e. Demonstrated Strong Content Knowledge</b>	The Teacher Candidate consistently demonstrated a thorough and accurate understanding of their content area as they planned and taught lessons.	The Teacher Candidate generally demonstrated a thorough and accurate understanding of their content area as they planned and taught lessons.	The Teacher Candidate has a basic understanding of their content area. This understanding limits their application of the content through planning and lessons.	The Teacher Candidate has insufficient content knowledge at this point in the semester and thus unable to demonstrate an ability to plan and teach lessons.
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#### Learner Outcome 4: Instruction/Assessment

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

## Learner Outcome 5: Professionalism

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



