

**Millersville University**  
**Early Childhood Professional Block Field Experience Evaluation Form**

**Directions:** The statements on this form are characteristics and qualities that the Teacher Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. **As you carefully consider each item, please place an X in the box next to the level of performance that you think the Teacher Candidate demonstrated. Please select only one option for each section.** Please complete the following evaluation form at the conclusion of the field experience. The form should be signed by the teacher candidate and by the mentor teacher and **returned by the final Thursday to your MU supervisor's office.** Any outstanding forms need to be returned, by the Teacher Candidate, to the Elementary Education Office (Stayer 201) by the final Friday at 4:30pm.

*To be completed by Teacher Candidate:*

Teacher Candidate's Name: \_\_\_\_\_ M Number \_\_\_\_\_

Major: \_\_\_\_\_ Semester/Date \_\_\_\_\_ Candidate's Phone Number: \_\_\_\_\_

School District: \_\_\_\_\_ School Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Mentor Teacher Name: \_\_\_\_\_ MU Supervising Professor: \_\_\_\_\_

*To be completed by Mentor Teacher:*

Taught a lesson in the following: **(This is where it is applicable. If the subject is not taught in the class, it is not required.)**

Literacy       Math       Science       Social Studies

Did the candidate experience an inclusive classroom?     Yes       No

Did the candidate work with students with disabilities?  Yes       No

Did the candidate work with students from diverse racial/ethnic/cultural groups?     Yes       No

<p><i>Exceeds Expectations</i></p> <p>4</p>	<p><i>Meets Expectations-Competence Achieved</i></p> <p>3</p>	<p><i>Developing Competence or Achieved with Supervision</i></p> <p>2</p>	<p><i>Does Not Yet Meet Expectations for Competence</i></p> <p>1</p>	<p><i>Not able to observe or not applicable in this placement</i></p>
<b>Planning and Preparation</b>				
<input type="checkbox"/> Lesson plans and supporting materials are clearly prepared, in a timely manner, to ensure meaningful learning – well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Lesson plans and supporting materials are clearly prepared, in a timely manner, to ensure meaningful learning	<input type="checkbox"/> Preparation needs to be more thorough or more timely.	<input type="checkbox"/> Needs to show evidence of preparation for the daily aspects of the curriculum and for instruction.	<input type="checkbox"/> Insufficient basis for judgment.
<b>Classroom Environment</b>				
<input type="checkbox"/> Consistently maintains professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences- well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Consistently maintains professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences.	<input type="checkbox"/> Frequently maintains professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences.	<input type="checkbox"/> Needs to show evidence of professional relationships with students by demonstrating behaviors such as maintenance of professional boundaries, and acceptance of individual differences.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Expectations for conduct are clear and students contribute to the seamless operation of the classroom routines and procedures. Teacher candidate’s monitoring of student behavior is subtle and preventive and the candidate’s response to student misbehavior is sensitive.	<input type="checkbox"/> Evidence that standards of conduct are clear to students and little instructional time is lost due to classroom routines and procedures. Candidate’s response to student misbehavior is consistent, appropriate and respectful.	<input type="checkbox"/> Evidence that the teacher candidate has made an effort to establish standards of conduct, but some instructional time is lost due to only partially effective classroom routines and procedures. Candidate tries to monitor student behavior with uneven results.	<input type="checkbox"/> No evidence that standards of conduct have been established and much instructional time is lost due to inefficient classroom routines and procedures. Response to student misbehavior is inconsistent, repressive or disrespectful.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Candidate relates positively with students and demonstrates an appropriate level of initiative, enjoyment, and energy in interactions and in the teaching role - well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Candidate relates positively with students and demonstrates an appropriate level of initiative, enjoyment, and energy in interactions and in the teaching role.	<input type="checkbox"/> Candidate, at times, relates positively with students and inconsistently demonstrates initiative, enjoyment, and energy in interactions and in the teaching role.	<input type="checkbox"/> Candidate does not exhibit enthusiasm in interactions with students and in the teaching role.	<input type="checkbox"/> Insufficient basis for judgment.

<b>Instruction</b>				
<input type="checkbox"/> Teacher candidate's plan for student assessment is fully aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students - well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Teacher candidate's plan for student assessment is aligned with the standards and instructional outcomes, uses clear criteria, and is appropriate to the needs of students.	<input type="checkbox"/> Teacher candidate's plan for student assessment is partially aligned with the standards and instructional outcomes, contains no clear criteria, and is inappropriate for at least some students.	<input type="checkbox"/> Teacher candidate's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Effectively selects, administers, and interprets varied assessments to determine specific strengths and needs of diverse learners.	<input type="checkbox"/> Adequately selects, administers, and interprets varied assessments to determine specific strengths and needs of diverse learners.	<input type="checkbox"/> Selects, administers, and interprets assessments with some support from other professionals to determine specific strengths and needs of diverse learners.	<input type="checkbox"/> Selects inappropriate assessments, administers assessments incorrectly, or is unable to determine specific strengths and needs of diverse learners.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Students are highly engaged throughout the lesson in significant learning and make relevant and substantive contributions to the activities. The lesson is adapted to the needs of individuals, and the structure and pacing appropriate.	<input type="checkbox"/> Activities and assignments, materials and groupings of students are appropriate and effective for instructional outcomes, and students' cultures and levels of understanding. Students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pacing.	<input type="checkbox"/> Activities and assignments, materials and groupings of students are partially appropriate and effective for instructional outcomes, or students' cultures or levels of understanding, resulting in moderate engagement. Lessons have a recognizable structure, but are not fully developed.	<input type="checkbox"/> Activities and assignments, materials and groupings of students are inappropriate and ineffective for instructional outcomes, or students' cultures or levels of understanding, resulting in little engagement. Lessons have little structure or are poorly paced.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Questions posed by the Teacher Candidate reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and candidate ensures that all voices are heard.	<input type="checkbox"/> Most of the teacher candidate's questions elicit a thoughtful response, and the candidate allows sufficient time for students to answer. The students are engaged and participate in the discussion.	<input type="checkbox"/> Some of the teacher candidate's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Candidate's attempts to engage all students in the discussion are only partially successful.	<input type="checkbox"/> Teacher candidate's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Consistently selects a variety of instructional materials and approaches to provide differentiated instruction that develops awareness, understanding, respect, and a valuing of diversity in society and students' backgrounds.	<input type="checkbox"/> Frequently selects a variety of instructional materials and approaches to provide differentiated instruction that develops awareness, understanding, respect, and a valuing of diversity in society and students' backgrounds.	<input type="checkbox"/> With some support from other professionals, teacher candidate selects instructional materials and approaches to provide differentiated instruction that develops awareness, understanding, respect, and a valuing of diversity in society and students' backgrounds	<input type="checkbox"/> Instructional materials and approaches do not provide for differentiated instruction or address features of diversity.	<input type="checkbox"/> Insufficient basis for judgment.

<input type="checkbox"/> Teacher candidate demonstrates mastery of content knowledge and seeks out resources in and beyond the school or district to enhance own knowledge, and uses these in teaching to meet individual student needs.	<input type="checkbox"/> Teacher candidate demonstrates strong content knowledge and is aware of and uses additional resources.	<input type="checkbox"/> Teacher candidate demonstrates some content knowledge and shows evidence of some familiarity with additional resources.	<input type="checkbox"/> Teacher candidate demonstrates limited content knowledge and little or no familiarity with resources to enhance own content knowledge, to use in teaching, or to use with students. Candidate does not seek such knowledge.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and academic standards. They represent different types of content, and take into account the needs of individual students and different styles of learning.	<input type="checkbox"/> Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class and can be assessed.	<input type="checkbox"/> Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of unrelated activities and goals, some of which may be assessed.	<input type="checkbox"/> Instructional outcomes are unsuitable for students, represent trivial or low-level learning, do not relate to standards, or are stated only as activities. They do not permit viable methods of assessment.	<input type="checkbox"/> Insufficient basis for judgment.
<b>Professional Responsibilities</b>				
<input type="checkbox"/> Accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met; makes specific suggestions for improvement.	<input type="checkbox"/> Accurately and effectively assesses the lesson's effectiveness and the degree to which outcomes were met. Candidate makes general suggestions about how a lesson might be improved.	<input type="checkbox"/> Reflection is a sometimes accurate impression of a lesson's effectiveness, and the degree to which outcomes were met. Candidate is unsure about how a lesson might be improved.	<input type="checkbox"/> Candidate's reflection does not accurately assess the lesson's effectiveness or the degree to which outcomes were met. No suggestions for improvement are made.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Written communication is well organized with good mechanics, including grammar, spelling, and punctuation; spoken language is fluent and grammatically correct; candidate demonstrates active listening skills - well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Written communication is well organized with few errors in mechanics, including grammar, spelling, and punctuation; spoken language is fluent and grammatically correct; candidate demonstrates active listening skills.	<input type="checkbox"/> Written communication is somewhat organized with some errors in mechanics, including grammar, spelling, and punctuation; spoken language may contain some errors; candidate demonstrates listening skills.	<input type="checkbox"/> Written communication contains grammatical, mechanical, and organizational errors; spoken language contains errors or excessive use of slang; candidate does not pay attention when others speak, interrupts, and/or indicates lack of listening skills.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Teacher candidate is clean and neat and consistently dresses appropriately for the professional role; candidate's words and behaviors reflect respect for the professional setting-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Teacher candidate is clean and neat and consistently dresses appropriately for the professional role; candidate's words and behaviors reflect respect for the professional setting.	<input type="checkbox"/> Teacher candidate usually dresses appropriately for the professional role; candidate's words and behaviors generally reflect respect for the professional setting. S/he accepts feedback and seeks continuous improvement in this area.	<input type="checkbox"/> Teacher candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.	<input type="checkbox"/> Insufficient basis for judgment.

<input type="checkbox"/> Consistently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality- well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Consistently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality.	<input type="checkbox"/> Frequently demonstrates a professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality.	<input type="checkbox"/> Needs to show evidence of professional relationship with the site-based teacher through behaviors such as respect, courtesy, professional communication, and confidentiality.	<input type="checkbox"/> Insufficient basis for judgment.
<input type="checkbox"/> Consistently asks for and receives feedback appropriately, and acts upon suggestions made - well beyond what would be expected of a novice teacher.	<input type="checkbox"/> Consistently asks for and receives feedback appropriately, and acts upon suggestions made.	<input type="checkbox"/> Frequently asks for and receives feedback appropriately, and acts upon suggestions made.	<input type="checkbox"/> Needs to demonstrate openness to and acceptance of feedback and/or needs to show effort in acting on constructive feedback.	<input type="checkbox"/> Insufficient basis for judgment.

List this student's areas of strength.

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List this student's areas for growth.

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Do you think this student is ready to student teach? Please explain in space provided below. IF NO, please provide phone number or e-mail so that we may contact you. Yes \_\_\_ I have reservations \_\_\_ No \_\_\_

Explanation (Needed for "no" or "I have reservations")

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Signature of Mentor Teacher & Date

\_\_\_\_\_  
Signature of Teacher Candidate & Date

\_\_\_\_\_  
The student is ready for student teaching.

\_\_\_\_\_  
The student is NOT ready for student teaching.

\_\_\_\_\_  
MU Supervising Professor's Signature & Date

\_\_\_\_\_  
MU Supervising Professor's Signature & Date

This information will be shared with appropriate university staff working with you in your teacher preparation program.