Field Experience Evaluation Instrument Criteria
Elementary Block, Elementary MAT

Rating Scale: Exemplary, Meets Expectations, Unsatisfactory, Not Observed/Applicable

Professionalism

1. Demonstrated appropriate professional attributes (i.e., prompt and reliable attendance; attentive and respectful during observations, exerted effort and commitment, professional in attire, demeanor, and oral and written language).
2. Accepted feedback and used it to improve performance.
3. Exhibited reflective thinking about classroom practices to prompt changes as appropriate.
4. Developed satisfactory and appropriate rapport with students and partnership teacher. Collaborated well with partnership teacher, other teachers, peers, and university personnel.

Teaching

5. Demonstrated accurate, appropriate, foundational content knowledge.
6. Used specific knowledge of learners to plan instruction, differentiating and making accommodations for developmental and individual learning needs.
7. Consistently prepared to teach and gave teacher adequate time to review lesson plans for feedback.
8. Planned lessons to actively engage learners in the learning process and conveyed the belief that all students can learn.
9. Designed thorough lessons linked to NC Standard Course of Study that demonstrated appropriate sequence, varied instructional strategies, explicit and meaningful connections of concepts, appropriate scaffolding, questioning techniques, sufficient examples/modeling, and clear oral and written directions.
10. Lessons were delivered effectively (demonstrated poise and confidence, and appropriate pacing and age-level considerations).
11. Used a variety of ways to assess extent to which learners met objectives.

Classroom Management

12. Established positive, respectful, encouraging, and caring classroom community of learners.
13. Stated behavioral expectations clearly. Positively reinforced desired behaviors and responded appropriately to off-task behaviors.*
14. Made effective use of time (including pacing) and routines. Demonstrated sense of “with-it-ness.”