Field Experience Evaluation Instrument Criteria
EYC, Elementary, Middle Grades, Special Education

Rating Scale: Satisfactory, Needs Improvement, Not Satisfactory, Insufficient Data, Not Applicable

I. Professional/Personal Characteristics

A. Personal and Professional Behaviors
   • Demonstrated appropriate professional attributes (i.e., prompt and reliable attendance; attentive and respectful during observations; prompt submission of plans for review before teaching; professional attire & demeanor)
   • Was organized and consistently prepared for field experience
   • Accepted feedback well; used it conscientiously to improve performance
   • Exhibited reflective thinking about teaching and students’ performance

B. Rapport and Relationships w/ Students, UNCW Peers, and Partnership Teacher
   • Developed satisfactory rapport with students and appropriate teacher-student relationships
   • Collaborated well with partnership teacher
   • Collaborated well with UNCW student peers, if appropriate for placement

C. Content Knowledge, Oral Language, and Written Expression
   • Demonstrated satisfactory content knowledge
   • Used grammatically correct oral and written language

II. Instructional Planning (If applicable)

   • Used specific knowledge of students to plan instruction, making accommodations for developmental and individual learning needs
   • Designed thorough lessons with learning outcomes clearly stated
   • Created an appropriate sequence for lesson activities
   • Used a variety of materials and instructional methods appropriate to content and learners
   • Planned activities that fostered higher-order thinking
   • Planned for concepts/generalizations, as well as facts and skills
   • Used well-chosen examples and modeling to clarify understanding
   • Planned lessons to engage learners meaningfully in the learning process
III. Basic Teaching and Management Skills (If applicable)

A. Classroom Management Capabilities
   - Made expectations for student behavior clear
   - Established positive environment for students, encouraging and reinforcing desirable behavior
   - Responded appropriately to student misbehavior and off-task behavior
   - Made effective use of time and routines

B. Generic Teaching Capabilities
   - Maintained appropriate pace of lessons/work
   - Gave directions that were clear and easy to understand
   - Used meaningful group activities with adequate monitoring
   - Used effective questioning strategies
   - Conducted lessons in ways that stimulated learners' motivation
   - Treated all learners with consideration and respect during lessons
   - Used valid ways to assess whether learners met lesson objectives