

Early Field Experience Evaluation

Single Subject Credential

California State University, Northridge

SED 554

Teacher/Intern Candidate

School and District Assignment

Subject(s), Grade(s), Type(s) of Class (e.g., Sheltered English 10, Basic Math 7-8)

This is an evaluation based on _____ visits of an average of ___ minutes each.

School and Class Characteristics

- Type of school (charter, comprehensive public)
- Socioeconomic/racial/ethnic/linguistic diversity of student body
- Class size
- Presence of a) English learners, b) students with special needs, and c) students at risk of failure

Minimum Requirements

Candidates must meet these minimum requirements to pass SED 554/S. A “NO” response to any of these means the candidate earns a grade of No Credit for SED 554/S, regardless of their ratings on the other items on this form.

- Candidate limited their absences from the school site to 5 days or fewer. YES/NO
- Candidate provided daily, written lesson plans to the Supervisor and Mentor Teacher on the requested schedule. YES/NO
- Candidate enabled the Supervisor to complete required observations by responding punctually to Supervisor communication and providing classroom video when requested. YES/NO
- Candidate demonstrated adequate knowledge of subject matter, as presented in observed lessons. YES/NO

Rating Scale

Exceeds Standard

Demonstrates a high level of performance beyond what is expected of *beginning teacher candidates*.

Meets Standard

Performs at the level expected of *beginning teacher candidates*. Is ready to make some independent decisions about planning and implementing lessons.

Below Standard

Does not perform at the level expected of *teacher candidates*. Is not ready to make independent decisions about planning and implementing lessons. To receive Credit for SED 554/S, candidates may have no more than 5 items rated “Below Standard” on the final evaluation.

Positive Classroom Environment: The Candidate...

1. Fosters a safe, caring, and respectful classroom community, appropriately addressing intolerance and harassment. (2.1, 2.2, 2.3, 2.5, 2.6)
2. Creates a culturally responsive learning environment that honors diversity and multiple perspectives. (2.2, 7.3)
3. Maintains high academic and intellectual expectations for all students, with appropriate support. (2.2, 2.3, 2.6)
4. Establishes and communicates clear expectations for classroom behavior. (2.1, 2.2, 2.5, 2.6)
5. Establishes and maintains an orderly, productive, and engaging classroom environment. (2.1, 2.2, 2.3, 2.5, 2.6)
6. Develops rapport and makes positive connections with students. (2.1, 2.2, 2.3)

Comments on the Candidate’s ability to create a positive classroom environment. Also, please give evidence for any ratings of “Below Standard.”

Planning and Instruction: The Candidate...

7. Plans and implements instruction that supports learning goals and objectives that align with relevant California State Standards (content, literacy, and ELD) and curriculum frameworks, and that accurately represents the content. (1.4, 1.5, 3.1, 3.4, 3.6, 7.1, 7.9, 7.11)
8. Makes effective use of instructional time. (4.4)
9. Explicitly connects learning tasks, including literacy instruction, to students’ prior academic knowledge and assets, including students’ cultural and linguistic backgrounds, interests, community or family resources, and personal experiences. (1.1, 1.3, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 7.3, 7.4, 7.6, 7.11)
10. Uses various research-based English Language Development approaches to meet English learners’ needs appropriately and effectively. (1.4, 1.6, 3.5, 4.5, 5.7)
11. Uses appropriate pedagogical strategies and tools (including technology) to engage and provide access to content for all students, including English learners and students with disabilities. (1.4, 1.5, 1.6, 1.7, 1.8, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.2, 4.4, 4.5, 4.7, 4.8, 7.2, 7.3, 7.6, 7.9)
12. Uses strategic questioning of students, and validates and builds on students’ questions and responses in ways that deepen student learning and are disciplinarily appropriate and accurate. (3.3, 4.7, 5.1, 7.6, 7.7, 7.8, 7.9)
13. Plans and implements literacy instruction that increases subject-matter access, by building vocabulary and knowledge of grammatical structures (e.g., syntax) to develop discourse-level understandings as students read, listen to, speak, and write a variety of text formats. (1.4, 1.6, 1.7, 3.2, 3.5, 4.4, 4.7, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11)

Comments on the Candidate’s ability to plan and instruct. Also, please give evidence for any ratings of “Below Standard.”

Assessment: The Candidate...

14. Plans formative assessment opportunities and uses evidence of student learning to monitor and adjust instruction during lessons. (1.8, 3.2, 3.3, 5.1, 5.2, 7.6)
15. Plans and uses summative assessments that appropriately assess how well students are meeting specific learning goals and objectives. (4.3, 5.1, 5.2)
16. Prepares and delivers timely feedback to students that reflects the specific learning objectives being assessed, identifies strengths and areas that need improvement, and provides specific improvement strategies. (1.2, 5.3, 5.5, 5.6, 5.7, 5.8)
17. Uses assessment results to plan future instruction that provides structured supports and appropriate challenges for students. (4.1, 5.2, 5.4, 5.7, 5.8)

Comments on the Candidate’s ability to develop, analyze, and use assessments. Also, please give evidence for any ratings of “Below Standard.”

Professionalism: The Candidate...

18. Routinely reflects on their own teaching practice and subject-matter and pedagogical knowledge to improve their planning and instruction, including engaging in communication and inquiry with colleagues. (6.1, 6.3, 6.4)
19. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
20. Demonstrates responsibility and professionalism, including by consistent attendance and punctuality, meeting deadlines, and appropriate use of social media. (6.6)
21. Understands and enacts the legal responsibilities of the teacher, including those concerning conduct, mandated reporting, ethics, school policies, and the privacy, health, and safety of students and families. (6.4, 6.5, 6.6).

Comments on the Candidate’s professionalism. Also, please give evidence for any ratings of “Below Standard.”

Concurrence with Scoring Partner

Before you submit this evaluation, you must confer with your scoring partner (the University Supervisor, if you are a Mentor Teacher, or the Mentor Teacher, if you are a University Supervisor).

Date you discussed your draft evaluations with your scoring partner: _____

Meets Passing Standards?

Is the Candidate passing SED 554 at this time?

Note: Please review your ratings. If you have rated this Candidate “Below Standard” (1) on 6 or more items, or marked any of the Minimum Requirements as “NO,” you must indicate that the Candidate is NOT passing SED 554.

The Candidate is passing SED 554 at this time.

The Candidate is NOT passing SED 554 at this time.

Candidate understands that this evaluation reflects performance up to the date indicated on this form. Subsequent changes in performance may result in a revised evaluation.