

# Supervised Field Experience Evaluation

## Single Subject Credential

\_\_\_\_\_  
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 this course. A “NO” response on the final evaluation to any of these means the candidate earns a grade of No Credit for this course, 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 teachers*.

#### Meets Standard

Performs at the level expected of *beginning teachers*. Demonstrates sufficient competence to warrant making independent decisions about planning and implementing lessons.

#### Below Standard

Does not perform at the level expected of *beginning teachers*. Is not able to implement instruction independently in a classroom. To receive Credit for this course, candidates may have no more than 4 items rated “Below Standard” on the final evaluation. Candidates with more than 4 items rated “Below Standard” on the midterm evaluation must receive an Assistance Plan.

### **Positive Classroom Environment: The Candidate....**

1. Fosters a safe, caring, and respectful classroom community, appropriately addressing conflict, intolerance, and harassment. (2.1, 2.2, 2.3, 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)
7. Promotes students' development, individual responsibility, and social-emotional growth, using positive interventions and supports. (2.1, 2.3, 2.5, 2.6, 7.3)
8. Creates an environment that fosters students' oral and written language development, including discipline-specific academic language. (1.6, 2.2, 7.7)

**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...**

9. Plans and implements instruction that supports clear 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)
10. Logically sequences lesson plans to facilitate students' learning and connection-making among subject-specific knowledge, skills, understandings, and applications. (1.5, 3.1, 3.3, 3.4, 4.3)
11. Makes effective use of instructional time. (4.4)
12. 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)
13. Addresses specific student needs (e.g., those required in IEP and 504 plans) using scaffolding or structured supports (e.g., UDL or MTSS) to help individual students and student groups gain access to content and meet learning objectives. (1.1, 1.4, 1.6, 1.7, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 7.2, 7.3, 7.4, 7.11)
14. 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)
15. Uses appropriate pedagogical strategies and tools 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)
16. Uses technology to engage and provide access to content for all students, including English learners and students with disabilities. (1.4, 3.6, 3.7, 3.8, 4.4, 4.8)
17. 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)
18. 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)
19. Plans and implements literacy instruction that supports students in reading and writing increasingly complex disciplinary texts, developing language skills, meaning making, and critical thinking. (1.3, 3.1, 3.5, 4.4, 4.7, 7.5, 7.6, 7.7)
20. Provides structures and encouragement for students to examine and build on the ideas expressed by their classmates. (1.5, 4.7, 7.6, 7.7, 7.8, 7.9)

21. Plans and implements learning activities that connect to real-world, career, and higher-education contexts. (1.3)

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

**Assessment: The Candidate...**

- 22. 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)
- 23. Plans and uses summative assessments that appropriately assess how well students are meeting specific learning goals and objectives. (4.3, 5.1, 5.2)
- 24. Plans and uses multiple forms of assessment to assess various dimensions of student learning (e.g., knowledge, skills, understandings, and applications). (5.1, 5.2, 5.4, 7.3)
- 25. Plans and uses assessments that allow students with varying strengths, needs, and accommodations to demonstrate their learning without oversimplifying the content. (4.1, 5.1, 5.2, 5.7, 5.8, 7.6, 7.11)
- 26. 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)
- 27. Engages students in self-assessment and reflection, and helps them understand and use provided feedback. (5.3, 5.5)
- 28. 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...**

- 29. 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)
- 30. Recognizes personal values and biases and how they may affect teaching and learning, and works to mitigate any negative effects. (6.2)
- 31. Demonstrates responsibility and professionalism, including by consistent attendance and punctuality, meeting deadlines, and appropriate use of social media. (6.6)
- 32. Locates, analyzes, and interprets various forms of student data (e.g., from IEP, IFSP, ITP, and 504 plans and English-proficiency diagnostics) for instructional planning purposes. (1.4, 4.1, 5.2, 5.7, 5.8, 7.10, 7.11)
- 33. Communicates and collaborates appropriately and effectively with peers, colleagues, families, and members of the larger school community to support students and families and communicate achievement expectations and student progress. (1.2, 2.6, 5.4, 5.5, 6.2, 6.4, 7.4, 7.10)
- 34. 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 [for student teachers only, not Interns]**

*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 at this time?

Note: Please review your ratings. If you have rated this Candidate “Below Standard” (1) on 5 or more items, or marked any of the Minimum Requirements as “NO,” you must indicate that the Candidate is NOT passing.

The Candidate is passing at this time.

The Candidate is NOT passing 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.