

Guidelines for Completing Field Experience Evaluation Forms

The evaluation form is designed to show the development of teacher candidates during field experiences. Please indicate progress at completion of the field experience by placing a check in the box under the appropriate category for each component. Evidence, comments, and recommendations are appreciated and should be written in the space to the right of each item. Please refer to the UW-L Standards in Practice (an assessment tool used to guide the student teaching experience) as a guide to better understand what the long-term goal is for teacher candidates in each category.

Professional (5) --The teacher candidate always demonstrates understanding of the concepts and implementation of the concepts related to this component and always implements and applies the relevant knowledge, skills, and dispositions.

Professional (4) --The teacher candidate always demonstrates understanding of the concepts and implementation of the concepts related to this component and most of the time implements and applies the relevant knowledge, skills, and dispositions.

Beginning (3) -- The teacher candidate most of the time demonstrates understanding of the concepts and implementation of the concepts related to this component.

Beginning (2) – The teacher candidate occasionally demonstrates understanding of the concepts and implementation of the concepts related to this component.

Unmet (1) --The teacher candidate never demonstrates an understanding of the concepts related to this component.

No chance to observe – The teacher candidate did not have any opportunity to demonstrate concepts related to this component.

University of Wisconsin-La Crosse
 School of Education
Professional Course & Field Experience Assessment Form

Teacher Candidate: _____ Semester: ____ Fall ____ Spring Year ____ Course Number: _____

Cooperating Teacher: _____ School / Center: _____ Subject Area: _____

University Supervisor: _____ Grade / Age Level: _____

Developing Competencies	No Chance to Observe	Unmet	Beginning		Professional		Evidence/Comments/Recommendations
	NA	1	2	3	4	5	
Standard 1: TC displays accurate content knowledge and understanding of the discipline.							
Standard 2: TC identifies and uses child/adolescent development as a basis for planning learning experiences.							
Standard 3: TC provides learning experiences that respect learners as individuals with differing personal and family backgrounds and various skills, abilities, and interests.							
Standard 4: TC uses a variety of instructional models and strategies to encourage development of critical thinking and problem solving.							
Standard 5: TC promotes a positive learning environment to support all learners.							
Standard 6: TC uses oral and written communication effectively to encourage learning and supportive interaction.							
Standard 7: TC plans learning experiences relevant to the learner, subject matter, and curriculum.							
Standard 8: TC uses assessment strategies to measure learner performance and plan learning activities.							
Standard 9: TC reflects on and articulates the effects of actions on learners.							
Standard 10: TC engages in positive, respectful interactions with cooperating teacher, learners, and others.							

Student Signature: _____

Date: _____

Cooperating Teacher Signature: _____

Date: _____

University Supervisor Signature: _____

Date: _____