

**College of Education**  
**Field Experience Performance Evaluation**  
**Pilot Test Form**

<input type="radio"/> Practicum I	<input type="radio"/> Elementary	<input type="radio"/> Special Education
	<input type="radio"/> Secondary	<input type="radio"/> Sports Education Leadership
<input type="radio"/> Practicum II/ <input type="radio"/> Pre-Student Teaching	<input type="radio"/> Elementary	<input type="radio"/> Special Education
	<input type="radio"/> Secondary	<input type="radio"/> Sports Education Leadership
<input type="radio"/> Student Teaching	<input type="radio"/> Elementary	<input type="radio"/> Special Education
	<input type="radio"/> Secondary	<input type="radio"/> Sports Education Leadership

Student: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Room#: \_\_\_\_\_ UNLV Supervisor \_\_\_\_\_

**Written Lesson Plan**

		Exemplary	Target	Acceptable	Unacceptable		N/A
	Score	4	3	2	1	0	
Goals/ Objectives		Stated clearly at the beginning, related and coded to grade level CEF, related to the real world.	Stated at the beginning, related and coded to grade level CEF, related to the real world.	Stated at the beginning, coded to grade level CEF or related to the real world.	Not stated at the beginning, not related and coded to grade level CEF or related to the real world.	Did not demonstrate knowledge/skill.	
Developmental Appropriateness		Consistently developed lessons that were developmentally appropriate.	Developed lessons that were developmentally appropriate.	Occasionally developed lessons that were developmentally appropriate.	Rarely developed lessons that were developmentally appropriate.	Did not demonstrate knowledge/skill.	
Procedures		Consistently used logically sequenced, complete procedures, built on prior knowledge and experiences, and related to previous assessment, formal opening and closing of lesson.	Used logically sequenced, complete procedures, built on prior knowledge and experiences, and related to previous assessment, formal opening and closing of lesson.	Occasionally used logically sequenced, complete procedures, built on prior knowledge and experiences, occasionally related to previous assessment, no obvious formal opening and closing of lesson.	Rarely used logically sequenced, complete procedures, built on prior knowledge and experiences.	Did not demonstrate knowledge/skill.	
Variety of Strategies		Consistently used multiple teaching strategies and a variety of modes and materials.	Used multiple teaching strategies and a variety of modes and materials.	Occasionally used multiple teaching strategies and a variety of modes and materials.	Rarely used multiple teaching strategies and a variety of modes and materials.	Did not demonstrate knowledge/skill.	
Use of Assessment Tools and Strategies		Consistently displayed procedural knowledge of many assessment tools; appropriately interpreted assessments results and applied information to instructional planning.	Displayed procedural knowledge of many assessment tools; appropriately interpreted assessments results and applied information to instructional planning.	Occasionally displayed procedural knowledge of many assessment tools; inappropriately interpreted assessments results and applied information to instructional planning.	Rarely displayed procedural knowledge of many assessment tools.	Did not demonstrate knowledge/skill.	
On-Going Assessment of Children #8		Consistently used assessment related to goals and objectives.	Used assessment that related to goals and objectives.	Occasionally used assessment related to goals and objectives.	Rarely used assessment related to goals and objectives.	Did not demonstrate knowledge/skill.	
Documentation		Consistently utilized a system of record keeping to document student understanding.	Utilized a system of record keeping to document student understanding.	Occasionally utilized a system of record keeping to document student understanding.	Rarely utilized a system of daily record keeping.	Did not demonstrate knowledge/skill.	
Portfolio Evidence/ Comments							

## Implementation of Plans

		Exemplary	Target	Acceptable	Unacceptable	0	N/A
	Score	4	3	2	1	0	
Introduces Lesson		Consistently introduced lesson with clear detail at student level of understanding; used clear voice with good projection during lesson. Objective consistently stated clearly at the beginning, periodically through the lesson and at the end.	Introduced lesson with clear detail at student level of understanding; used clear voice with good projection during lesson. Objective stated clearly at the beginning, periodically through the lesson and at the end.	Occasionally introduced lesson with clear detail at student level of understanding; voice somewhat clear. Objective stated at the beginning, occasionally through the lesson.	Rarely introduced lesson with clear detail at student level of understanding and/or voice unclear. Objective not stated.	Did not demonstrate knowledge/skill.	
Use of Materials		Consistently used appropriate methods to distribute materials quickly and in an organized manner.	Used appropriate methods to distribute materials quickly and in an organized manner.	Occasionally used appropriate methods to distribute materials quickly.	Rarely used appropriate methods to distribute materials quickly and in an organized manner.	Did not demonstrate knowledge/Skill.	
Classroom Management		Consistently demonstrated appropriate classroom management strategies and needed no assistance from mentor teacher.	Demonstrated appropriate classroom management strategies and needed little assistance from mentor teacher.	Occasionally demonstrated appropriate classroom management strategies, needed assistance.	Rarely demonstrated appropriate classroom management strategies.	Did not demonstrate knowledge/skill.	
Links to Previous Learning		Consistently recalled previous related activities for skills being taught. Asked appropriate questions and provided time for student feedback. Consistently used visual aids to help with recall.	Recalled previous related activities for skills being taught. Asked questions and provided time for student feedback. Used visual aids to help with recall.	Occasionally recalled previous activities. Asked some questions and provided some time for student feedback. Used some visual aids to help with recall.	Rarely recalled previous related activities for skills being taught. Rarely asked questions or provided time for student feedback.	Did not demonstrate knowledge/skill.	
Content Knowledge		Consistently demonstrated superior knowledge of lesson content; consistently able to answer student questions and effectively question students to expand lesson objectives; consistently related lesson to other curricular areas	Demonstrated knowledge of lesson content; able to answer student questions and effectively question students to expand lesson objectives; related lesson to other curricular areas	Occasionally demonstrated knowledge of lesson content; unable to answer all student questions or effectively question students to expand lesson objectives areas.	Rarely demonstrated knowledge of lesson content.	Did not demonstrate knowledge/skill.	
Gives Clear Direction		Consistently gave clear directions, consistently allowed students to repeat; consistently provided written form or model for all lessons, and monitored room for understanding.	Gave clear directions, allowed students to repeat; provided written form or model for all lessons, and monitored room for understanding.	Occasionally gave clear directions, occasionally allowed students to repeat; occasionally provided written form or model for lessons, and occasionally monitored room for understanding.	Rarely gave clear directions, or allowed students to repeat; didn't provide written form or model for all lessons, or monitor room for understanding.	Did not demonstrate knowledge/skill.	
Engages Children		Consistently provided opportunities for oral and written expression of work with students actively involved and follow-up activities prepared, monitored classroom effectively through lesson.	Provided opportunities for oral and written expression of work with students actively involved and follow-up activities prepared, monitored classroom effectively through lesson.	Occasionally provided for oral and written expression of work with students actively involved and follow-up activities prepared; monitored classroom.	Rarely provided for oral and written expression of work with students actively involved and follow-up activities prepared; monitor classroom effectively through lesson.	Did not demonstrate knowledge/skill.	

Paces Lesson		Consistently maintained clear, reasonable and firm work standards and time lines, closely monitored students, consistently maintained focus, effective use of wait time, transition from one lesson to the next was consistently smooth.	Maintained clear, reasonable and firm work standards and time lines, monitored students, maintained focus, effective use of wait time, transition from one lesson to the next was smooth.	Occasionally maintained clear, reasonable and firm work standards and time lines somewhat maintained focus, use of wait time, transition from one lesson to the next was somewhat smooth.	Rarely maintained clear, reasonable and firm work standards and time lines, didn't maintain focus, ineffective use of wait time, transition from one lesson to the next wasn't smooth.	Did not demonstrate knowledge/skill.	
Meets Children's Needs		Consistently modified for individual needs throughout lessons with meaningful adaptations and re-taught when necessary, consistently utilized assessment and evaluation procedures to determine student's level of understanding. Consistently involved students in lesson.	Modified for individual needs throughout lessons with meaningful adaptations; re-taught when necessary, utilized assessment and evaluation procedures to determine student's level of understanding, involved students in lesson.	Occasionally modified for individual needs throughout lessons with meaningful adaptations; re-taught when necessary, occasionally utilized assessment and evaluation procedures to determine student's level of understanding, occasionally involved students.	Rarely modified for individual needs throughout lessons.	Did not demonstrate knowledge/skill.	
Provides Feedback		Consistently assessed through guided and independent practice, circulated and assisted, provided oral feedback during lessons and written feedback for completed work; consistently closed lesson with positive feedback and provided opportunity for student self-assessment. Positive manner in giving feedback, sensitive to individual problems, consistently showed appreciation for effort.	Assessed through guided and independent practice, circulated and assisted, provided oral feedback during lessons and written feedback for completed work; closed lesson with positive feedback and provided opportunity for student self-assessment. Positive manner in giving feedback. Showed appreciation for effort.	Occasionally assessed through guided and independent practice, circulated and assisted, occasionally provided feedback Positive manner in giving feedback.	Rarely provided feedback during lessons.	Did not demonstrate knowledge/skill.	
Evaluation of Lessons		Consistently reflective regarding outcome of lessons and activities in relationship to self and students and consistently utilized knowledge to improve future teachings and interactions.	Reflective regarding outcome of lessons and activities in relationship to self and students and utilized knowledge to improve future teachings and interactions.	Occasionally reflective regarding outcome of lessons and activities in relationship to self and students and occasionally utilized knowledge to improve.	Rarely reflective regarding outcome of lessons and activities.	Did not demonstrate knowledge/skill.	
Use of Assessment Results: <b>For use with Student Teachers only</b>		Consistently used student achievement data to determine student progress and to improve learning for all students. Developed and/or identified congruent assessment measures and record keeping tools in order to monitor student progress.	Consistently used student achievement data to determine student progress and to improve learning for all students.	Occasionally used student achievement data to determine and monitor student progress and to improve learning for all students.	Rarely used student achievement data for any purpose.	Did not demonstrate knowledge/skill.	
Portfolio Evidence/ Comments							

### Rapport With Children

		Exemplary	Target	Acceptable	Unacceptable	0	N/A
	Score	4	3	2	1	0	
Enjoys working with children		Consistently interacted with children positively and concerned with their welfare.	Interacted with children positively and concerned with their welfare.	Occasionally interacted with children positively and occasionally concerned with their welfare.	Rarely interacted with children positively.	Did not interact with children positively.	
Respectful of Children		Consistently used children's names, encouraged student self-respect, consistently listened carefully and acknowledged students' responses and questions.	Used children's names, encouraged student self-respect, listened carefully and acknowledged students' responses and questions.	Occasionally used children's names, sometimes encouraged student self-respect, occasionally listened and acknowledged students' responses and questions.	Rarely used children's names, rarely listened or acknowledged students' responses and questions.	Did not demonstrate knowledge/skill.	
Respects Diversity		Consistently related to children as individuals taking into consideration individual differences related to culture, learning styles, levels of achievement, experiences, developmental background, and age/grade level appropriateness.	Related to children as individuals taking into consideration individual differences related to culture, learning styles, levels of achievement, experiences, developmental background, and age/grade level appropriateness.	Occasionally related to children as individuals sometimes taking into consideration individual differences related to culture, learning styles, levels of achievement, experiences, developmental background, and age/grade level appropriateness.	Rarely related to children as individuals taking into consideration individual differences related to culture, learning styles, levels of achievement, experiences, developmental background, and age/grade level appropriateness.	Did not demonstrate knowledge/skill.	
Positive Reinforcement		Consistently acknowledged children's efforts and achievements in a variety of ways, consistently firm but supportive when necessary, consistently used effective preventive intervention techniques when disruptive behavior occurred.	Acknowledged children's efforts and achievements in a variety of ways, firm but supportive when necessary, used effective preventive intervention techniques when disruptive behavior occurred.	Occasionally acknowledged children's efforts and achievements in a variety of ways, supportive when necessary, used preventive intervention techniques when disruptive behavior occurred.	Rarely acknowledged children's efforts and achievements, rarely supportive, used ineffective preventive intervention techniques.	Did not demonstrate knowledge/skill.	
Portfolio Evidence/ Comments							

### Professionalism

		Exemplary	Target	Acceptable	Unacceptable		N/A
	Score	4	3	2	1	0	
Professional Dress		Consistently dressed appropriately for the classroom.	Dressed appropriately for the classroom.	Occasionally needed to present a more professional appearance.	Rarely dressed appropriately for the classroom.	Did not dress appropriately for the classroom.	
Punctuality		Consistently punctual.	Punctual.	Occasionally not on time.	Rarely on time.	Habitually late.	
Attendance		Consistently present.	Regularly in attendance.	In attendance.	Missed 3-5 unexcused days.	Missed 6+ unexcused days.	
Preparedness		Consistently prepared for all events and commitments.	Prepared for most events and commitments.	Occasionally prepared for events and commitments.	Rarely prepared for events and commitments.	Unprepared most of the time.	
Motivation		Consistently self-motivated.	Self-motivated.	Occasionally self-motivated.	Rarely self motivated.	Lacks self-motivation.	
Flexibility		Consistently adaptable to a variety of situations.	Adaptable to a variety of situations.	Learning to become more adaptable.	Rarely adaptable.	Rigid/unwilling to change.	
Receptive to Advice / Feedback		Consistently receptive to advice and applies advice to future experiences.	Receptive to advice and applies advice to future experiences.	Is learning to be receptive to advice and apply advice to future experiences.	Rarely receptive to advice.	Did not use advice to improve future experiences.	
Appropriate Use of Language (written and oral)		Consistently used appropriate language for a school setting and communicates in a professional manner; consistently used correct grammar and sentence structure when interacting with children and adults.	Used appropriate language for a school setting and communicates in a professional manner; used correct grammar and sentence structure when interacting with children and adults.	Occasionally used appropriate language for a school setting and communicates in a professional manner; occasionally used correct grammar and sentence structure when interacting with children and adults.	Rarely used appropriate language for a school setting.	Did not use appropriate language for a school setting and/or does not communicate in a professional manner.	
Ability to Reflect on Performance		Consistently able to reflect on performance to improve future performance.	Able to reflect on performance to improve future performance.	Occasionally able to reflect on performance to improve future performance.	Rarely able to reflect on performance to improve future performance.	Unable to reflect on performance to improve future performance.	
Reliability/ Dependability		Consistently reliable, dependable and conscientious.	Reliable, dependable and conscientious.	Occasionally reliable, dependable and conscientious.	Rarely reliable, dependable and conscientious.	Is not reliable, dependable and conscientious.	
Collegiality		Consistently maintained collaborative and collegial relationships with colleagues. Responses to parental concerns were consistently handled professionally and expediently. Consistently participated in school/community events.	Consistently maintained collaborative and collegial relationships with colleagues. Responses to parental concerns were consistently handled professionally and expediently. Participated in most school/community events.	Generally maintained collaborative and collegial relationships with colleagues. Responses to parental concerns were generally handled professionally and expediently. Participated in some school/community events.	Communication and/or relationships with colleagues was not collaborative and collegial. Responses to parental concerns were rare. Avoided participation in school/community events.	No evidence of collaborative or collegial relationships with colleagues or parents.	

Comments	
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Student \_\_\_\_\_  
Signature

Print Name \_\_\_\_\_

Date: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_  
Signature

Print Name \_\_\_\_\_

Date: \_\_\_\_\_

UNLV Supervisor \_\_\_\_\_  
Signature

Print Name \_\_\_\_\_

Date: \_\_\_\_\_