

Field Experience Performance Evaluation

o Practicum I	o Elementary o Secondary o Special Education o Sports Education Leadership
o Practicum II/ o Pre-Student Teaching	o Elementary o Secondary o Special Education o Early Childhood o Sports Education Leadership
o Student Teaching	o Elementary o Secondary o Special Education o Early Childhood o Sports Education Leadership

Student: _____ UNLV Supervisor: _____ Mentor Teacher _____
 School: _____ Grade: _____ Room#: _____

I. Planning and Preparation

	Target	Acceptable	Unacceptable	Not Evident	Score
UNLV	3	2	1	NE	
Goals/ Objectives Written	Goals are realistic and desired performance is identified in a way that permits viable assessment methods. Goals are communicated in a way that establishes high expectations, and match school curricular goals. Student initiative in establishing meaningful learning is evident. Goals are related to student interests and cultural diversity.	Realistic goals and desired performance is identified. Matches school curricular goals, and reason for learning is stated. Related to student interests and cultural diversity. Goals represent creation of meaningful learning experiences.	Generally, goals are not realistic/ desired performance is not identified. Goals do not match school curricular goals/ no reason for learning is stated. Goals are not suitable for the class/ reflect only one type of learning. Did not create a meaningful learning experience and communicated generally low expectations.		
Based on Prior Knowledge	Teacher actively builds on previous planning and prior knowledge including identification of, seeking causes for, and correcting student misunderstanding. Identifies and uses supporting evidence and involves continuity.	Teacher builds on previous planning and prior knowledge. Identifies supporting evidence and involves continuity.	Teacher displays little or inconsistent understanding of prerequisite knowledge. Lesson does not build on previous planning or prior knowledge. Little or no evidence of continuity.		
Materials/ Equipment	Teacher actively seeks/ creates age appropriate resources outside of the classroom to purposefully enhance instruction and support instructional goals, clear systematic and organized distribution/ collection is stated	Materials are age appropriate and of sufficient quantity/ quality, support instructional goals, are available and ready to use, and a distribution/collection strategy is stated.	Materials are not normally age appropriate; do not support instructional goals, little or no planning for availability or distribution/ collection strategy stated.		
Procedures and Activities	Procedures are highly relevant to students and instructional objectives and are age/ability appropriate. Extension activity, modes of instruction and materials are consistent with professional research. There is a clear bridge to past and future learning.	Procedures match objectives, are logically sequenced, are age/ability appropriate, include an extension activity. A variety of modes and materials are used. There is a clear bridge to past and future learning.	Procedures do not directly match objectives, are not logically sequenced, and/or are not age/ability appropriate, no extension activity. Little or no variety of modes/ materials used. Connection between past and future learning is not readily evident.		
Assessment Component	Students are aware of how they are meeting the established standards and participate in planning the next steps. Assessment matches objectives, criteria and standards are clear, and have been clearly communicated to students. Accurate record keeping of formative as well as summative assessments including consideration for individual differences.	Assessment matches objectives and criterion for successful completion is clearly established. Assessment through guided and independent practice. Accurate record keeping and takes into consideration individual differences.	Assessment does not match and/or criterion for successful completion is not established or is vague. Little or no assessment through guided and independent practice. Inaccurate or no record keeping and/or does not take into consideration individual differences.		
				Total	

II. Learning Environment

	Target	Acceptable	Unacceptable	Not Applicable	
UNLV	3	2	1	NA	Score
Classroom Expectations	Work standards are clear and reasonable to all students and have been developed with student participation including implementation of a clear, concise time line that is easily understood by students.	Maintains clear, reasonable, and firm work standards. A time line has been developed and implemented.	Expectations are not clear and/or are not reasonable; little or no work standards or time line are evident.		
Efficient Activities and Routines	Transitions and routines are seamless Systems for performing duties are well established with students assuming some responsibility for efficient operation	Efficient movement between activities, materials and equipment passed out smoothly. Handles completed work with ease and avoids wasted time	Movement between activities is inefficient and/or distribution of materials and equipment is unorganized. Much time is lost during transitions.		
Monitor Student Behavior	Student participation in creation of rules, limits, and consequences. Highly effective classroom management; effective use of attention getting devices and nonverbal techniques are used effectively.	States rules early, sets clear consistent limits, uses effective attention getting devices, uses nonverbal techniques effectively, intervenes at appropriate times, misconduct stopped easily, subtle and quiet management approach.	Rules are not stated, does not set clear consistent limits, use of ineffective attention getting devices, nonverbal techniques are used inappropriately, and/or has difficulty managing classroom and misconduct.		
Builds Positive Self Concept	Feedback is ongoing, positive, and meaningful. Genuine sensitivity and appreciation for effort and individual differences is evident.	Feedback is given in a positive manner, with sensitivity given to individual problems; an appreciation for effort is evident. Consistent in correcting behavior.	Feedback is nonexistent, ineffective, and/or inappropriate with little or no sensitivity to individual problems. Inconsistent in correcting behavior.		
Proactive Discipline	Discipline is preventive, limits are consistent, effective use of attention getting devices and nonverbal techniques are used effectively. Students accept responsibility for their own behavior and politely monitor their peers' behavior.	Consistently follows through with consequences, recognizes/responds to inappropriate behavior in an appropriate and timely manner, use of effective attention getting devices, and uses non-verbal techniques effectively.	Inconsistent in following through with consequences, does not recognize or respond to inappropriate behavior in an appropriate timely manner. Generally ineffective attention getting devices/ use of nonverbal techniques.		
Interactions with Students	Teacher demonstrates genuine caring and respect for students as individuals including aiding in the development of self-respect and self-responsibility in students. Students are actively and cooperatively involved in planning. Open communication between students and teacher and mutual respect is evident.	Encourages self-respect and guides development of self-responsibility in students. Takes into consideration individual differences. Acknowledges responses and questions, promotes cooperative relationships, and involves students in planning.	Respectful environment is not evident, little or no guidance in the development of self-respect/ self-responsibility in students. Generally insensitive to individual differences. Does not acknowledge responses/ questions or promote cooperative relationships and/or does not involve students in planning.		
				Total	

III. Instruction

	Target	Acceptable	Unacceptable	Not Applicable	Score
UNLV	3	2	1	NA	
Introduces Lesson and States Objectives	Introduction and objectives are expressive and are effective at gaining attention; communicated at students' level including a clear and meaningful purpose for learning.	Introduced lesson with clearly stated objective, restated periodically and reviewed at the end of the lesson, and includes what/why of the objective.	Lesson not introduced and/or did not clearly state the objective, not restated or reviewed, does not include what/why of the objective		
Content Knowledge	Demonstrates extensive content knowledge, with evidence of continuing pursuit of such knowledge; able to answer student questions and/or use outside resources to find answers; uses effective questioning techniques to expand lesson objectives; relates lesson to other curricular areas.	Demonstrates solid knowledge of lesson content; answers students questions, uses effective questioning techniques to expand lesson objectives; relates lesson to other curricular areas.	Teacher makes content errors or does not correct content errors students make, is not able to answer student questions, uses generally ineffective questioning techniques, and cannot readily articulate connection of lesson to other curricular areas.		
Directions and Explanations	Clear and concise directions/ explanations, anticipates possible misunderstanding, and is aware of understanding.	Gives clear and concise directions/ explanations. Is aware of student understanding.	Directions/ explanations are vague and/or confusing. Little or no awareness of student understanding.		
Procedures and Activities	Lesson structure is highly coherent with seamless transitions including introduction, practice, review, and closing. Students are involved in instructional choices, initiate discussion/ questions, and take responsibility for their learning.	Begins lesson promptly, conducts beginning/ending review and formal opening and closing, maintains organization and focus, provides for modeling and practice, circulates and assists, easy flow between activities.	Little or no beginning/ending review or formal opening and closing, no maintenance of organization or focus, does not provide modeling or practice, does not provide assistance, and/or activities are disconnected.		
Use of Materials/ Equipment	Teacher actively seeks and implements other suitable resources to purposefully enhance instruction, clear systematic and organized distribution/ collection, are ready for use and are used easily by students	Materials/ equipment are suitable, ready to use, distribution/collection strategy enforced, used easily by students.	Materials/ equipment are not suitable, not ready to use, no strategy for distribution/ collection, generally difficult to use		
Student Involvement	Students are cognitively engaged in activities, on-task, and are productive; students initiate or adapt activities to enhance their own learning. Safe learning environment in which students are comfortable participating and the students themselves ensure that all voices are heard.	High on-task rate, high completion rate, changes activities at appropriate times, willing to change/delete activity if inappropriate, uses students to give examples and clarify, balance of participation among high, average and low achievers, effective use of wait time, involves those not inclined to participate, incorporates higher level thinking	Does not take steps to involve students and changes activities inappropriately, students are not normally on task and/or did not complete task, little or no balance of participation between students, generally ineffective use of wait time, does not incorporate higher level thinking.		
Effective Pacing	Pacing is appropriate for all students including time for reflection and conclusion.	Paces lessons for productive and efficient use of classroom time.	In general, does not effectively pace lesson for productive and efficient use of time.		
Smooth Transitions	Transitions between tasks are seamless.	Makes smooth transitions between tasks.	Transitions are nonexistent and/or inappropriate		
Ongoing Assessment	Students are aware of how they are meeting the established standards and participate in planning the next steps; students are able to make use of teacher feedback in their learning. Assessment criteria and standards are clear and have been clearly communicated to students	Assesses students on a daily basis using a variety of assessment techniques; solicits feedback often, students informed when feedback is appropriate, recognizes incorrect feedback and clarifies, identifies student understanding.	Uses little or no ongoing assessment techniques, does not give appropriate feedback or recognize incorrect feedback, is unable to identify student understanding.		
Accommodates Individual Needs	Seeks effective approaches/ accommodations for students who need extra help, successful in making quick adjustments to lesson(s). Re-teaching is not repeating of the initial lesson.	Provides for re-teaching, remediation, and practice when necessary, provides enrichment.	Does not readily provide for re-teaching, remediation, or practice. Little or no enrichment provided.		

Evaluation of Lesson	Thoughtful and accurate assessment of the lessons effectiveness and the extent to which teacher as well as student goals were achieved. Reflection involves considerable growth and improvements for future.	Reflective regarding outcome of lessons and activities in relationship to self and students to help improve future teachings and interactions.	Does not actively reflect on lesson and activities to help improve future teaching and interactions.		
				Total	

IV. Professional Dispositions

	Target	Acceptable	Unacceptable	Not Applicable	Score
UNLV	3	2	1	0	
Professional Appearance	Exceeds expectations for professionalism in the classroom in dress and presentation of self	Dressed appropriately for the classroom.	Occasionally needed to present a more professional appearance		
Punctuality	Always Punctual	Punctual most of the time, occasionally late	Rarely on time		
Attendance	Consistently Present, arrives early and stays late	Regularly in attendance, any absences are excused	Missed fewer than 3 unexcused days		
Self-Initiative/ Independence	Highly self-motivated, consistently takes initiative and handles other tasks with ease while balancing classroom duties/responsibilities	Very independent, does not need to be asked or reminded of duties/ responsibilities.	Little independence or initiative, occasionally needs to be reminded of duties/ responsibilities		
Reliability/ Dependability	Always reliable, dependable and conscientious; trusted with tasks that are not part of primary responsibility.	Reliable, dependable, and conscientious	Rarely reliable or dependable, rushes through duties/ responsibilities.		
Collegiality	Initiates collaborative and collegial projects with colleagues. Frequent interaction with parents on both positive and negative aspects of student progress. Makes substantial contribution to, seeks out, and volunteers to participate in school/ community events.	Communication and/or relationships with colleagues are collaborative and collegial. Responses to parental concerns are direct, warm, and prompt. Participates in school community/ events.	Communication and/or relationships with colleagues is not collaborative and/or collegial. Responses to parental concerns rare. Avoids participation in school/community events.		
Receptive to Feedback	Initiates self-assessment, solicits feedback/ suggestions takes action to make appropriate changes/ adaptations.	Documents self-assessment, accepts criticism with poise	Not receptive to feedback, does not accept criticism well		
Ability to Reflect on Performance	Reflects upon and takes action to make appropriate changes/ adaptations.	Reflective and realistic in self-analysis	Little or no reflection, not realistic in self-analysis		
Interpersonal Skills	Always uses effective and professional communication, very approachable and warm.	Communicates professionally with colleagues, parents, and students.	Growth/ work needed in relating with and speaking with others.		
Tact/ Judgment	Consistently uses educated and analytical reasoning, actively seeks explanations and solutions	Solution oriented, thoughtful reasoning	Excuse oriented		
Written Expression	Always uses correct grammar and sentence structure; broad vocabulary; exceptionally skilled in modeling writing during instruction as well as in drafting materials/ correspondence.	Uses and models correct grammar and sentence structure	Occasionally does not use/ model correct vocabulary, limited vocabulary.		
Oral Expression	Speaks with expression, uses appropriate language for a school setting in a professional manner, corrects students inappropriate speech	Used appropriate language for a school setting and communicates in a professional manner.	Occasionally does not use appropriate language for a school setting, does not communicate in a professional manner.		
				Total	

Comments:

Student _____
Signature

Print Name _____

Date: _____

Cooperating Teacher _____
Signature

Print Name _____

Date: _____

UNLV Supervisor _____
Signature

Print Name _____

Date: _____