

Field Experience Rubric
Methods Block – Week Long Field Placement

10/1 - 10/5

Teacher candidate's name: Becca Flanders Dates of Field Experience: ~~10/29-11/2~~

Classroom teacher's name: Hayley Terrell

School's name: Theodore Potter #74 grade level or subject: 3 FLA & Science

of students in classroom: 16/5^{AM} # of exceptional learners: 3 # of ethnically diverse students: 4

Signature of classroom teacher: Hayley Terrell

Levels:	1	2	3	4	NA	SCORE
C5 - Models appropriate oral communication	Teacher candidate's speaking skills are filled with grammatical errors when interacting with students and colleagues; incorrect grammar is distracting	Teacher candidate uses inconsistent speaking skills when interacting with students and colleagues; speech contains three or four grammatical errors	Teacher candidate models adequate speaking skills when interacting with students and colleagues; only one or two grammatical errors present during the field placement	Teacher candidate models excellent speaking skills when interacting with students and colleagues; no grammatical errors		4
C9 - Uses effective questioning strategies	Teacher candidate fails to ask a variety of questions; doesn't provide time for students to answer or answers the questions him/herself	Teacher candidate seems uncomfortable asking a variety of questions; asks only two different levels of questions; OR moves quickly on to another student	Teacher candidate use several (3) levels of questions when interacting with students; provides ample wait time for students to answer	Teacher candidate uses varying levels of questions when interacting with students; provides ample time for students to answer		4
A1 - Develops appropriate tool to assess learning	Teacher candidate fails to develop an appropriate tool to assess learning	Teacher candidate demonstrates a basic ability to develop appropriate tools to assess learning	Teacher candidate demonstrates an adequate knowledge of assessment, but doesn't implement a variety of assessments	Teacher candidate demonstrates full understanding of assessment as a way to drive instruction; uses a variety of assessment tools		4
R1 - Collaborates with students, colleagues, parents, or community agencies, exhibiting sensitivity to cultural awareness	Teacher candidate appears unwilling to collaborate with others AND indicates a failure to understand diversity	Teacher candidate appears apprehensive at collaborating with others OR fails to fully demonstrate understanding of diversity	Teacher candidate collaborates with others upon invitation by others AND demonstrates an understanding of diversity	Teacher candidate collaborates enthusiastically with others AND demonstrates a full understanding of diversity		4
R2 - Acts with full awareness of ethical and legal responsibilities of teachers	Teacher candidate fails to demonstrate understanding of ethical and legal responsibilities of teachers; candidate may make bad decisions that aren't in an ethical or legal standing	Teacher candidate demonstrates some understanding of ethical and legal responsibilities of teachers; may need prompting by classroom teacher	Teacher candidate demonstrates an adequate understanding of ethical and legal responsibilities of teachers, but lacks confidence	Teacher candidate is knowledgeable of ethical and legal responsibilities of teachers; behavior reflects knowledge of ethical and legal responsibilities		4
R5 - Exhibits a service orientation to students and teaching, valuing all aspects of a student's well-being	Teacher candidate fails to involve her/himself in the service of students; requires prompting by cooperating teacher	Teacher candidate exhibits some service orientation to students and teaching, but lacks confidence	Teacher candidate involves her/himself in the classroom where appropriate, but may not fully integrate into other elements of the school	Teacher candidate enthusiastically participates in classroom activities as well as extra-curricular activities		4
E1 - Plans informative lessons and units, alone and in teams	Teacher candidate fails to plan engaging, informative, or lacks best practices; may not reflect Manchester College's lesson plan format	Teacher candidate provides a beginning level lesson plan, but fails to develop the lesson	Teacher candidate creates enjoyable lessons, but lesson fails to fully incorporate all of the department requirements	Teacher candidate enthusiastically creates informative lessons alone or in a team; lessons reflect best practices and education department outline	X	

PLEASE ADD ADDITIONAL COMMENTS ON THE BACK REGARDING DRESS, BEHAVIOR, PUNCTUALITY, OR OTHER ELEMENTS RELATED TO THE TEACHING FIELD

Heather Schilling



