

**THE WARNER SCHOOL**  
**End of Field Experience Assessment**

Teacher Candidate: \_\_\_\_\_ Placement: \_\_\_\_\_

Cooperating Teacher/Supervisor/Faculty Member: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

*(Circle one)*

*The purpose of this evaluation is to determine whether the teacher candidate is capable of going on to student teaching. Please assess the candidate on the set of characteristics, knowledge, and skills listed below.*

	Not Observed	Serious Concerns (1)	Work Needed (2)	Acceptable Progress (3)	Highly Capable (4)
<b>PROFESSIONAL CHARACTERISTICS</b>					
Attendance -Attends all dates committed to in letter of expectations.					
Communication -Communicates professionally and effectively on multiple levels (verbal, written, electronic).					
Dependability -Can be counted on to follow through on commitments					
Collaboration -Works effectively with a variety of school personnel					
Receptiveness to criticism -Accepts critiques of her/his practice professionally					
Judgment -Exhibits sound and ethical judgment					
Flexibility -Adjusts well to change on a variety of levels					
Initiative -Assumes independent responsibility and leadership in a variety of activities					
Responsibility -Takes responsibility for her/his actions and practices in the classroom					
Stamina -Remains committed to students and to teaching in spite of potential challenges and stressors					
Appropriate dress and appearance -Presentation of self and attire is professional at all times					

	Not Observed	Serious Concerns	Work Needed	Acceptable Progress	No Concerns
<b>KNOWLEDGE AND SKILLS</b>					
Content knowledge -Has sound knowledge of content in area/s of specialization					
Organization, planning, and preparation -Consistently prepared for teaching each day					
Lesson planning -Lessons follow a clearly articulated plan					
Constructs a safe learning environment (management) -Supports all students' learning and motivation					
Classroom presence -Maintains a confident stance; is aware of all classroom activities					
Resourcefulness -Accesses and uses multiple and creative resources to plan curriculum for all learners					
Rapport with students -Understands students' strengths/needs and constructs positive relationships with all students					
Can construct an inclusive context for learning -Consistently considers all students' strengths/needs in planning and instruction					
Relations with staff and other faculty -Establishes professional relationships with school personnel					
Relations with parents -Interacts with parents respectfully and in a professional manner					
Can follow school procedures -Knows and follows school policies and procedures					
Knowledge of system of the school -Understands how the school works					

*If candidate does not receive a “3” or “4” in any category, please provide detailed recommendations for what must be done to remedy the concern:*

*Please use this section to provide additional comments you feel will enhance our understanding of the candidate’s strengths and/or needs:*

---

Signature

## **Explanation of rating scale**

### **Not observed:**

You cannot make a judgment about this criterion because it is not within the types of proficiencies you would observe given your role.

### **(1) – Serious Concerns:**

It is clear to you that the candidate has not met this criterion, and you are not confident that extending the internship experience would have a significant impact on her/his performance. The candidate's inability to demonstrate this proficiency is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher in her/his field placement, and/or be detrimental to the relationship between the cooperating school and the Warner School. In relation to this criterion, you have serious concerns about the candidate and would **not recommend** she/he move on to the student teaching placement.

### **(2) – Work Needed:**

Your professional opinion suggests that this candidate has the potential to demonstrate this proficiency, but you have not seen evidence of her/his ability. You believe that extending the candidate's internship would provide her/him with the time and opportunity to become proficient in this area. You are reluctant to categorize this candidate's progress as acceptable because her/his performance in this area has been variable and inconsistent. The candidate needs to work on this aspect of her/his practice and you would **not recommend** she/he move on to the student teaching placement.

### **(3) – Acceptable Progress:**

The candidate is able to demonstrate this criterion in ways that one would expect from a novice/beginning teacher. Her/his ability is likely to improve during the field placement, and there is no worry that she/he will be a danger to students, or a burden to a cooperating teacher. The candidate has made acceptable progress in this area, and you are confident that with additional experiences she/he will continue to improve. The candidate is well on her/his way to target proficiency in this area and you **recommend** she/he continue on to the student teaching placement.

### **(4) – Highly Capable:**

The candidate is highly capable in this area. Her/his performance has been consistent, skillful and at times, outstanding. There is no concern that this candidate will not succeed in her/his field placement, nor are there any worries that she/he will be a danger to children or a burden to a cooperating teacher. The candidate has demonstrated target proficiency in this area and you **recommend** she/he continue on to the student teaching placement without reservations.