

Methods Teaching Field Experience Grading Form

Student Name: _____ ID: _____ Date: _____

Placement: _____ Level: _____ Mentor: _____

Students will receive a Pass/Fail grade for their field placement during the Methods Semester(s). (Please note that completing the field experience with a grade of PASS is necessary in order to be approved for student teaching.) This grade will be based on careful evaluation of all pertinent data, including: teaching observations by the mentor teacher(s), observations made by supervisor, dispositions assessments made by supervisor and mentor teachers, and the *Methods Field Experience Documentation* or *Content Methods Field Log*. These will be considered in light of the targeted Kentucky Teacher Standards and U of L Diversity Standard. The descriptors will be determined by what evaluators (mentor teacher(s), supervisor) believe students should have accomplished with respect to their point in the program (not as if they were student or certified teachers). Supervisor and/or mentor teacher(s) will share evaluations with the candidate. Please cite supportive evidence demonstrated by the student for each Kentucky Teacher Standard. This may be at the awareness or implementation level. Most descriptors for each Teacher Standard should be observed.

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| <p>1. DEMONSTRATES APPLIED CONTENT KNOWLEDGE</p> <ul style="list-style-type: none"> • Communicates concepts, processes, knowledge; uses appropriate instructional strategies • Connects content to lives of students • Identifies and addresses student misconceptions <p><u>Evidence:</u></p> | <p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p> |
| <p>3. CREATES/MAINTAINS LEARNING CLIMATE</p> <ul style="list-style-type: none"> • Communicates confidence in students' ability to meet challenging objectives • Establishes clear standards of conduct; responds to all students with respect and concern • Uses strategies/methods to support diversity; addresses individual needs • Creates classroom that is emotionally and physically safe <p><u>Evidence:</u></p> | <p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p> |
| <p>4. IMPLEMENTS/MANAGES INSTRUCTION</p> <ul style="list-style-type: none"> • Uses a variety of instructional strategies; engages students throughout lesson • Implements instructions based on contextual info. and assessment data • Establishes efficient procedures for performing non-instructional tasks • Uses classroom space and materials effectively; promotes higher-order thinking <p><u>Evidence:</u></p> | <p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p> |

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<p>5. ASSESSES/COMMUNICATES LEARNING RESULTS</p> <ul style="list-style-type: none"> • Uses pre-assessments; uses formative assessments to guide instruction • Uses variety of summative assessments to measure achievement • Describes, analyzes, evaluates student performance to determine progress • Promotes student self-assessment of learning <p><u>Evidence:</u></p>	<p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p>
<p>6. IMPLEMENTS TECHNOLOGY</p> <ul style="list-style-type: none"> • Uses technology to design and plan instruction • Uses technology to implement instruction • Integrates student use of technology into instruction • Ensures personal and student use of technology are ethical/legal <p><u>Evidence:</u></p>	<p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p>
<p>7. REFLECTS ON AND EVALUATES TEACHING/LEARNING</p> <ul style="list-style-type: none"> • Reflects on and accurately evaluates student learning • Reflects on and accurately evaluates own instruction • Identifies areas for professional growth using appropriate data <p><u>Evidence:</u></p>	<p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p>
<p>8. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</p> <ul style="list-style-type: none"> • Identifies students who would benefit by learning via collaboration • Designs and implements plan for collaborative learning; • Analyzes student learning data and identifies next steps <p><u>Evidence:</u></p>	<p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p>
<p>11. UNDERSTANDS THE COMPLEX LIVES OF STUDENTS AND ADULTS IN SCHOOLS AND SOCIETY</p> <ul style="list-style-type: none"> • instructional and assessment materials affirm differences and groups honestly • curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups • Respects dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups <p><u>Evidence:</u></p>	<p>Not making progress toward standard <input type="checkbox"/></p> <p>Making progress toward standard <input type="checkbox"/></p> <p>Satisfactory Performance on the Standard <input type="checkbox"/></p>

Student Signature

Date

Mentor Teacher

UofL University Supervisor

Date