



Montclair State University

Department of Early Childhood, Elementary, and Literacy Education

CLINICAL I FIELD EXPERIENCE ASSESSMENT OF STUDENT PERFORMANCE (5-31-11)

Student's Name _____ Student ID# _____
 Student's Instructor(s) _____
 Instructor Contact Number(s) _____
 District _____ School _____
 Semester: Fall _____ Spring _____ Year _____

Dear Cooperating Teacher,

This semester of fieldwork is the first of two (2) clinical experiences. This semester your early childhood/elementary education teacher candidate will spend 12 hours a week in your school over a minimum of ten weeks. The department proposes a format that allows a student significant time in his/her primary classroom, at another grade level and with specialists in the school. ***Students develop and enhance their skills when they receive clear and honest feedback from cooperating teachers.*** Please complete this form and discuss it with your student. Students will return the form to their Seminar Instructors. You may put the form in the enclosed envelope and seal it, if you choose.

For each item, please circle the appropriate rating using the following scale and the *Assessment of Student Performance* rubric. You are encouraged to include comments on the other side of this form or in a separate letter. A rating of 5 is reserved for extraordinary accomplishment and should be substantiated on other side of form.

1 Unsatisfactory	2 Needs Improvement	3 Acceptable	4 Good	5 Outstanding
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1. Professionalism

- a. Maintains a professional appearance. 1 2 3 4 5
- b. Displays enthusiasm, spirit of cooperation. 1 2 3 4 5
- c. Demonstrates self-direction, initiative, flexibility. 1 2 3 4 5
- d. Utilizes effective communication skills (articulation, language, voice quality, listening, written expression). 1 2 3 4 5
- e. Demonstrates responsive and caring relationships with children and adults. 1 2 3 4 5

2. Preparation for Teaching

- a. Demonstrates initiative to become a member of the school community and to build relationships with school colleagues and families. 1 2 3 4 5
- b. Reviews and becomes familiar with school and classroom materials/procedures. 1 2 3 4 5

3. Interactions with Students

- a. Takes initiative and engages in various activities with individual and small groups of children. 1 2 3 4 5
- b. Respects individual and cultural differences. 1 2 3 4 5
- c. Interactions with students are informed by understanding of child development and developmentally appropriate practice. 1 2 3 4 5
- d. Contributes to a classroom community that fosters respectful behaviors. 1 2 3 4 5

4. Teaching for Student Learning

- a. Reflects on teaching/learning process with the cooperating teacher. 1 2 3 4 5
- b. Plans and organizes lessons that use instructional time effectively. 1 2 3 4 5
- c. Effectively implements a minimum of two lessons during the semester. 1 2 3 4 5
- d. Promotes critical thinking. 1 2 3 4 5
- e. Demonstrates effective classroom management techniques. 1 2 3 4 5

5. Dispositions Toward Students

- a. Believes in the educability of all students. 1 2 3 4 5
- b. Believes all students bring talents and strengths to learning. 1 2 3 4 5
- c. Believes that students' strengths are basis for growth and that errors are opportunities for learning. 1 2 3 4 5

6. Did the student spend the required minimum 120 hours in the field? Yes No

7. Did the student demonstrate personal and professional qualities that indicate his/her readiness for the student teaching experience? Yes No

Please feel free to write additional comments here or attach:

Cooperating Teacher: _____
(Please print your name)

Signature: _____

Date: _____

If you answer *No* to either question 6 or 7 above, please contact the student's Seminar Instructor, Dr. Fran Greb at (973) 655-7487, or Dr. Sumi Hagiwara at (973) 655-6848.