

**Montclair State University**  
**Intermediate Field Experience/Fieldwork in Education Evaluation Form**  
**Scoring Rubric**  
(01/24/11)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<b><i>1. Personal Qualities</i></b>					
1.a. <i>General appearance</i>	Candidate's appearance (e.g., clothing, grooming) is often inappropriate for working in a school environment.		Candidate's appearance (e.g., clothing, grooming) is generally appropriate for working in a school environment.		Candidate's appearance (e.g., clothing, grooming) is <b>consistently appropriately</b> for working in a school environment. He/she exemplifies a professional demeanor.
1.b. <i>Enthusiasm, spirit of cooperation</i> <b>(Standard 10, 12k)</b>	Candidate approaches field experience as if "just going through the motions," demonstrating little enthusiasm and/or little or no spirit of working cooperatively.		Candidate displays enthusiasm for the field experience and is generally open to working cooperatively.		Candidate exhibits <b>great enthusiasm</b> for experience, approaching each day with a <b>genuine desire to learn</b> about the workings of a school. He/she enjoys working cooperatively and does so very well.
1c. <i>Self-direction, initiative, flexibility</i>	Candidate is overly dependent on the cooperating teacher when performing tasks. He/she often exhibits an inflexible attitude.		Candidate generally takes initiative to perform relevant tasks. He/she typically exhibits a flexible attitude.		Candidate volunteers to perform tasks and takes the initiative to see them through to completion. He/she always exhibits a flexible attitude.

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1.d. <i>Communication (articulation, language, voice quality, written expression)</i> <b>(Standard 11)</b>	Candidate has poor verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing includes substantial grammatical errors.		Candidate has acceptable verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing is grammatically correct.		Candidate has <b>exceptional verbal and non-verbal communication skills</b> . This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. He/she has exceptional written communication skills. The writing is grammatically correct.
<i>2. Professionalism</i>					
2a. <i>Reflection on teaching and learning process.</i> <b>(Standards 9, 12h)</b>	Candidate cannot accurately identify strengths and weaknesses of lesson(s) taught.		Candidate identifies strengths and weaknesses of lesson(s) taught and describes in general terms how such lesson(s) could be improved for the future.		Candidate <b>identifies in detail</b> strengths and weaknesses of lesson(s) taught and <b>describes in very specific terms</b> how such lesson(s) could be improved in the future.

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2.b. <i>Possesses interpersonal skills</i> (Standard 10)	Candidate communicates rarely if ever with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well-being.		Candidate seeks to communicate with others (e.g., teachers, administrators, other school personnel, students' families, and community members) to support student learning and well-being.		Candidate <b>actively seeks out</b> resources and communicates regularly with teachers and other school personnel to support student learning and well-being.
2c. <i>Accepts suggestions, criticism</i> (Standard 10)	Candidate has considerable difficulties accepting constructive criticism and generally becomes defensive about suggestions that would improve his/her teaching skills.		Candidate is open to accepting constructive suggestions and criticisms, and makes adjustments accordingly.		Candidate <b>actively seeks</b> suggestions and constructive criticism and employs new ideas after reflecting and deciding what will work for him/her.
2d. <i>Meets responsibilities (attendance, observations, professional obligations)</i> (Standard 12k)	Candidate needs to be constantly reminded to perform tasks related to the field experience OR performs responsibilities in an unsatisfactory manner. He/she fails to recognize the importance of being timely with professional obligations.		Candidate meets all responsibilities related to the field experience.		Candidate not only <b>meets all responsibilities</b> related to the field experience, but <b>also volunteers</b> to assist with many other aspects of the cooperating teacher's job. He/she is <b>exceptionally attentive to being timely</b> with all obligations.

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2.e. <i>Commitment to teaching (Standard 12k)</i>	Candidate appears unsure that teaching is the correct career choice. There is little or no evidence that he/she is sincerely dedicated to becoming a teacher. He/she appears not to make this field experience of primary importance		Candidate seems satisfied that teaching is his/her career choice and appears to be dedicated to becoming a teacher. He/she appears to make this field experience of primary importance.		Candidate seems convinced that teaching is the best possible career choice. He/she communicates a <b>strong dedication and commitment</b> to becoming a teacher. It is obvious that this field experience takes precedence over all outside experiences.
<i>3. Teaching/Tutoring</i>					
3a. <i>Knowledge of subject matter (Standard 1a)</i>	Candidate lacks subject matter knowledge. He/she makes important content errors or demonstrates an uneven understanding of key disciplinary concepts.		Candidate shows an adequate understanding of the subject matter. For the most part, he/she demonstrates an understanding of key disciplinary concepts.		Candidate shows an <b>in-depth understanding</b> of the subject matter. He/she demonstrates a <b>thorough understanding</b> of key disciplinary concepts
3b. <i>Organization of subject matter for student learning (Standards 1b, 4)</i>	Candidate is unable to explain how his/her lesson(s) relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.		Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.		Candidate <b>accurately explains</b> how the content of his/her lesson(s) relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an <b>in-depth understanding</b> of the subject matter.

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3c. <i>Planning instruction</i> (Standards 2, 4)	Lesson plan(s) lack(s) clear and meaningful learning goals/objectives or those included are inappropriate for the students. Planned activities do not advance the identified learning goals/objectives, fail to take into account students' prior knowledge and experiences, and/or do not allow an appropriate amount of time. The lesson(s) has/have organizational problems that make it difficult to implement.		Lesson plan(s) include(s) mostly clear and meaningful learning goals/objectives that are appropriate for the students. Planned activities advance most of the identified learning goals/objectives, take into account students' prior knowledge and experiences, and generally allow for an appropriate amount of time. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.		Lesson plan(s) include(s) clear and meaningful learning goals/objectives that are appropriate for the students. Candidate provides a <b>well thought out</b> explanation of why the identified goal/objectives are appropriate for the students. Planned activities <b>advance all of the identified learning goals/objectives</b> and take into account students' prior knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. The lesson is <b>well organized and well paced</b> from introductory to closing activities.
3d. <i>Stimulating critical thinking</i> (Standards 5, 12h)	Candidate does not encourage students to think critically, independently, or creatively in the context of the content being studied OR discourages them from doing so.		Candidate encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.		Candidate encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

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<b>4. Creating a Positive Environment for Student Learning</b>					
3e. <i>Managing class environment (Standards 8a, 8b, 8c, 8d)</i>	Candidate makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Overall, the candidate does not hold students accountable for their behavior and/or permits the physical environment to be unsafe or to interfere with student learning.		Candidate generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior. Candidate creates a physical environment that is safe and does not interfere with learning.		Candidate responds to disruptive behavior in ways that are <b>consistent</b> and that demonstrate respect for students. Students are <b>consistently held accountable</b> for their behavior. Candidate creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.
<b>4. Dispositions toward student</b>					
4a. <i>Belief in the educability of all children (Standards 3b, 12a, 12c)</i>	Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.		Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.		Candidate is <b>deeply committed</b> to education for all students. S/he communicates a <b>strong and clear belief</b> that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.

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<b>5. Professionalism</b>					
4b. <i>Respect for individual and cultural differences (Standards 12b, 12c, 12i)</i>	Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.		Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.		Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.
4c. <i>Belief that all students bring talents and strengths to learning (Standards 3b, 3f, 12a, 12b)</i>	Candidate does not seem to see the talent and strength that each child brings to learning. Instead, he/she focuses on what the students' lack.		Candidate generally sees the talents and strengths each child brings to learning. He/she attempts to build on these talents and strengths in teaching.		Candidate <b>consistently sees</b> the talents and strengths each child brings to learning. He/she <b>effectively builds</b> on these talents and strengths in teaching.
4d. <i>Attitude that students' strengths are basis for growth and errors are opportunities for learning (Standard 3, 12d)</i>	Candidate does not use students' errors as opportunities for learning and generally overlooks or ignores their strengths		Candidate tends to use students' strengths to further learning and views errors as possible learning opportunities.		Candidate <b>consistently uses</b> students' strengths to enrich learning and capitalizes on errors as important learning opportunities.