Center for Teacher Education

Mini-Field Evaluation Form - Used at end of pre-internship semester

Teacher Candidate ___________________________________________________

Mentor Teacher ______________________________________________________

Semester ___________ School___________________ Grade_________

Please complete this evaluation form using the following scale:

4 = almost always  3 = most of the time  2 = somewhat or sometimes  1 = not often or not at all  NA = Not applicable

The teacher candidate:

_____ Shows readiness and takes initiative to help in the classroom in a variety of ways
_____ Asks questions designed to help prepare him or her for teaching
_____ Demonstrates knowledge of content/pedagogy informed by sound theory and research
_____ Is prepared with lesson plan and materials when teaching a lesson
_____ Presents information and interacts with students with poise, confidence and enthusiasm
_____ Communicates instructional objectives to students
_____ Uses positive and effective interactions with students to encourage appropriate behavior
_____ Uses a variety of instructional strategies that effectively engage student learning
_____ Reflects on own teaching to learn from his/her experiences and to change his/her practices
_____ Accepts constructive criticism and guidance and is willing to modify instruction/behavior
_____ Interacts positively with students showing interest, respect, empathy, patience and sensitivity
_____ Shows enthusiasm and positive attitude for being in a classroom
_____ Is punctual in arriving to the classroom
_____ Interacts positively with other peers, faculty and adults in the classroom/school/program
_____ Acts and presents self in a professional manner/appearance/appropriateness of dress
_____ Communicates about course requirements in a timely manner
_____ Uses standard English in both oral and written expression (spelling, grammar, etc.)

Number of absences ____________ Reason(s) given for absence ___________________________

Comments: ________________________________

__________________________

Mentor Teacher/Teacher Candidate Signature

Date

Mentors: Please use this form to provide feedback on the teacher candidate working in your class this semester.
Candidates: Use this form to complete a self-evaluation and to discuss your performance with your mentor teacher.
Form Submission: Mentors and candidates both complete a candidate evaluation form, sign it and return it to the program coordinator
OR to Devyn Elliott at delliott2@coloradomesa.edu; phone: 970.248.1732; office: DH 101M.
## Mini-Eval of Colorado Teacher Quality Standards Instructions:

- **V** At end of pre-internship, mark each look-for as observed in the Basic, Partially Proficient, or Proficient columns for each standard.
- **V** Provide evidence or notes for each standard and discuss rating of candidate for each standard with the TC.

### Quality Standard II: TC establish a safe, inclusive and respectful learning environment for a diverse population of students.

**ELEMENT A:** Teacher Candidate fosters a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<table>
<thead>
<tr>
<th>Basic</th>
<th>Partially Proficient</th>
<th>Proficient (Meets State Standard)</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE TEACHER CANDIDATE</strong> maintains:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 <strong>Safety and welfare of students and the environment.</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 <strong>Clear expectations for student behavior.</strong></td>
<td></td>
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<tr>
<td>3 <strong>Procedures and routines to guide instruction and transitions.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE TC:**

- 4 Facilitates student accountability to school and class procedures and routines.
- 5 Consistently reinforces student expectations.
- 6 Demonstrates a caring and respectful relationship with students.

**THE TC:** makes maximum use of instructional time by:

- 7 Implementing purposeful pacing and efficient transitions.
- 8 Using appropriate strategies to reduce disruptive or off-task behaviors.

**Evidence/Notes**

**TQS 2A Rating:** ___________

### Quality Standard III: TC plan and deliver effective instruction and create an environment that facilitates learning for their students.

**ELEMENT F:** Interns model and promote effective communication.

<table>
<thead>
<tr>
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<th>Proficient (Meets State Standard)</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE TEACHER CANDIDATE:</strong></td>
<td></td>
<td></td>
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<tr>
<td>1 Establishes classroom practices to support effective communication.</td>
<td></td>
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<tr>
<td>2 Provides clear directions to guide student learning and behavior.</td>
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</tbody>
</table>

**THE TC:**

- 3 Articulates thoughts and ideas clearly and effectively.
- 4 Uses active listening strategies with students.

**THE TC:**

- 5 Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.

**Evidence/Notes**

**TQS 3F Rating:** ___________

### Quality Standard IV: TC demonstrate professionalism through ethical conduct, reflection, and leadership.

**ELEMENT B:** Interns link professional growth to their professional goals.

<table>
<thead>
<tr>
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<th>Proficient (Meets State Standard)</th>
<th>Evidence/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE TEACHER CANDIDATE:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>reflects on and engages in professional learning activities aligned to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Colorado Academic Standards.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7 School and district goals.</td>
<td></td>
<td></td>
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<tr>
<td>8 Professional goals and growth plan.</td>
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</tbody>
</table>

**THE TC:**

- 9 Applies knowledge and skills learned through professional learning to improve student outcomes.
- 10 Seeks performance feedback from supervisor and/or colleagues to improve practice.

**THE TC:** implements performance feedback from supervisor and/or colleagues to improve practice.

- 11 Implements performance feedback from supervisor and/or colleagues to improve practice.
- 12 Applies research as a key component of ongoing learning and development.

**Evidence/Notes**

**TQS 4B Rating:** ___________

### Rating Scale

<table>
<thead>
<tr>
<th>1 = Emerging</th>
<th>2 = Basic</th>
<th>3 = Partially Proficient</th>
<th>4 = Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC not meeting all indicators in Basic column.</td>
<td>Must meet all indicators in the Basic column to receive this rating.</td>
<td>Must meet all indicators in the Basic and Partially Proficient columns to receive this rating.</td>
<td>Must meet all indicators in the Basic, Partially Proficient, and Proficient column to receive this rating.</td>
</tr>
</tbody>
</table>