

*J. Starvo 12/6/07*

**FIELD PLACEMENT TEACHER EVALUATION /  
QUESTIONNAIRE EED310 Public Education for the Future**

Student's Name Lauren Cleve

Term: X F W Year: 2007

District Utica School Magahay GradeLevel 4<sup>th</sup>

Cooperating Teacher's Signature Andrea Embel Date Nov. 24, 2007

*This form is intended to provide field students with feedback related to their early adaptation to the school setting. Students and cooperating teachers should discuss the categories below to come to an agreement on what they mean, and what successful experience should look like. Cooperating teachers might use the categories below to give feedback to their field students during the semester. At the end of the experience, cooperating teachers should rate the field student on the form below. On the back of the form, cooperating teachers should include comments and suggestions that they feel are appropriate. Your feedback will be incorporated when determining the student's EED310 grade. After sharing your feedback with the student, the student will return this form to the Coordinator, School & Field Services at the post-field meeting. Thank you!*

Rubric Guidelines: 5	Rubric Guidelines: 4	Rubric guidelines: 3	Rubric Guidelines: 2
<i>Student demonstrates this at a level exceeding expectations for a student enrolled in their first education course.</i>	<i>Student proficiently demonstrates this practice at a level expected for a student enrolled in their first education course.</i>	<i>Student generally demonstrates this practice.</i>	<i>Student demonstrates this practice but with inconsistency.</i>

**PERSONAL ATTRIBUTES:**

5	4	3	2	1
1. Field student is curious and initiates questions to explore the responsibilities of the teacher.		Field student attentive and eager to learn about the responsibilities of the teacher, but does not initiate questions.		Field student is indifferent and retiring.
2. Field student carries out tasks effectively and on time. Views tasks as a worthwhile challenge rather than a chore.		Field student carries out tasks effectively and on time.		Field student does not carry out tasks effectively or on time. Student may be negative about required tasks or duties.
3. Field student exhibits consistent energy, vitality and enthusiasm in completing duties.		Field student generally exhibits energy in the performance of duties.		Field student does not exhibit energy in the performance of duties.
4. Field student consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.		Field student generally dresses appropriately for the school environment and is generally well groomed.		Field student repeatedly dresses inappropriately or is not well groomed.

**RELATIONSHIP WITH OTHERS:**

5	4	3	2	1
1. Field student is outgoing and confident in his/her interactions with professional staff and students.		Field student is quiet, lacking some confidence, but able to interact with professional staff and students.		Field student is timid and rather shy in his/her interactions with professional staff and students.
2. Field student exhibits support and cooperation in relationships with colleagues and takes the initiative in developing these relationships.		Field student establishes friendly relationships with colleagues to fulfill the duties required.		Field student's relationships with colleagues are generally negative or self-serving.
3. Field student establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Interacts with students in a positive manner while focusing on learning.		Field student generally maintains adult behaviors when working with students, but may exhibit occasional inconsistencies or favoritism.		Field student does not exhibit respect for students.  *related with some students in a negative, demeaning, or sarcastic manner or  *in a manner inappropriate to the student's developmental stage, culture.

**ATTENDANCE:**

5	4	3	2	1
1. Field student attends all scheduled days or makes up days absent. Arrives early or stays late to complete necessary preparations.		Field student attends most scheduled days but has not made up days absent. Is generally prompt.		Field student cannot be depended upon. Repeatedly late or repeatedly left early, and/or repeatedly missed scheduled days.

**TEACHING SKILLS:**

5	4	3	2	1
1. Field student's language usage is appropriate in all areas. (*)  *Spoken language is clear, correct and expressive.  *Written is legible.  *Both demonstrate a superior understanding of grammar and syntax.  *Vocabulary is appropriate and enriches the lesson.		Field student's language usage is appropriate in most areas. (*)  *Spoken language is audible.  *Written language is legible.  *Both utilize correct grammar.  *Vocabulary is correct but limited.		Field student's language usage is inappropriate. (*)  *Spoken language is inaudible.  *Written language is illegible.  *Either contains grammar or syntax errors.  *Vocabulary is inappropriate, vague, or incorrectly used.
2. Field student is organized and demonstrates well-developed time management skills.		Field student is organized most of the time and is developing their time management skills.		Field student is disorganized and demonstrates a lack of time management skills.

Please answer the questions included to the best of your knowledge.

1. Date paperwork was received? <i>Before field began</i>	2. Date resume' was received? <i>Before field began</i>
3. Number of absences?	<input checked="" type="radio"/> 0 1 2 3 4 5 6
4. Number of absences made up?	<input checked="" type="radio"/> 0 1 2 3 4 5 6
5. Did the student observe and participate for 30 hours?	<input checked="" type="radio"/> YES NO
6. Did the student enter the classroom routine easily?	<input checked="" type="radio"/> YES NO
7. Was the student comfortable working with children?	<input checked="" type="radio"/> YES NO
8. Did the student follow through on your requests/directions?	<input checked="" type="radio"/> YES NO

9. Please describe the student's ability to interact appropriately with children:

*Miss Cleve treats all children with kindness, dignity, and respect.*

10. Please describe the responsibilities you gave the student:

*Miss Cleve worked in small group and whole group situations. She jumped right in with enthusiastic willingness to learn & try new things.*

11. Please describe the strengths and weaknesses demonstrated by the student in fulfilling these responsibilities:

*Miss Cleve's genuine kindness causes her to radiate joy as she goes about her tasks. Her attitude, I can try it mentality, & natural traits will motivate many young learners.*

12. Did the student try to do extra things for you and the children? YES  NO  Please explain:

*Miss Cleve was willing to go above and beyond to help the students & myself. She sought out opportunities to take the initiative to do what needed to be done.*

13. Please comment on any other exhibited behaviors (e.g., temperament, capability, motivation, potential, professionalism, etc.) that you believe should be considered as the university considers this student for admittance to its elementary education program.

*Miss Cleve acted in a professional yet warm manner. She was always punctual, appropriately dressed, highly motivated, & willing to look for opportunities to increase student achievement.*

Additional Comments About the Student:

*I hope to work with Miss Cleve one day. She appears to be a very promising teacher and a beautiful young lady... inside and out!*

14913 Potomac Drive  
Sterling Heights, MI 48313  
November 30, 2007

To Whom it May Concern:

It is my pleasure to write this letter to share with you a glimpse of the pleasant experience my class and I had sharing time with Miss Lauren Cleve. Miss Cleve completed her first elementary education field with me at Magahay Elementary during the first semester of the 2007-2008 school year. Miss Cleve demonstrated numerous qualities of an excellent teacher even at this early stage.

Miss Cleve radiates enthusiasm. The joy that she appears to possess is transferred to those children who are fortunate to work with her. This created a sense of motivation even in some of the less engaged students.

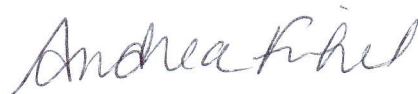
Another quality that was evident during her field was that Miss Cleve is very professional. She showed care in her appearance and actions. She also demonstrated reverence towards learning. This made her an excellent role model for my at risk students.

It was fun to be in the room with an adult demonstrating such a positive "I can" attitude. She never balked when I asked her to try something new, even when I was unable to provide her with adequate scaffolding. She was capable of performing a variety of tasks, and did so with confidence and success. She rolled with the ever changing demands of teaching. What an asset this will be to her when she teaches in her own room!

Perhaps the greatest personality trait that stood out to me was the kindness and respect that Miss Cleve treated everyone in our learning community. She was patient with even the most trying of students. She also appears to realize how important all individuals are in promoting student achievement. This was evident in the way that she treated parents, aids, and other support staff.

I am confident to write that I believe Miss Cleve is starting off a career in education that will favorably transform many individuals. She takes her contribution to helping students learn seriously. Someday a school will be greatly blessed to have her as one of their own.

Sincerely,



Andrea Finkel  
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