

**California State University, Los Angeles
Child and Family Studies**

**Fieldwork Teaching Evaluation for CHDV 220 and CHDV 495
(adopted from CLASS manual)**

STUDENT'S NAME: _____

CIN: _____

FIELD SITE: _____

EVALUATOR: _____

This is the evaluation for all fieldwork students. At the 5th week of the quarter, please fill out the appropriate score for the Midterm section of this evaluation. During the 10th week of the quarter, the student will return this evaluation to the supervising teacher to complete the Final section of the evaluation. We suggest that the evaluator should be someone who is working closely with the student. Thank you for supporting California State University, Los Angeles, Department of Child and Family Studies. If you have any question or comments about a student, or this evaluation tool, please do not hesitate to contact the instructor or the fieldwork coordinator.

Use the following rating scale for evaluating the fieldwork student. If the rating ranges between 1 and 4, please explain your rationale.

Low		Medium			High	
1	2	3	4	5	6	7
The low range description fits the classroom/student teacher very well. All, or almost all relevant indicators in the low range are present.	The low range description fits the classroom/student teacher but there are one or two indicators that are in the mid range.	The mid range description mostly fits the classroom/student teacher but there are one or two indicators in the low range.	The mid range description fits the classroom/student teacher very well. All, or almost all, relevant indicators in the mid range are present.	The mid range description fits the classroom/student teacher but there are one or two indicators in the high range.	The high range description mostly fits the classroom/student teacher but there are one or two indicators in the mid range.	The high range description fits the classroom/student teacher very well. All, or almost all, relevant indicators in the high range are present.

EMOTIONAL SUPPORT

Positive Climate

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Relationships	There are a few, if any, indications that The student teacher enjoys warm, supportive relationships with children.	There are some indications that the student teacher enjoys warm, supportive relationships with children.	There are many indications that the student teacher enjoys warm, supportive relationships with children.		
Positive Affect	There are no or few displays of joint laughter or smiles, genuine praise, or physical/verbal affection among the student teacher and children.	There are times of joint laughter and smiling, genuine praise, or physical affection, but other times when these are absent.	There is frequent joint smiling and laughter, genuine praise, and/or physical affection among the student teacher and children.		
Respect	The student teacher rarely, if ever, demonstrates respect for the children.	Some of the student teacher's interactions with the children connote respect, while others do not.	The student teacher consistently demonstrates respect for the children.		
Positive Peer Interactions	The student teacher rarely, if ever, encourages interactions among children.	The student teacher is making an attempt to encourage positive interactions.	The student teacher is observed during many opportunities encouraging positive interactions and the children are clearly responding.		

Teacher Sensitivity

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Responsive	The student teacher is unresponsive or dismissive to children.	The student teacher is sometimes responsive to children, but at other times is more dismissive or unresponsive.	The student teacher is consistently responsive to children.		
Notices When Children Need Assistance	The student teacher consistently fails to notice when children need extra support or assistance.	The student teacher sometimes notices when children need extra support or assistance.	The student teacher consistently notices when children need extra support or assistance.		
Appropriate Activities	The student teacher consistently provides activities or speaks at levels inconsistent with child needs and abilities.	The student teacher sometimes provides activities or speaks at levels inconsistent with child needs and abilities.	The student teacher provides activities or speaks at levels consistent with child needs and abilities.		

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Addresses Problems	Teacher is ineffective at helping children.	Teacher generally tries to respond to children who approach with problems or questions, but is not consistently effective at addressing these problems.	Teacher is consistently effective in addressing children's questions, concerns, and problems.		
Child Comfort with the Student Teacher	When the student teacher asks questions, few children respond or raise their hands.	When the student teacher asks questions, some children respond or raise their hands.	Children appear comfortable sharing their ideas with the student teacher and respond freely to questions.		

Regard for Child Perspectives

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Flexibility and Child Focus	The student teacher is rigid, inflexible, and controlling in her plans and/or rarely "goes with the flow" of children's ideas and the classroom activities are very teacher-driven.	The student teacher may follow children's lead during some periods and be more controlling during others.	The student teacher is flexible in her plans, "goes with the flow" of children's ideas, and organizes instruction around children's interests.		
Support of Autonomy	The student teacher does not support child autonomy within the context of either structures or unstructured lessons and activities.	The student teacher sometimes provides support for child autonomy but at other times fails to do so.	The student teacher makes an effort to maximize children's abilities to be autonomous within the context of both structured and unstructured lessons and activities.		
Child Expression	There are few opportunities for child talk and expression.	There are periods in which there is a lot of child talk and expression, but other times when teacher talk predominates.	There are many opportunities for child talk and expression.		
Peer Interaction Encouraged	The student teacher rarely if ever encourages children to interact with one another.	The student teacher allows, but does not actively encourage children to interact with one another.	The student teacher actively encourages children to interact with one another.		
Restriction of Movement	The student teacher is highly controlling of children's movement and placement during activities.	The student teacher is somewhat controlling of children's movement and placement during activities.	Children have freedom of movement and placement during activities.		

CLASSROOM MANAGEMENT

Behavior Management

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Proactive	The student teacher frequently reacts to, rather than prevents, misbehavior.	The student teacher uses a mix of proactive and reactive responses to children's misbehavior.	The student teacher consistently takes a proactive stance to behavior management issues.		
Monitoring	The student teacher does not effectively monitor the classroom for situations which may lead behavior problems.	The student teacher sometimes monitors the classroom for situations which may lead to behavior problems but at other times misses these children.	The student teacher monitors the classroom and intervenes before problems occur.		
Redirecting Misbehavior	The student teacher either ignores or uses ineffective methods to redirect minor misbehavior before it escalates.	The student teacher uses a mix of effective and ineffective strategies to redirect minor misbehaviors.	The student teacher consistently uses effective strategies to redirect minor misbehavior.		
Clear Behavioral Expectations	The student teacher rarely helps maintain behavioral expectations that are clearly stated or understood by all members of the classroom community.	There may be some evidence that suggests that the student teacher helps maintain behavioral expectation that are clearly stated or understood by all members of the classroom community.	It is evident that the student teacher helps maintain behavioral expectations that are clearly sated or understood by all members of the classroom community.		
Loss of Time	It takes student teacher significant time away from lessons and activities to manage children's behavior.	At times, coping with or redirecting child behavior takes the student teacher away from lessons and activities. Other periods go more smoothly.	Managing classroom order does not take the student teacher away from other activities.		
Effective Praise	The student teacher fails to use effective praise of desired behavior.	The student teacher may at times use effective praise to promote desired behavior, but occasionally may resort to methods that do not aid in modifying behavior.	The student teacher uses praise that increases the chances that desirable will be repeated and undesirable behavior is eliminated.		
Child Misbehavior	Within the activity led by the student teacher, there are frequent instance of misbehavior.	Within the activity led by the student teacher, there are periodic episodes of misbehavior in the classroom.	Within the activity led by the student teacher, there are a few, if any, instances of child misbehavior.		

Productivity

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Transitions	The student teacher always spends more time than necessary transitioning children from one activity to the other.	It sometimes takes too much time or is too frequent that the student teacher transitions children from one activity to the other.	The student teacher quickly and efficiently transitions children from one activity to the other.		
Preparation	The student teacher is not prepared for activities.	The student teacher is mostly prepared for activities, but takes some time away from instruction in last minute preparation.	The student teacher is fully prepared for activities and lessons.		
Disruptions	Within each activity, the student teacher allows irrelevant conversation and other interruptions to interfere with learning activities.	Within each activity, the student teacher generally stays on task while conducting or explaining activities, but may occasionally, or briefly, allow distractions to interfere with time for learning activities.	Within each activity, the student teacher quickly redirects children's attention to get back to learning activities.		
Managerial Tasks	Managerial tasks take more time than is necessary.	The student teacher generally conducts management activities efficiently, but there are times when these activities take away from learning opportunities.	No more time than is necessary is spent on managerial tasks.		

Instructional Learning Format

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Utilization of Materials	The student teacher does not use methods, materials, and/or activities to promote awareness, exploration, inquiry, and/or utilization.	The student teacher sometimes facilitates awareness, exploration, inquiry, and utilization of materials and information but does not consistently do so.	The student teacher maximizes children's ability to learn and enhances children's learning by facilitating awareness, exploration, inquiry, and utilization of materials.		

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Child Engagement	The children do not appear interested or engaged in the activities.	As a function of the student teachers' efforts, children may be engaged and/or volunteering during periods of times, but at other times their interest wanes and they are not focused on the activity/lesson.	As a function of the student teacher's efforts, children appear consistently interested and engaged.		
Teacher Facilitation	The student teacher does not actively facilitate child's engagement but merely provides activities and materials or dull instruction.	At times the student teacher is an active facilitator of activities (e.g., asking questions, participating) but at other times she merely provides activities and materials for the children.	The student teacher actively facilitates children's engagement in activities through questioning and enthusiastic presentation and/or participation.		
Modalities	The student teacher does not use a variety of modalities for presenting information.	The student teacher may use a variety of materials and present through a variety of modalities, but her use of them is not consistently effective or interesting to the children.	The student teacher presents information through a variety of modalities including auditory, visual, and movement.		

INSTRUCTIONAL SUPPORT

Concept Development

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Higher Order Thinking & Cognition vs. Rote Learning	Activities and discussions in this classroom focus on getting children to give the correct answer or other forms of rote learning or recitation.	Activities and discussions in this classroom sometimes focus on getting children to give the right answer and other times on developing higher order thinking skills and cognition.	Activities and discussions in this classroom consistently & intentionally focus on developing higher order thinking skills and cognition.		

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Analysis and Reasoning	The student teacher does not use discussions and activities that encourage analysis and reasoning, such as sequencing, compare/contrast, and problem solving.	The student teacher occasionally uses discussions and activities that encourage analysis and reasoning, such as sequencing, compare/contrast, and problem solving.	The student teacher often uses discussions and activities that encourage analysis and reasoning, such as sequencing, compare/contrast, and problem solving.		
Hypothesis Testing	The student teacher fails to use discussions and activities that promote prediction, experimentation, and brainstorming.	The student teacher occasionally uses discussions and activities that promote prediction, experimentation, and brainstorming.	The student teacher often uses discussions and activities that promote prediction, experimentation, and brainstorming.		
Integration with Previous Concept	The student teacher fails to link current activities to previous concepts or activities – concepts are presented independent of the child’s previous learning.	The student teacher sometimes link current activities to previous concepts or activities and at other times presents concepts independent of the child’s previous learning.	The student teacher consistently links current activities to previous concepts or activities.		
Connections to the Real World	The student teacher does not relate concepts to the real world of children’s lives.	The student teacher makes some attempts to relate concepts to the real world of children’s lives.	The student teacher consistently relates concepts to the real world of children’s lives.		

Quality of Feedback

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Process Feedback	The student teacher either gives no feedback to children or gives only feedback that is focused on correctness.	In feedback to children, the student teacher sometimes focuses on the process of learning and/or child’s efforts, but at other times focuses much more on correctness.	The student teacher consistently uses feedback that focuses the children’s attention on the process of learning rather than just getting the correct answer.		
Feedback Loops	The student teacher gives only perfunctory feedback to children.	There are occasional feedback loops, back and forth exchanges between the student teacher and children, but at other times feedback is more perfunctory.	There are frequent feedback loops, back and forth exchanges between the student teacher and children, which lead children to obtain a deeper understanding of concepts.		

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Specific Feedback	The student teacher gives only general comments/praise to the class about their progress.	The student teacher comments and praise are sometimes specific and other times much more general.	The student teacher comments and praise often provide children with specific information about why their answers or responses may have been correct or incorrect.		
Providing Hints	After a child gives an initial incorrect response (or fails to respond), the student teacher ignores the child or does not provide hints to lead the child through steps toward understanding.	The student teacher sometimes presents hints to children, but at other times simply dismisses responses as incorrect.	The student teacher often provides hints to children who are having a hard time understanding a concept or answering a question.		

Language Modeling

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Frequent Conversation	The student teacher rarely converses with children.	The student teacher sometimes converses with children.	The student teacher often converses with children.		
Child-Initiated Language	When conversations occur, they are often teacher-controlled.	Conversations between teachers and children are sometimes teacher-controlled and sometimes more child-initiated.	Although there is a mix of teacher and child talk, there is a clear and intentional effort by the student teacher to promote a child's language use.		
Open-Ended Questions	The majority of the student teachers' questions are close-ended.	The student teacher asks a mix of close-ended and open-ended questions.	The student teacher asks many open-ended questions.		
Repetition and Extension	The student teacher rarely, if ever, repeats or extends child's responses.	The student teacher sometimes repeats or extends children's responses.	The student teacher often repeats or extends children's responses.		
Self & Parallel Talk	The student teacher rarely maps his/her own actions and the children's actions through language and description.	The student teacher occasionally maps his/her own actions and the children's actions through language and description.	The student teacher consistently maps his/her own actions and the children's actions through language and description.		
Advanced Language	The student teacher does not frequently use advance language with children.	The student teacher sometimes uses advance language with children.	The student teacher often uses advance language with children.		

PROFESSIONALISM

	Low (1,2)	Mid (3,4,5)	High (6,7)	Midterm	Final
Punctuality	The student teacher rarely arrives the classroom on time or often leaves the classroom early without valid excuses.	The student teacher usually arrives classroom on time, occasionally arrives the classroom late or leaves the classroom early without valid excuses.	The student teacher always arrives classroom on time, and does not leave the classroom early. The supervisor is well informed if absence is inevitable.		
Sensitivity to Other Adults	The student teacher rarely listens to, shares with, and supports the efforts of others. He/She is often not a good team player.	The student teacher often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	The student teacher always listens to, shares with, and supports the efforts of others. He/She tries to keep people working well together.		
Cooperation	The student teacher does not aid other teachers, shows little interest or enthusiasm for other projects or ideas.	The student teacher helps others if they are doing something that interests him/her. Show some enthusiasm.	The student teacher actively cooperates in whatever capacity is needed. He/She displays enthusiasm and encouragement.		
Dependability	The student teacher does not show clear understanding about his/her work responsibility. The supervisor needs to constantly remind or warn him/her. The student teacher is not dependable or reliable.	The student teacher shows clear understanding about his/her work responsibility. He/She is usually dependable, occasionally lapses in dependability.	The student teacher shows clear understanding about his/her work responsibility. He/She is always ready, prepared on time, and can be fully counted on.		
Taking Direction	The student teacher is not responsive to the supervisor or does not follow through on requests.	The student teacher is responsive to the supervisor and follows through on requests in a cooperative manner.	The student teacher is responsive, takes direction well, follows through on requests, and takes initiatives.		
Problem Solving	The student teacher does not try to solve problems, actively seek out help from others, or does not help others solve problems. He/She lets others do the work.	The student teacher is willing to try out solutions suggested by others, but does not actively seek out help from others, suggest or refine solutions.	The student teacher actively looks for and suggests solutions to problems. He/She seeks out help from others when necessary.		