

**Cedarville University**  
**Middle Childhood Licensure Program: Grades 4-9**

Please discuss this with the teacher candidate.

**FORMATIVE Field Experience/Clinical Evaluation Form**

The Mission of Cedarville University's Education Program is to prepare compassionate, professional educators committed to the integration of faith, learning and life as demonstrated in teaching competence and Christlike character through leadership and service.

Teacher Candidate \_\_\_\_\_  Cooperating Teacher \_\_\_\_\_  Supervisor \_\_\_\_\_  
 Program \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Kindergarten       Methods I       Methods II       Internship

3 = Exceeds expectations, 2 = Meets expectations, 1 = Does not yet meet expectations, 0 = Unacceptable,  
 NA/NCO = Not Applicable / No Chance to Observe, .5 (can be added to a numeral to specify a more accurate assessment)

Performance Criteria	Competency	Evidence/Comments
<b>INTEGRATION-Faith, Learning and Life</b>		
<b>1. Being able to, when appropriate, articulate the connections between biblical truth and the content to be taught.</b> (Supervisor use only)		
<b>COMPETENCE-Content Knowledge, Teaching, Technology</b>		
<b>2. Demonstrating mastery of the subject area (Content is accurate).</b> [NMSA-3-Knowledge-3]		
<b>3. Teaching-Preparation-Knowing and Organizing Content Knowledge</b>		
A1. Becoming familiar with relevant aspects of students' background knowledge and experiences [NMSA-6-Knowledge-2]		
A2. Writing clear learning objectives for the lesson that are appropriate to the students [NMSA-2-Performances-1]		
A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future		
A4. Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the objectives of the lesson [NMSA-3-Knowledge-2,4]		
A5. Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson [NMSA-3-Performances-8]		
<b>4. Teaching-Environment- Classroom Learning Climate</b>		
B1. Creating a climate that promotes fairness		

B2. Establishing and maintaining rapport with students [NMSA-1-Performances-1]		
B3. Communicating challenging learning expectations to each student		
B4. Establishing and maintaining consistent standards of classroom behavior [NMSA-5-Performances-7]		
B5. Making the physical environment as safe and conducive to learning as possible [NMSA-5-Performances-6]		
<b>5. Teaching –Teaching -Effective and Compassionate</b>		
C1. Making learning objectives and instructional procedures clear to students		
C2. Making content comprehensible to students [NMSA-5-Performances-2]		
C3. Encouraging students to extend their thinking [NMSA-5-Performances-4]		
C4. Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands		
C5. Using instructional time effectively		
<b>6. Teaching-Professionalism- Self, Student, Colleagues, Parents</b>		
D1. Is self-reflective concerning the extent to which objectives were met and own strengths/weaknesses [NMSA7-Knowledge-8]		
D2. Accepts responsibility for student learning, making plans to help specific students who are not meeting the learning objectives [NMSA-1-Performances-3]		
D3. Demonstrates cooperation and collaboration with other professionals within the school setting [NMSA-7-Dispositions-7]		
D4. Demonstrates competence in communicating with parents/guardians about student learning [NMSA-6-Performances-7]		
<b>7. Technology-demonstrates facility in the use of technology and the ability to integrate technology into teaching</b> [NMSA-4-Performances-5]		