

**OAKLAND UNIVERSITY, SCHOOL OF EDUCATION AND HUMAN SERVICES  
COOPERATING TEACHER ASSESSMENT OF FIELD EXPERIENCE**

**(SAMPLE ONLY Field 3 and beyond)**

Note: the actual assessment is online and will be sent directly to the cooperating teacher by the OU Coordinator of School and Field Services near the end of the term.

If a rubric doesn't apply to the student's field responsibilities, the cooperating teacher/supervisor will have the option to choose "N.A." on the online assessment.

**INTERPERSONAL RELATIONSHIPS:**

I-4	Accomplished	Developing	Needs to Improve
1	Field student seeks and utilizes suggestions from school staff and administrators.	Field student uses suggestions from school staff and administrators when they are given.	Field student does not use suggestions from school staff and administrators.

I-5	Accomplished	Developing	Needs to Improve
2	Field student establishes a friendly rapport, exhibits warmth, caring, and respect for all students as individuals.	Field student generally maintains adult behavior when working with students, but may exhibit occasional inconsistencies or favoritism.	Field student does not exhibit respect for students.  Relates with some students in a negative, demeaning, or sarcastic manner, or on a manner inappropriate to the student's developmental; stage.

**CLASSROOM CLIMATE AND MANAGEMENT:**

II-1	Accomplished	Developing	Needs to Improve
3	Field student displays enthusiasm for the content.	Field student conveys the importance of the content but without great enthusiasm.	Field student may convey a negative attitude toward the content, suggesting that the content is not important or is required by others.

II-6	Accomplished	Developing	Needs to Improve
4	Field student is alert to student behavior at all times, employing preventive monitoring.	Field student is generally aware of student behavior, while missing the activities of some.	Field student does not monitor student behavior; appears unaware of what students are doing.

II-7	Accomplished	Developing	Needs to Improve

<b>5</b>	<p>Field student's response to misbehavior is appropriate, consistent and successful.</p> <ul style="list-style-type: none"> <li>• Removes potential distractions</li> <li>• Utilizes successful attention-getting devices</li> <li>• Redirects with task involvement</li> <li>• Provides constructive activity in the face of unforeseen time problems</li> </ul>	<p>Field student institutes corrective procedures but with uneven results.</p> <ul style="list-style-type: none"> <li>• Gives task assistance</li> <li>• Uses nonverbal signal interference</li> <li>• Uses proximity relationship control</li> <li>• Regroups students</li> </ul>	<p>Field student does not institute corrective procedures.</p> <ul style="list-style-type: none"> <li>• Efforts are inconsistent</li> <li>• Efforts include idle threats</li> <li>• Efforts include inconsistent warnings</li> <li>• Efforts include conditional promises</li> <li>• Efforts include sarcasm or negative criticism</li> </ul>
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II-8	Accomplished	Developing	Needs to Improve
6	Field student establishes a climate of courtesy and cooperation.	Field student applies rules consistently and fairly and encourages slow/reluctant learners.	Field student applies rules inconsistently or unfairly.

**PLANNING FOR INSTRUCTION:**

III-3	Accomplished	Developing	Needs to Improve
7	Field student displays an understanding of the developmental characteristics of the age group as evidenced by inclusion of developmentally appropriate activities.	Field student is somewhat sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection, and student interaction.	Field student does not exhibit an understanding of the developmental characteristics of the age group.

III-4	Accomplished	Developing	Needs to Improve
8	Field student displays an understanding of the different approaches to learning through incorporation of some variety of instructional activities that address learning styles, modalities, multiple intelligences.	Field student has a general understanding of the different individual approaches to learning such as learning styles, modalities, multiple intelligences.	Field student does not exhibit familiarity with the different approaches to learning such as learning styles, modalities, multiple intelligences.

III-9	Accomplished	Developing	Needs to Improve
9	Objectives represent high level of expectations and conceptual understanding. (For example, the field student plans objectives for students to acquire problem-solving skills in creating and incorporating individual interest levels.)	Objectives represent moderate expectations or conceptual understanding for students. (For example, the field student plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.	Objectives do not represent high expectations for student understanding. (For example, the field student plans objectives for students to only acquire factual knowledge or basic skills.)

III-16	Accomplished	Developing	Needs to Improve
10	Field student's lesson has a clearly defined structure that activities are organized around.	Field student's lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Elementary included are: appropriate intro, sequence, relating content to prior learning, description of concepts, critical attributes, application, closure.	Field student's lesson does not have a recognizable structure or sequence.

III-26	Accomplished	Developing	Needs to Improve
11	Assessment criteria and standards are clear, including such examples as rubrics and are clearly communicated to students.	Assessment criteria and standards have been developed but they are not clear or have not been clearly communicated to students.	Clear criteria or standards are not included in the proposed approach.

**DELIVERING INSTRUCTION:**

IV-1	Accomplished	Developing	Needs to Improve
12	Field student's directions and procedures are clear to students and minimal student confusion is apparent.	Field student's directions and procedures are clarified after initial student confusion or are excessively detailed.	Field student's directions and procedures are unclear to students.

IV-4	Accomplished	Developing	Needs to Improve
13	Field student's language usage is appropriate in all areas. (*)  *Spoken language is clear, correct, and expressive. <ul style="list-style-type: none"> <li>Spoken language is clear, correct, and expressive.</li> <li>Written language is legible.</li> <li>Oral and written language demonstrate a superior understanding of grammar and syntax</li> <li>Vocabulary is appropriate and enriches lesson.</li> </ul>	Field student's language usage is appropriate in most areas. <ul style="list-style-type: none"> <li>Spoken language is audible.</li> <li>Written language is legible.</li> <li>Both utilize correct grammar</li> <li>Vocabulary is correct but limited.</li> </ul>	Field student's language usage is inappropriate. (*) <ul style="list-style-type: none"> <li>Spoken language is inaudible.</li> <li>Written language is illegible.</li> <li>Either contains grammar or syntax errors.</li> <li>Vocabulary is inappropriate, vague, or incorrectly used.</li> </ul>

IV-11	Accomplished	Developing	Needs to Improve
14	Pacing of the lesson is consistently appropriate.	Pacing of the lesson is generally appropriate but inconsistent.	Pacing of the lesson is too slow or rushed, or both.

**PROFESSIONAL QUALITIES:**

VI-1	Accomplished	Developing	Needs to Improve
15	Field student makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	Field student generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	Field student misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.

VI-4	Accomplished	Developing	Needs to Improve
16	Field student demonstrates excellent content knowledge.	Field student demonstrates adequate and appropriate content knowledge.	Field student demonstrates inadequate content knowledge.

**PERSONAL QUALITIES:**

VII-3	Accomplished	Developing	Needs to Improve
17	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.

VII-4	Accomplished	Developing	Needs to Improve
18	Field student attends all scheduled days or makes up days when 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.

VII-5	Accomplished	Developing	Needs to Improve
19	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 dresses inappropriately or is not well-groomed.

VII-6	Accomplished	Developing	Needs to Improve
20	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.

**VERIFICATION OF HOURS:**

**As the cooperating teacher/supervisor, I am verifying the OU student:**

- completed a minimum, required TOTAL hours at this field experience (which varies by program and field level)
- consistently attended this field experience on a weekly basis, over the required minimum number of weeks (which varies by term)

**NARRATIVE COMMENTS:**

(Note: the cooperating teacher will also have the opportunity to write as much as he/she wishes, at the end of the online evaluation)

**Note: The Oakland University Office of School and Field Services no longer accepts paper versions of this assessment. This document was given to you as a sample only of the rubrics that will be present on the online assessment web link, sent to the cooperating teacher near the end of the field experience.**