



## Multiple Subject Summative Field Experience Evaluation

Please fill out this form completely.

Candidate \_\_\_\_\_ Placement  1st  2<sup>nd</sup> Year \_\_\_\_\_ Grade \_\_\_\_\_  
 Student Teacher  Intern

District \_\_\_\_\_ School \_\_\_\_\_ Content Area \_\_\_\_\_

Form completed by:

Master Teacher (student teachers) \_\_\_\_\_ University Supervisor (both student teachers and interns) \_\_\_\_\_  
School or a district administrator (interns) \_\_\_\_\_

1 = little or no evidence

2 = partial evidence

3 = clear evidence

4 = clear, consistent and convincing evidence

n/a = indicates that the candidate did not have an opportunity to meet the TPE, or that the University Supervisor did not have an opportunity to observe the TPE

The candidate needs to meet TPE-FEC 7 in both field assignments. For all other TPE-FEC's, between the two placements and the combined four evaluations from the university supervisors and master teachers or intern supervisors, the candidate needs to earn at least one 3 or 4 on each TPE. Please consult the *Multiple Subject Credential Program Handbook* for complete descriptors of each Teaching Performance Expectation-Field Experience Component.

### Teaching Performance Expectations – Field Experience Components

\_\_\_\_\_ 1A (1) – Teaching Reading/Language Arts in a Multiple Subject Assignment

The candidate demonstrates the ability to teach state-adopted academic content standards in English-Language Arts (K – 8).

\_\_\_\_\_ 1A (2) – Teaching Mathematics in a Multiple Subject Assignment

The candidate demonstrates the ability to teach state-adopted academic content standards in mathematics (K – 8).

\_\_\_\_\_ 1A (3) – Teaching Science in a Multiple Subject Assignment

The candidate demonstrates the ability to teach state-adopted academic content standards in science (K – 8).

\_\_\_\_\_ 1A (4) – Teaching History-Social Science in a Multiple Subject Assignment

The candidate demonstrates the ability to teach state-adopted academic content standards in history-social science (K – 8).

\_\_\_\_\_ 2 – Monitoring Student Learning During Instruction

The candidate monitors student behavior at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted content standards.

\_\_\_\_\_ 3 – Interpretation and Use of Assessments

The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

\_\_\_\_\_ 4 – Making Content Accessible

The candidate selects instructional strategies and activities that proceed in a logical sequence, align with students' level of achievement, and make state academic content accessible to students.

