



## Remedial Reading - ED 324

Field Experience Evaluation: Midterm or Final (*circle one*) Term \_\_\_\_\_ Year \_\_\_\_\_  
 Student Name \_\_\_\_\_ ID # \_\_\_\_\_

Use this evaluation scale and circle the most appropriate rating.

SUPERVISING TEACHER \_\_\_\_\_  
 CLASS/GRADE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_

**THE BEGINNING PRACTITIONER:**

1. Is prompt and prepared
  - Arrives on time—ready to deliver tutorial instruction (VA2)
  - If unable to attend the session, contacts the classroom teacher immediately and notifies the professor of the absence thereafter (VIIC2)
  - Approaches each session committed to the principles of student learning: believes this child can learn by ensuring readiness and engagement (IIC1)
2. Engages in ongoing assessment (VIIA-C)
  - Uses an informal reading inventory to establish baseline data
  - Uses additional assessment instruments as knowledge of the student's exceptionalities (IIIA3) and as the student's needs change
  - Retests to measure growth at the conclusion of the term
3. Develops appropriate lesson plans
  - Develops plans with a consistent format (IVB)
  - Designs plans that incorporate both word recognition and comprehension including the 5 essential components of reading (IVA)
  - Uses books matched to reader's level (IVA2, IIIB)
4. Presents effective tutorial lessons
  - Utilizes explicit instruction (IVB2)
  - Focuses on the development of effective reading strategies (VB, IIB)
  - Provides a healthy learning environment; attends to management, motivation, and discipline (VIA-C)
5. Communicates with the classroom teacher (IA-C)
  - Provides the teacher with daily lesson plans and reflections (IVB, IIIA)
  - Keeps teacher apprised of communication with other stakeholders (IXA1-3)
  - Plans purposefully and flexibly to accommodate times the teacher may collaborate (IXA2)
6. Responds to information and feedback
  - Seeks out information to better teach the struggling reader (VIIIB2)
  - Listens to, builds upon, and treats with ethical responsibility the information provided about the struggling reader's needs (IXB1-3)
  - Reflects upon and makes changes based on the teacher's feedback concerning teaching practices (VIIIB1-3)
7. Shows promise for being an effective reading teacher (VA3)
  - Shows interest and enthusiasm (VIIC1)
  - Dresses, talks, and interacts with respect for the profession, the teacher, and the struggling reader (IXC1, IIIC1)
  - Talks with the teacher on a professional level using knowledge base of the five essential components of reading and effective instructional practices in the field of reading (VIIC1-3)

	1	2	3	4	5
*RECOMMEND INTERVENTION	Contact the Education office with concerns	UNSATISFACTORY	ADEQUATE	PROFICIENT	*EXEMPLARY
	Below average behaviors and participation	Average behaviors and participation	Above average behaviors and participation	Outstanding behaviors and participation	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

**\*All comments are helpful but are especially important for 1 or 5 ratings. Very few students will receive 1 or 5 ratings.**

COMMENTS: Please add any comments concerning this student's strengths and/or weaknesses with regard to performance in your class/program; feel free to attach an additional sheet.

Supervising Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_