

# TEP I - Field Experiences evaluation

**1Candidate's Last Name**

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**2Candidate's First Name**

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**3CU Candidate's Gender**

- Male  
 Female

**4CU Candidate's Ethnicity**

- Non-Resident Alien  
 African American, Non-Hispanic  
 American Indian or Alaskan Native  
 Asian or Pacific Islander  
 Hispanic  
 White, Non-Hispanic  
 Other

**5Please choose the candidate's program or grade level interest**

- Child Growth & Learning (PreK or K-6 licensure endorsement)  
 Secondary Education (4-8, 7-12, 9-12 licensure endorsement)  
 Special Education  
 Physical Education & Health (K-12 licensure endorsement)  
 Art or Music education (K-12 licensure endorsement)  
 Business Education (7-12 licensure endorsement)

**6Is the candidate an Undergraduate or in the MAE - Master of Arts in Education program?**

- Undergraduate  
 MAE

**7Cooperating Teacher's (evaluator's) Last Name**

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**8Cooperating Teacher's email address**

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**9Date**

(MM/DD/YYYY)

will be considered useful information that the candidate can use to better their practice and professionalism. Any rating is valuable assessment information for the School of Education.

**10 Rate the candidate's punctuality and reliability.**

- Consistently on time or early.
- Reliably on time.
- Mostly on time, and not disruptive upon arrival.
- Consistently late or a "no show."

**11 Did the candidate discuss with you their course assignments and expectations for this field experience placement?**

9P5: Candidates seek out professional literature, colleagues, and other resources to support their own development as learners and teachers

- Yes
- Only when asked
- No

**12 Rate the candidate's verbal communication skills**

6D1: Candidates understand that their language and writing skills create impressions in others of their teaching ability, competence, and level of professionalism.

- Candidate speaks well, using formal and respectful language patterns.
- Candidate speaks well, avoiding slang and informal language patterns.
- Candidate needs to pay more attention to language pattern.
- Candidate's language pattern is inappropriate for a professional educator.

**13 Describe the candidate's work habits.**

6K1: Candidates realize that as teachers all of their actions – intentional or not – represent nonverbal as well as verbal communication between the school and the community.

- Responsible, proactive, organized, independent
- Responsible, organized, may need some occasional direction.
- Mostly responsible; organizational skill is developing; mostly reactive to events.
- Disorganized, reactive, frequently needs guidance, cannot work independently.
- I did not have enough interactions with the candidate to assess their work habits.

**14 Did the candidate ask to be involved in instructional activities at any level during this placement?**

9D7: Candidates are committed to seeking out, developing, and continually refining practices that address the individual needs of students

- Yes
- Only when offered
- No

**15 Did you allow the candidate to be involved in instructional activities at any level during this placement?**

- Yes.
- There was no opportunity.
- I was not comfortable doing so.

**16 Do you have a sense, at this point, that the candidate is enthusiastic about being a teacher?**

- Very
- Yes
- Candidate seems a little unsure
- No

I am not sure

**17 Would you be comfortable letting this person student teach in your classroom?**

- Yes.
- Maybe, after some growth and instruction.
- No.

**18 Thank you very much for your collaboration in the professional development of this candidate. If you have a brief comment to add, use the space below.**

Cumberland University's School of Education seeks to create competent, caring, qualified professional educators.

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(Space is limited by database requirements).

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