



**National College of Education  
Elementary Education Program  
Bachelor of Arts**

**Field Assessment**

**ELE 300  
Practicum I**

**Teacher Candidate Name:**  
**Cooperating Teacher Name:**  
**Field Coach Name:**  
**Seminar Leader Name:**

**Person Completing Form:**  
**Date:**

**Quarter:**

**Practicum I Evaluation Philosophy/Grading Criteria**

Practicum I Field Experience is a professional experience designed to help the teacher candidate begin the transition from the role of student to that of teacher. The primary means for professional growth is regular and continuing cooperation and feedback for self-assessment by the teacher candidate and cooperating teacher. National College of Education is committed to evaluating teacher candidate performance on the basis of competence. The evaluation of practicum student will be determined by this **Assessment for Practicum I Field Experience**. It serves as documentation of those competencies considered important for teacher candidate learning in the field experience. The teacher candidate and cooperating teacher complete the evaluation and provide specific examples and/or documentation of competencies. Specific feedback supports student evaluation and provides opportunities for mentoring.

The **Assessment for Practicum I Field Experience** is part of determining a final grade for this experience. The practicum student and cooperating teacher complete the competency appraisal. These appraisals become part of the practicum student's permanent record at the university.

## **ELE 300 PRACTICUM I FIELD EXPERIENCE**

The standards with which this field assessment are aligned:

### **1. Learning Environment Analysis: Understanding Students and their Context**

- Teacher candidates will analyze learning environments in order to create an environment which allows experiential, integrated and investigative learning developed around accepted curriculum standards.
- Teacher candidates will understand diverse educational contexts and know how to maintain professional integrity within each. (IPTS #1, #4 and ACEI#1.0 and #3.4)

### **2. Adaptive Cycles of Teaching ( Plan, Instruct, Reflect , Analyze)**

- Teacher Candidates will make linkages between theory, research and practice, the university and the elementary school classroom.
- Teacher Candidates will use the Adaptive Cycles of Teaching across content areas to demonstrate their competency in planning, instruction, reflection on instruction and analysis of student assessment data and coaching feedback to improve their teaching.
- Teacher Candidates will use the Adaptive Cycles of Teaching to meet the challenges of students with diverse learning abilities and demonstrate a beginning repertoire of practices characteristic of effective, novice teachers. (IPTS #3, #5, #6, #7 and ACEI #3.1-#3.5)

### **3. Leadership, Advocacy and Collaborative Relationships with Families, Colleagues and Community Agencies**

- Teacher Candidates will work collaboratively with other professionals in the schools, with parents, with children and with community.
- Teacher Candidates will demonstrate a commitment to the importance of the life-long learning. (IPTS #8, #9 and ACEI #5.1 #5.2)

## Grading Rubric:

### Learning Environment Analysis: Understanding Students and their Context

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Adaptive Expertise (4)</b>
<b>Alignment to Danielson Domain 2: Classroom Environment</b>	Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.	Refers to exemplary candidate performance that stands as a model for other candidates.
<b>Danielson 2a: Respect &amp; rapport for all learners</b>	Little evidence of respect and rapport; students disrespectful; teacher interactions not well matched to students' age and culture.	Attempts to encourage students; interactions are friendly but no explicitly shared purpose is evident; student may show minimal respect to teacher and one another.	Opportunities for students to share and interact are well matched to their developmental level and cultural backgrounds; teacher uses and builds on students ideas; students share and build on each other's ideas.	Student engagement suggests a strong conceptual framework for purposeful student-centered learning that involves a positive classroom culture; whole class environment well designed for learning; effective in the moment decision-making for whole class and individual students; Interactions suggest that the teachers has devised and implemented a well-structured classroom system.
<b>Danielson 2b: Student engagement</b>	Limited student engagement.	Inconsistent student engagement in the lesson; student engagement is not sustained throughout lesson	Students are consistently engaged	
<b>Danielson 2d: Behavior management</b>	Weak classroom management.	Some successful and some unsuccessful attempts to manage student behavior; inconsistent use of management approach	Successful use of positive management approach; students respond positively to behavior management	

## Adaptive Cycles of Teaching (plan, instruct, analyze and synthesize)

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Adaptive Expertise (4)</b>
<b>Alignment to Danielson Domain 3: Instruction</b>	Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.	Refers to exemplary candidate performance that stands as a model for other candidates.
<b>Danielson 3a: Communicating with students</b>	Instruction is not connected to student prior learning, interest and background.	Instruction is not consistently connected to student prior learning, interest and background.	Connects instruction to student prior learning, interest and background.	Teacher instruction suggests a strong conceptual framework for purposeful student-centered learning that involves a outstanding communication, excellent questioning and discussion strategies. The lesson is well-designed for learning; effective in the moment decision-making for whole class and individual students; Interactions suggest that the teachers has devised and implemented a well-structured classroom system.
<b>Danielson 3a: Communicating with students</b>	Poor quality of written and oral language use	The use of written and oral language is inconsistent.	Appropriate use of written and oral language.	
<b>Danielson 3b: using questioning and discussion</b>	Poor quality of questions and prompts with limited feedback to students.	The quality of questions and prompts is inconsistent and feedback is intermittent.	Consistent quality of questions and prompts is consistent and feedback is consistent throughout the lessons.	
<b>Danielson 3c: Active student participation in learning</b>	Limited structure to the lessons and weak pacing.	Inconsistent structure to the lessons and inconsistent pacing.	Consistent structures to the lessons and consistent pacing.	

## Leadership, Advocacy, and Collaborative Relationships with Families, Colleagues and Community Agencies

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Adaptive Expertise (4)
<b>Alignment to Danielson Domain 4: Professionalism</b>	Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.	Refers to exemplary candidate performance that stands as a model for other candidates.
<b>Danielson 4e, 4f: Appearance</b>	Candidate fails to exhibit behavior and physical appearance that are professional,	Candidates behavior and physical appearance are inconsistent as it relates to professionalism,	Candidate exhibits behavior and physical appearance at all times which are professional.	The candidate has developed a rich conceptual framework for their own professional development across all aspects of leadership, advocacy and collaborative relationships. They have initiated leadership, advocacy and relationships across all aspects of teaching and learning
<b>Danielson 4b, 4c, 4d: Professional Responsibility</b>	Candidate fails to consistently attend practicum experience, often arrives late and is often not prepared to teach their lessons. This lack of professionalism disrupts the mentor teacher's classroom.	Candidate is inconsistent in their attendance, punctuality and preparation for class lessons and the maintenance of records to support their mentor teacher.	Candidate attends school each week, always arrives on time, is always prepared for their teaching and maintains accurate records to support mentor teacher.	
<b>Danielson 4c, 4e, 4f: Professional growth</b>	The candidate does not respond often to opportunities for professional growth.	The candidate is responsive to some opportunities for professional growth and to others.	The candidate is responsive to all opportunities for professional growth.	
<b>Danielson 4c, 4e, 4f: Feedback Habit of Mind</b>	The candidate does not seek out, accept or integrate constructive feedback.	The candidate inconsistently seeks out, accepts and integrates constructive feedback.	The candidate consistently seeks out, accepts and integrates constructive feedback.	
<b>Danielson 4a: Reflection</b>	The candidate is not reflective about their practice.	The candidate is reflective about some practices and not others.	The candidate is a very reflective practitioner and consistently reflects on his/her practice.	
<b>Danielson 4d, 4e, 4f: Community Relationships with Families: Relationships with teachers, parents and community</b>	The candidate has almost no relationship with others outside his/her classroom.	The candidate has developed some relationships with families, other teachers and the community.	The candidate has built consistent relationships with families, other teachers and the community.	