

Teacher Candidate _____ Semester _____

Cooperating Teacher _____ School District _____

Host School _____ Content Area / Grade Level _____

Practicum Instructor _____

Overview: The Curriculum and Instruction Department *Field Placement Evaluation Form A* is an instrument used to document the evaluation of a Block 1 candidate's performances as they reflect the priorities the SUNY Oswego School of Education and the *InTASC Model Core Teaching Standards*. Block 1 is the first of four semesters of undergraduate teacher preparation coursework and associated field experiences.

Directions: For each criterion, there are three described levels of performance. Read each criterion descriptor closely, then choose the level that best describes the candidate's performance as of the end of the field placement. The descriptor associated with *Does Not Yet Meet Expectations* reflects an incomplete or emerging performance. The descriptor associated with *Meets Expectations* reflects an essential level of performance for a Block 1 candidate. The descriptor associated with *Exceeds Expectations* reflects a performance beyond what is essential for Block 1 candidate. At the end of this instrument, you are invited to add comments and identify strengths and goals for the teacher candidate.

	Does Not Yet Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating
The candidate...				
1. Seeks to Know Learners' Strengths, Interests, and Needs InTASC 1 Learner Development	Does not seek information about learners' strengths, interests, and areas of need or does so minimally.	Seeks information about the strengths, interests, and areas of need of the class as a whole.	Seeks information about strengths, interests, and areas of need for the whole group and individual learners.	
2. Seeks to Know Learners' Diverse Backgrounds InTASC 2 Learning Differences	Does not seek information about learners' personal, cultural, and linguistic backgrounds or does so minimally.	Seeks information about the personal, cultural, and linguistic backgrounds of the class as a whole.	Seeks information about the personal, cultural, and linguistic backgrounds for the whole group and individual learners.	
3. Contributes to a Positive Learning Environment InTASC 3 Learning Environments	Does not contribute to a positive, respectful, or culturally responsive learning environment or does so minimally.	Contributes to a positive, respectful, and culturally responsive learning environment.	Collaborates with others to contribute to a positive, respectful, and culturally responsive learning environment.	
4. Communicates Content Knowledge with Clarity InTASC 4 Content Knowledge	Does not communicate content knowledge to learners with clarity or does so minimally.	Communicates content knowledge to learners with clarity.	Communicates content knowledge to learners with clarity and in multiple ways.	

	Does Not Yet Meet Expectations	Meets Expectations	Exceeds Expectations	Rating
The candidate...				
5. Seeks Ongoing Professional Learning InTASC 9 Professional Learning and Ethical Practice	Does not ask questions, show curiosity about teaching and learning, or reflect on professional learning experiences or does so minimally.	Asks questions, shows curiosity about teaching or learning, and reflects on professional learning experiences.	Asks questions, shows curiosity about teaching and learning, and reflects on professional learning experiences.	
6. Collaborates with School Professionals InTASC 10 Leadership and Collaboration	Does not collaborate with cooperating teacher to carry out instructional goals or does so minimally.	Works collaboratively with cooperating teacher to carry out instructional goals.	Works collaboratively with cooperating teacher and other school professionals to carry out instructional goals.	

Additional Feedback:

Summary of Strengths:

Suggested Goals:

Cooperating Teacher Signature _____ Date _____