# OSWEGO
STATE UNIVERSITY OF NEW YORK

Curriculum and Instruction Department
Field Placement Evaluation Form C

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 C* is an instrument used to document the evaluation of a candidate's performances as they reflect the priorities the SUNY Oswego School of Education and the *InTASC Model Core Teaching Standards*.

*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. The descriptor associated with *Exceeds Expectations* reflects a performance beyond what is essential at this point in the candidate's teacher preparation program. At the end of this instrument, you are invited to add comments and identify strengths and goals for the teacher candidate.

| **PLANNING** | | | | |
|---|---|---|---|---|
| | **Does Not Yet Meet Expectations** **1** | **Meets Expectations** **2** | **Exceeds Expectations** **3** | **Rating** |
| The candidate… | | | | |
| **1. Plans with Learners' Development in Mind** InTASC 1 Learner Development | Does not seek information about learners' development or observe learners to note developmental patterns (cognitive, linguistic, social, emotional, and physical) or does so minimally. Does not seek teaching and learning resources with learners' development in mind or does so minimally. | Seeks information about learners' development and observes their performances to note developmental patterns (cognitive, linguistic, social, emotional, and physical). Seeks teaching and learning resources with learners' development in mind. | Seeks information about learners' development and observes learners to note developmental patterns (cognitive, linguistic, social, emotional, and physical) and variations. Seeks teaching and learning resources appropriate to variation in learners' development. | |
| **2. Plans with Learners' Strengths, Interests, and Needs in Mind** InTASC 1 Learner Development | Does not seek information about learners' strengths, interests, and areas of need or does so minimally. | Seeks information about learners' strengths, interests, and areas of need and uses this information to plan learning experiences. | Seeks information about learners' strengths, interests, and areas of need and uses this information to plan learning experiences for the whole group and individuals. | |
| **3. Plans Inclusive Learning Environment** InTASC 2 Learning Differences | Does not seek information about learners' backgrounds (personal, cultural, and linguistic) or does so minimally. Plans with no or limited attention to learners' backgrounds. | Seeks information about learners' backgrounds (personal, cultural, and linguistic). Plans with respect and attention to learners' backgrounds. | Seeks information about learners' backgrounds (personal, cultural, and linguistic). Plans are inclusive and respectful of the range of learners' backgrounds. | |

| Plans for Learners with Identified Needs<br><br>InTASC 2<br>Learning Differences | Does not seek information about learners' identified needs as written in IEPs, 504 plans, or other legal documents or does so minimally. Plans with no or limited attention to required interventions, modifications, and accommodations. | Seeks information about learners' identified needs as written in IEPs, 504 Plans, or other legal documents. Plans address all required interventions, modifications, and accommodations. | Seeks information about learners' identified needs as written in IEPs, 504 Plans, or other legal documents. Plans address all required interventions, modifications, and accommodations. Seeks advice, collaboration, and support from specialists. | |
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| **Plans Using Content Standards and Curriculum**<br><br>InTASC 7<br>Planning for Instruction | Does not use content standards or curriculum to write learning objectives specific to concepts, content, and skills that are the focus of study or does so minimally. | Uses content standards and curriculum to write learning objectives specific to concepts, content, and skills that are the focus of study. | Uses content standards and curriculum to write learning objectives specific to concepts, content, skills, and language that are the focus of study. | |
| **Plans Aligned and Sequenced Learning Experiences**<br><br>InTASC 7<br>Planning for Instruction | Does not plan learning experiences that are aligned to the stated learning objectives or that are sequenced to scaffold achievement of the stated learning objectives or does so minimally. | Plans learning experiences that are aligned to the stated learning objectives and that are sequenced to scaffold achievement of the stated learning objectives. | Plans learning experiences that are aligned to the stated learning objectives, that are sequenced to promote achievement of the stated learning objectives, and that provide learners multiple means of engagement. | |
| **Plans for Technology Integration**<br><br>InTASC 7<br>Planning for Instruction | Does not plan for integration of technology tools or not does select technology tools well-aligned with stated learning objectives or does so minimally. | Plans for integration of technology tools and selects technology tools aligned with stated learning objectives. | Plans for integration of technology tools and selects technology tools well-aligned with stated learning objectives and to varied learning needs and interests. | |
| **Plans for Assessment of Learning**<br><br>InTASC 6<br>Planning Assessment | Does not plan to assess student achievement of stated learning objectives or does not align assessments to learning objectives or does so minimally. | Plans to assess student achievement of stated learning objectives through assessments that are aligned to the learning objectives. | Plans to assess student achievement of stated learning objectives through multiple, varied assessments that are aligned to the learning objectives. | |

| INSTRUCTION | | | | |
|---|---|---|---|---|
| | **Does Not Yet Meet Expectations**<br>**1** | **Meets Expectations**<br>**2** | **Exceeds Expectations**<br>**3** | **Rating** |
| The candidate… | | | | |
| **Contributes to a Positive Learning Environment**<br><br>InTASC 3<br>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. | |
| **Engages Learners Meaningfully**<br><br>InTASC 3<br>Learning Environments | Does not implement learning experiences or resources that meaningfully engage all students or does so minimally. | Implements learning experiences and resources that meaningfully engage all students. | Implements varied learning experiences and resources that meaningfully engage all students with content and with each other. | |

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| **Communicates Information and Ideas with Clarity**<br><br>InTASC 4<br>Content Knowledge<br>InTASC 8e<br>Instructional Strategies | Does not communicate information and ideas with clarity or does so minimally. | Communicates information and ideas with clarity. | Consistently communicates information and ideas with clarity, using modeling, multiple representations, and other communication strategies. | |
| **Promotes Critical Thinking**<br><br>InTASC 5<br>Application of Content | Does not pose questions or present opportunities for learners to engage in critical thinking or does so minimally. | Poses questions and presents opportunities for learners to engage in critical thinking. | Regularly poses questions and presents problem-solving opportunities that engage learners in critical thinking. | |
| **Attends to Literacy Development**<br><br>InTASC 5<br>Application of Content | Does not engage learners with texts and tasks to promote literacy development or does so minimally. | Engages learners with texts and tasks to promote literacy development. | Engages learners with multiple and varied texts and tasks to promote literacy development. | |
| **Monitors Learning and Adjusts Instruction**<br><br>InTASC 8<br>Instructional Strategies | Does not monitor learning using observations of learners' progress and needs or adjust instruction or does so minimally. | Monitors learning using observations of learners' progress and needs and makes occasional adjustments to instruction. | Regularly monitors learning during instruction using observations of learners' progress and needs and adjusts instruction according to observations. | |

| ASSESSMENT | | | | |
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| | **Does Not Yet Meet Expectations**<br>**1** | **Meets Expectations**<br>**2** | **Exceeds Expectations**<br>**3** | **Rating** |
| The candidate… | | | | |
| **Assesses Learning during Instruction**<br><br>InTASC 6<br>Assessment | Does not assess learners' progress toward achievement of learning objectives during instruction or does so minimally. | Assesses learners' progress toward achievement of learning objectives during instruction. | Assesses learners' progress toward achievement of learning objectives throughout instruction. | |
| **Provides Feedback on Performances**<br><br>InTASC 6<br>Assessment | Does not provide learners feedback on their performances or does not relate feedback to learning objectives or does so minimally. | Provides learners feedback on performances that addresses strengths or areas for growth specific to learning objectives. | Provides learners feedback on performances that addresses strengths and areas for growth specific to learning objectives. | |
| **Analyzes Assessment Data**<br><br>InTASC 6c<br>Assessment | Does not analyze assessment data to examine learners' progress toward achievement of learning objectives or does so minimally. | Analyzes assessment data to examine learners' progress toward achievement of learning objectives. | Analyzes whole group and individual assessment data to examine learners' progress toward achievement of learning objectives. | |

| PROFESSIONALISM | | | | |
|---|---|---|---|---|
| | **Does Not Yet Meet Expectations** **1** | **Meets Expectations** **2** | **Exceeds Expectations** **3** | **Rating** |
| The candidate… | | | | |
| **Seeks Professional Learning Opportunities**<br><br>InTASC 9<br>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 and learning, and reflects on professional learning experiences. | Asks questions, shows curiosity about teaching and learning, participates in formal professional learning opportunities, and reflects on professional learning experiences. | |
| **Reflects on Teaching and Learning**<br><br>InTASC 9<br>Professional Learning and Ethical Practice | Does not reflect on teaching decisions, teaching actions, or student learning or does so minimally. | Reflects on teaching decisions, teaching actions, and student learning. | Reflects on teaching decisions, teaching actions, and student learning and uses reflections to improve teaching and learning. | |
| **Collaborates with School Professionals**<br><br>InTASC 10<br>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_____