

Field Experience 1 Assessment (ELE 2050, SPE 3201, KSR 2000, MUS 2440, ART 2400, CTE 2000, SED 2000)
Aligned to InTASC, IPTS (Illinois Professional Teaching Standards), DF (Danielson’s Framework)

	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards
<p>Candidate demonstrates a positive regard for all learners, faculty and staff.</p> <p>InTASC 3a, 3c, 3f, 9e IPTS 1F, 1K, 9.H, 9I DF: 2a, 4c, 4d, 4e</p>	<p>Candidate demonstrates a noticeably different type of interaction when engaging and communicating with learners who are diverse (e.g. culture, gender, sexual orientation, socio-economic status, and learning abilities).</p> <p>Candidate may be observed favoring or avoiding interactions with learners with individual differences or using language that could be perceived by students, faculty, and staff as discriminatory or insensitive.</p>	<p>Candidate demonstrates a positive regard for all learners through their nonverbal and verbal communication with students, faculty, and staff. Candidate uses non-discriminatory language such as person-first language and interacts positively with all learners regardless of cultural background, gender, sexual orientation, socioeconomic status, and learning differences.</p>	<p>Candidate demonstrates a positive and empathetic respect for all learners through their nonverbal and verbal communication with students, faculty, and staff. Candidate models and encourages others to use inviting and non-discriminatory language such as person-first language to foster a respectful environment embracing culture, gender, sexual orientation, socio-economic status, and learning differences.</p>
<p>Candidate demonstrated effective communication by having positive, error-free verbal, non-verbal and written interactions with peers, staff and learners.</p> <p>InTASC 3f, 9e IPTS 6.E 9.H.9.I DF: 2d, 3a, 4c, 4f</p>	<p>Candidate communicates with learners, peers, or staff using a negative or disrespectful tone. Candidate rambles when expressing ideas and may make frequent errors requiring prompting to be corrected.</p> <p>Candidate sends mixed messages due to a lack of alignment between nonverbal and verbal communicative behaviors which impacts the understanding of the candidate’s message.</p>	<p>Candidate communicates clearly, respectfully, and positively when interacting with learners, peers, and staff. Candidate demonstrates alignment between nonverbal and verbal communicative behaviors.</p> <p>Candidate speaks and writes with purpose. Candidate makes minor errors in written and/or oral communication but immediately self-corrects without prompting.</p>	<p>Candidate communicates clearly, respectfully, positively, and inclusively with learners, peers, and staff. Candidate is open and approachable. Candidate speaks and writes with purpose and without error and at a level understood by listener/reader.</p> <p>Candidate demonstrates alignment between nonverbal and verbal communication.</p>

<p>Candidate demonstrates dispositional expectations by arriving at the setting on time, leaving at agreed upon dismissal time and causing no distractions to students or staff.</p> <p>InTASC 9o IPTS 9.H, 9.I DF: 4f</p>	<p>Although the candidate is informed of school district policies & procedures, the candidate arrives late or leaves the site early without notification. Because the candidate is late or leaves early, check-in and check-out policies tend to be violated.</p> <p>While in the classroom, the candidate is distracting by being engaged in activities that do not relate to the practicum experience or interfere with the activity occurring in the classroom.</p>	<p>Candidate adheres to school district policies & procedures with respect to arriving and leaving the site on time. However, the candidate may require reminders to follow check-in or check-out procedures. If the candidate must be late or leave the site early, the candidate contacts the school and leaves a message for the cooperating professional.</p> <p>Candidate is unobtrusive in the classroom and engages in the activities required of the practicum experience.</p>	<p>Candidate proactively seeks information about and adheres to school district and university policies & procedures with respect to arriving and leaving the site. If the candidate must be late or leave the site early, the candidate contacts both the school and the university supervisor. Candidate follows check-in and check-out procedures and arrives to the assigned classroom shortly before the assigned time.</p> <p>Candidate is unobtrusive in the classroom and engages in the required tasks of the cooperating professional and university supervisor.</p>
<p>Candidate is aware and meets district and university dress code policies. Any discussions about professionalism and appearance had with university and district personnel are respectful and productive.</p> <p>InTASC 9o IPTS 9.H, 9.I DF: 4f</p>	<p>Although the candidate is made aware of district and dress code policies, the candidate does not follow the policies. The candidate is non-responsive to the guidance provided by university and district personnel with respect to professional attire and appearance.</p>	<p>Candidate is aware and meets district and university dress code policies. The candidate is respectful and responsive to discussions with university and district personnel about professionalism and appearance.</p>	<p>Candidate is attuned to the professional culture of the building and successfully follows district and university dress code policies. Candidate seeks advice from or initiates dialogue with university and district personnel when questions or concerns arise in respect to professionalism and appearance.</p>

<p>Candidate demonstrates an ability to meet dispositional expectations associated with personal demeanor by using positive and professional body language, facial expressions, tone of voice with students, staff and supervisors.</p> <p>InTASC 9o IPTS 9.H, 9.I DF: 2a, 4f</p>	<p>Candidate uses unprofessional body language (e.g. crossed arms), facial expressions (e.g. rolling eyes), or negative (e.g. disrespectful, sarcastic) tone of voice with students, staff, or supervisors. Candidate is not receptive to and/or rebuffs constructive criticism from the cooperating professional and/or the university supervisor.</p>	<p>Candidate’s body language, facial expressions, and tone of voice are generally positive when interacting with students, staff, and supervisors.</p> <p>Candidate accepts constructive criticism in a positive manner from the cooperating professional and/or the university supervisor.</p>	<p>Candidate uses positive and welcoming body language, facial expressions, and tone of voice when interacting with students, staff, and supervisors.</p> <p>Candidate modeled interactions that promote positive relationships and support student learning. Candidate employs humor in effective ways.</p> <p>Candidate invites and responds positively to constructive criticism from the cooperating professional and/or the university supervisor.</p>
<p>Candidate demonstrates an ability to meet dispositional expectations associated with personal conduct by protecting confidentiality of families and students.</p> <p>InTASC 9o IPTS 9.H, 9.I DF: 3c, 4b, 4f</p>	<p>Candidate has trouble protecting the confidentiality of students or families using identifying information in verbal or written communication. Candidate shares confidential student or family information in areas/settings where others can access or view it. Candidate also discusses student or family information with individuals who do not have a “need to know”. (e.g. with peers, with non-relevant school personnel)</p>	<p>Candidate protects student and family confidentiality in verbal and written communication by following procedures to keep information secure (e.g. deidentifying or removing identifying student information, leaving confidential student/family information on campus, using secured, approved sources for communication, filing or placing documents in a secure location).</p> <p>During formal and informal interactions candidate only disclosed information as needed and only to relevant people (e.g. school personnel working with student), during appropriate times (e.g. private meetings).</p>	<p>Candidate respects student and family confidentiality in verbal and written communication and in interactions by initiating and adhering to procedures to keep information secure (e.g. creating a system to protect student information such as a numbering system, setting up a system to protect student info such as a file folder to carry confidential docs, keeping files with confidential information in their possession or in a secure location, using/developing a system to keep student info private and secure on their personal devices).</p> <p>Communication regarding students and families is kept to people directly related to the information in approved settings.</p>

<p>Candidate engages in reflection of classroom experiences</p> <p>InTASC 9e IPTTS 9.H, 9.K DF: 4a, 4e</p>	<p>Candidate describes his/her classroom observation experiences. However, the candidate discusses only the positive experiences that occurred during the practicum experience.</p> <p>OR</p> <p>When the candidate reflects on his/her experiences, the candidate describes perceptions that lack agreement with other individuals in the candidate’s classroom. Candidate provides examples of classroom events or interactions to support his/her understanding of classroom events, but the candidate does not establish the relevance of examples.</p> <p>Because the candidate only discusses the positive aspects of the observational experience, the candidate is reluctant to accept suggestions/feedback from cooperating teachers or supervisors that is incongruent with the candidate’s perceptions.</p>	<p>Candidate engages in purposeful reflection of classroom observation experience(s). Candidate describes the challenges he/she faced completing practicum requirements. Candidate supports perceptions with examples of classroom events and interactions. However, the candidate does not reflect on strengths.</p> <p>Candidate seeks suggestions/feedback from cooperating professionals or supervisors for identifying area(s) in need of self-improvement. Candidate also seeks suggestions from cooperating professionals or supervisors for developing the remediation plan.</p>	<p>Candidate engages in purposeful and thoughtful reflection related to observational experience(s). Candidate discusses the strengths and challenges he/she faced in the classroom. Candidate supports the strengths and challenges with specific classroom events and interactions.</p> <p>Candidate seeks out comments from cooperating professionals or supervisors for validating areas the candidate perceives needs improvement and growth. Candidate also seeks validation of cooperating professionals or supervisors on the remediation plan.</p>
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