

Final Practicum Report  
Literacy Instruction Birth-Grades 6 and Grades 5-12

Candidate \_\_\_\_\_ Date of Practicum Completion \_\_\_\_\_

School \_\_\_\_\_ School Board \_\_\_\_\_ Grade Level \_\_\_\_\_

Mentor \_\_\_\_\_ University Supervisor \_\_\_\_\_

**Purpose:** The purpose of this report is to assess the performance of the candidate during the practicum field experience. This report will be considered by the University Supervisor in the final decision regarding course credit and as a commencement assessment of the candidate and program.

**Instructions:** Please select the rubric score that best describes the candidate's performance throughout this field experience. Remember that the candidate is a novice teacher in the area of the practicum. Please note that your comments are necessary in supporting the final assessment. **Return this form to the University Supervisor at the address below.**

Department of Education  
PO Box 1902  
Niagara University, NY 14109

**Rubric for Scoring:**

**3 Exemplary**

The candidate meets all criteria for the expectation with distinction. The candidate demonstrates a thorough understanding of the expectation as evidenced in planning, teaching competency, and professional disposition.

**2 Effective**

The candidate meets the criteria for the expectation with competence. The candidate demonstrates a basic understanding of the expectation as evidenced in planning, teaching competency, and professional disposition.

**1 Emerging**

The candidate meets the expectation with minimal competence. The candidate demonstrates the need for clearer conceptualization of the expectation.

**0 No evidence**

The candidate does not meet the criteria for the expectation. The candidate's planning, teaching competency and professional disposition do not reflect knowledge, understanding or application.

Enter the rating number corresponding to the candidate's knowledge, skills, and dispositions associated with each expectation (3 Exemplary, 2 Effective, 1 Emerging, 0 No Evidence) and in the comment section elaborate upon the rating selection.

Program Expectation	Rating 3 2 1 0	Comments
<b>I. Knowledge of Students</b> Accomplished LITERACY teachers systematically acquire a sense of their students as individual language learners. (IRA 2.3, 3.2, 4.1)		
<b>II. Knowledge of English Language Arts</b> Accomplished LITERACY teachers know their field and draw upon this knowledge to set attainable and worthwhile learning goals for students. (IRA 1.1, 1.2, 1.3, 1.4)		
<b>III. Engagement</b> Accomplished LITERACY teachers actively involve each of their students in language learning. (IRA 4.1, 4.3, 4.4)		
<b>IV. Fairness</b> Accomplished LITERACY teachers demonstrate their commitment to the principles of equity, strength through diversity, and fairness through their practices toward all students. (IRA 2.2, 2.3, 3.3, 4.2, 5.1)		
<b>V. Learning Environment</b> Accomplished LITERACY teachers create an inclusive, caring and challenging classroom environment in which students actively learn. (IRA 2.1, 4.1, 4.2, 4.3, 4.4)		
<b>VI. Instructional Resources</b> Accomplished LITERACY teachers select, adapt and create curricular resources that support active student exploration of language processes and of a wide range of literature. (IRA 2.3, 4.2)		
<b>VII. Integrated Instruction</b> Accomplished LITERACY teachers frequently integrate reading, writing, speaking, and listening opportunities in English studies and across other disciplines. (IRA 2.2)		
<b>VIII. Reading</b> Accomplished LITERACY teachers engage their students in reading and responding to literature, as well as interpreting and thinking deeply about literature and other sources. (IRA 2.2, 2.3)		

Expectation Number	Rating 3 2 1 0	Comments
<b>IX. Writing</b> Accomplished LITERACY teachers immerse their students in the art of writing for a variety of purposes. (IRA 2.2, 2.3)		
<b>X. Discourse</b> Accomplished LITERACY teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes. (IRA 2.2, 2.3)		
<b>XI. Language Study</b> Accomplished LITERACY teachers strengthen student sensitivity to and proficiency in the appropriate uses of language. (IRA 1.3, 2.2, 2.3)		
<b>XII. Assessment</b> Accomplished LITERACY teachers use a range of formal and informal assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to various audiences. (IRA 3.1, 3.2, 3.3, 3.4)		
<b>XIII. Self Reflection</b> Accomplished LITERACY teachers constantly analyze and strengthen the effectiveness and quality of their teaching. (IRA5.1, 5.2, 5.3)		
<b>XIV. Professional Community</b> Accomplished LITERACY teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues in the field. (IRA 3.4, 5.2, 5.3, 5.4)		
<b>XV. Family Outreach</b> Accomplished LITERACY teachers work with families to serve the best interest of their children. (IRA 3.4, 5.1)		
<b>Departmental Goal</b> <b>A. Technology</b> Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.		
<b>Departmental Goal</b> <b>B. Diversity</b> Accomplished teachers model their commitment to diversity by establishing a classroom environment that is welcoming and responsive to all students, and by encouraging appreciation of differences among people including race, ethnicity, socio-economic status, gender, language, exceptionality, religion, sexual orientation, and geographic region.		

PROFESSIONAL RECOMMENDATION

In summary, based on the assessment of the candidate related to the criteria for the expectations described on the previous pages, please check one description below which most accurately describes the candidate at the conclusion of this field experience, and provide relevant comments.

Satisfactory: The candidate demonstrates competency in the knowledge, skills and dispositions associated with all expectations. (Recommended Final Grade of S)  
Comments

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Developing: The candidate is making progress and demonstrates basic competency in the knowledge, skills, and dispositions associated with 6 or more of the expectations. The candidate receives at least an evaluation of emerging in all expectations. With additional practicum experience that candidate will be able to satisfy each expectation. (Recommended Grade of I).

Comments

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Unsatisfactory: The candidate does not evidence basic competency in the knowledge, skills, and dispositions associated with 6 of the expectations or shows no evidence of knowledge or understanding in at least 1 expectation area. (Recommended Final Grade of U)  
Comments

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Please Sign:

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
School

\_\_\_\_\_  
Date