

NIAGARA UNIVERSITY

Graduate Practicum Teaching Report

Practicum Teacher _____ Date _____

School _____

School District _____

Cooperating Teacher _____

Grade/Practicum Situation _____

Return to:

Teacher Education Department
Niagara University, New York 14109

Purpose:

The purpose of your written report assists in the determination of the Practicum Teaching Experience on-site performance.

Instructions:

Please select the rubric that best describes the Practicum Teacher's Performance. Comments are necessary in supporting a final assessment.

Thank you very much,

Rubric for Scoring:

Exemplary:

The candidate meets all criteria for the standard with distinction.

The candidate demonstrates a thorough understanding of the standard as evidenced in planning, teaching and professional disposition.

Effective:

The candidate meets the criteria for the standard with competence.

The candidate demonstrates basic understanding of the standard as evidenced in planning, teaching and professional disposition.

Emerging:

The candidate meets the criteria for the standard with minimal competence.

The candidate demonstrates the need for clearer conceptualization of the standard.

No Evidence:

The candidate does not meet the criteria for the standard.

The candidate's planning, teaching, teaching competency and professional disposition do not reflect knowledge, understanding or application.

Next to each standard, please select the descriptor (Exemplary, Effective, Emerging, or No Evidence). Please comment for each standard.

I. _____ Knowledge of Students/CEC Standard 2: Development and Characteristics of Learners

Accomplished teachers of students with exceptional needs consistently use the knowledge of human development and learning and the skills as careful observers of students to understand students' knowledge, aptitudes, interests, aspirations and values.

II. _____ Knowledge of Special Education /CEC Standard 1: Foundations

Accomplished teachers of students with exceptional needs raw on the knowledge of the philosophical, historical and legal foundation of special education and the knowledge of effective special education practice to organize and design instruction and set goals for students.

III. _____ Communications /CEC Standard 6: Language

Accomplished teachers of students with exceptional needs use communication skills to help students access, comprehend and apply information; to help students acquire knowledge; and to enable them to maintain interpersonal relationships.

IV. _____ Diversity/CEC Standard 3: Individual Learning Differences

Accomplished teachers of students with exceptional needs create an environment in which equal treatment, fairness and respect for diversity are modeled, taught and practiced by all and takes steps to ensure access to quality learning opportunities for all students.

V. _____ Knowledge of Subject Matter/CEC Standard 7: Instructional Planning

Accomplished teachers of students with exceptional needs demonstrate command of a core body of knowledge in the disciplines and draws on that knowledge to establish curricular goals, design instruction, facilitate student learning and assess student progress.

VI. _____ Meaningful Learning/CEC Standard 4: Instructional Strategies

Accomplished teachers of students with exceptional needs work with students to explore in purposeful ways important and challenging concepts, topics and issues in order to build competence and confidence.

VII. _____ Multiple Paths to Knowledge /CEC Standard 4: Instructional Strategies

Accomplished teachers of students with exceptional needs use a variety of approaches to help students strengthen understanding and gain command of essential knowledge and skills.

VIII. _____ Social Development/CEC Standard 5: Learning Environments and Social Interactions

Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in students as students are helped to develop character, a sense of civic and social responsibility, a respect for diverse individuals and groups and the ability to work constructively and collaboratively with others.

IX. _____ Assessment/CEC Standard 8: Assessment

Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect upon their own progress.

X. _____ Learning Environment/CEC Standard 5: Learning Environments and Social Interaction

Accomplished teachers of students with exceptional needs establish a caring, stimulating and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence and learn to work not only independently but also collaboratively.

XI. _____ Instructional Resources/ CEC Standard 4: Instructional Strategies

Accomplished teachers of students with exceptional needs select, adapt, create and use rich and varied resources, both human and material.

XII. _____ Family Partnerships/CEC Standard 10: Collaboration

Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians and other caregivers to understand their children and to achieve common educational goals.

XIII. _____ Reflective Practice/ CEC Standard 9: Professional and Ethical Practice

Accomplished teachers of students with exceptional needs regularly analyze, evaluate and strengthen the quality of his/her practice.

XIV. _____ Contributing to the Profession and to Education/CEC Standard 9: Professional and Ethical Practice

Accomplished teachers of students with exceptional needs work independently and collaboratively with colleagues and others to improve schools and advance knowledge, policy, and practice in their field.

Departmental Goal

A. _____ Technology (CEC Standard 6)

Accomplished teachers demonstrate the integration of technology throughout their professional practice as a tool for teaching and learning, communication, and professional development.

Overall Impressions

Signed: _____ Cooperating Teacher

Date: _____

Signed: _____ Practicum Candidate

Date: _____