



BYU-Hawaii | Teacher Education

491 Observation and Practicum Final Report

Name: _____ Student #: _____ Semester : _____

Directions: The objectives of the practicum are closely related to those of student teaching. Practicum students begin developing skills, knowledge, and attitudes that will be expanded, added to, and refined in student teaching. Therefore, the objectives and evaluation criteria for practicum are based upon the more extensive objectives of student teaching. Please indicate a rating of **NP (not progressing) or P (progressing)**.

Within the limited time available, it is intended that the BYU-Hawaii student will develop the following traits:

Standard 1: Learner Development

NP P

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually with and across the cognitive, linguistic, social, emotional, and physical areas and designs and implements developmentally appropriate and challenging learning experiences.

NP P

Performance: Using a variety of assessments and observations the candidate identifies the interests, needs and strengths of all students and provides developmentally appropriate and differentiated instruction to meet those needs.

NP P

Essential Knowledge: The candidate understands the broad application of learning and developmental theories to instructional plans in all content areas while recognizing each student’s unique learning history.

NP P

Dispositions: The candidate takes responsibility for student growth and values the input of multiple sources in assessing and supporting students.

Comments:

Standard 2: Learning Differences

NP P

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NP P

Performance: The candidate demonstrates flexibility in creating effective learning opportunities for all students with attention to diversity, culture, multiple individual perspectives and prior student knowledge.

NP P

Essential Knowledge: The candidate understands the differences that exist between students on multiple levels and knows that student diversity is a valuable asset for learning in the classroom.

NP P

Dispositions: The candidate expects all students to be able to learn and values all students. The candidate models and facilitates respect among all students.

Comments:

Standard 3: Learning Environments

NP P

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

NP P

Performance: The candidate effectively manages the learning environment by developing a culture of respect and collaboration with the school community and by developing a variety of methods, including the use of technology, to actively engage all learners.

NP P

Essential Knowledge: The candidate understands how to design learning activities which create self-directed learners and knows how to collaborate with all learners to promote a safe and productive learning environment.

NP P

Critical Dispositions: The candidate is committed to supporting learners and the school community and values the role of learners in decision making and in creating a positive learning environment.

Comments:

Standard 4: Content Knowledge

NP P

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

NP P

Performance: The candidate effectively uses multiple representation in engaging learning activities that support learner achievement of the content standards and, using methods of inquiry and supportive resources, including technology, can recognize and appropriately adjust for learner misconceptions.

NP P

Essential Knowledge: The candidate understands major concepts and assumptions, common learner misconceptions, and uses of academic language in the discipline and knows how to make these accessible to all learners.

NP P

Critical Dispositions: Realizing the complexity and fluidity of content knowledge, and with multiple perspectives, collaboration, and awareness of personal biases, the candidate pursues each learner's mastery of the disciplinary content and skills.

Comments:

Standard 5: Application of Content

NP P

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NP P

Performance: The candidate engages learners in finding inventive and original solutions to multidisciplinary and interdisciplinary local and global issues or problems, with the application of content knowledge using current tools and resources, the questioning of basic assumptions, varieties of forms of communication, proceeding from diverse social and cultural perspectives.

NP P

Knowledge: The candidate understands how to find original solutions within his/her discipline and engage learners in using digital and interactive technologies to obtain and use information ethically, to produce original work addressing interdisciplinary themes, while fostering their higher order questioning skills, and communication and creative thinking processes.

NP P

Dispositions: The candidate values the use of disciplinary knowledge within their content area as well as outside and encourages learner exploration, discovery and expression across content areas.

Comments:

Standard 6: Assessment

NP P

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

NP P

Performance: The candidate effectively uses multiple and appropriate formative and summative assessments of learner outcomes to understand and plan for individual learner achievement.

NP P

Knowledge: The candidate can obtain and analyze a variety of assessment data to meet the needs of a diverse student population.

NP P

Disposition: The candidate is committed to the ethical use of a variety of assessment practices enabling both teacher and learner to take responsibility for the learning process.

Comments:

Standard 7: Planning for Instruction

NP P

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, standards, curriculum, cross-disciplinary skills, pedagogy, knowledge of learners and their community contexts.

NP P

Performance: As informed by standards, curricula, and students' learning needs and interests, the candidate routinely creates appropriate/ differentiated learning experiences.

NP P

Knowledge: The candidate understands his/her content, the role of standards, evidence-based instructional practices, students' learning needs, critical teaching and learning theories and concepts, and how to implement them into instructional plans.

NP P

Dispositions: The candidate values planning as an important professional responsibility that is responsive to learner and contextual needs.

Comments:

Standard 8: Instructional Practices

NP P

The candidate understands and uses a variety of instructional practices to encourage learners to develop deep understanding of content areas and to apply knowledge in meaningful ways.

NP P

Performance: The candidate routinely uses a variety of appropriate instructional practices to engage all learners in robust and meaningful content area learning.

NP P

Knowledge: The candidate has a repertoire of high-leverage instructional practices and knows how to apply them to meet the needs of a diverse student population.

NP P

Disposition: The candidate is committed to using and exploring a variety of instructional practices.

Comments:

Standard 9: Professional Learning and Ethical Practice

NP P

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

NP P

Performance: As informed by standards, curricula, and learners' needs and interests, the candidate engages in professional and collaborative learning opportunities and uses data and information in legal and ethical ways.

NP P

Knowledge: The candidate understands the impact of worldviews and perspectives, the means of building and implementing a professional growth plan, and the significance of laws relating to learners' rights and teacher responsibilities.

NP P

Dispositions: The candidate values multiple perspectives and frames of reference in teaching and follows the codes of ethics and professional practice associated with teaching.

Comments:

Standard 10: Leadership and Collaboration

NP P

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NP P

Performance: The candidate takes an active role in collaborating with peers, community, and school officials in researching, designing, and creating effective professional learning communities.

NP P

Knowledge: The candidate understands the role of school organizations within the context of the community and is aware of the factors that impact learning within this community.

NP P

Disposition: The candidate is committed to shaping and supporting the school mission of student learning and improvement by contributing positively and respectfully in the professional learning community.

Comments:

Evaluation Conference

Near the end of the practicum experience, the cooperating teacher should meet with the practicum student to discuss, in general terms at least, the strengths and weaknesses of his/her performance. The conference, as well as prior evaluation conferences, should be based upon the criteria presented in the evaluation form which will be completed by the cooperating teacher and returned to the teacher education program instructor at the end of the practicum.

Student Teacher (Print)

Cooperating Teacher or BYUH Faculty (Print)

Student Signature/ Date

Cooperating Teacher or BYUH Faculty Signature/ Date