Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_.

*Assignment Information:*

Practicum Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor-Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Comments/Context Statement Completed by Field Supervisor

Performance Standards

Professional Disposition Evaluation for Field Experiences (PDEFE) standards are used as the Advanced Practicum and Student Teaching success criteria. Students in an early practicum become acquainted with each standard. What the score means:

 “Met” means that you are on track and are encouraged to continue with your growth trajectory.

 “Approaching” means that you should seek to develop your skills and knowledge in this area to be prepared for your Advanced Practicum experience.

 “Needs Work” means that you demonstrate a significant or consistent need for improvement in this area. While slight progress could be made, this area may impede your readiness for the advanced practicum.

 “Not Met” means a lack of consistent evidence to show adequate progress or improvement in this area.

 “Not Observed” means there was no consistent evidence to show adequate progress or improvement in this area.

***Any score below “Approaching” demonstrates a lack of readiness for the Advanced Practicum and may result in a recommendation to repeat a course and/or NOT to proceed to the Advanced Practicum.***

***NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teach***

| Disposition Standard | Comments | Score |
| --- | --- | --- |
| 1. Student Achievement
* A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement. C) Observed mentor monitor student performance and intervene when poor performance. D) Observed communication with families about performance.
 | Teacher-Candidate: List at least one example for each letter A-D: provide specific examples for each A-D in your journal, include reflections on what you observed | \_\_\_\_\_\_\_\_\_ |
| 1. Differentiated Instruction
* A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need.
 | Teacher-Candidate: List at least one example for each letter A-B: provide specific examples for each A-B in your journal, include reflections on what you observed | \_\_\_\_\_\_\_\_\_ |
| 1. Instructional Strategies
* A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor planning, execution, and assessment of effectiveness of instruction.
 | Teacher-Candidate: List at least one example for each letter A-B:provide specific examples for each A-B in your journal, include reflections on what you observed | \_\_\_\_\_\_\_\_\_ |
| 1. Assessment
* A) Observed mentor planning and aligning appropriate measurements for student success; B) Observed the use of formative and summative data to plan and adjust instruction.
 | Teacher-Candidate: List at least one example for each letter A-B:provide specific examples for each A-B in your journal, include reflections on what you observed | \_\_\_\_\_\_\_\_\_ |
| 1. Classroom Management
* Observed a safe environment through positive relationships, clear boundaries, consistent processes, and logistical planning.
 | Teacher-Candidate: List at least one exampleprovide specific examples in your journal, include reflections on what you observed  | \_\_\_\_\_\_\_\_\_ |
| 1. Communication & Collaboration
* Observed or practiced building a positive and constructive rapport and enlists students, families, and colleagues in support of learning.
 | Teacher-Candidate: List at least one example provide specific examples in your journal, include reflections on what you observed  | \_\_\_\_\_\_\_\_\_ |
| 1. Professional Development
* Takes the initiative to see out and successfully complete training through the district or university. Resourceful in finding literature and other learning tools to improve practice.
 | Comments from Mentor/Field Supervisor:  | \_\_\_\_\_\_\_\_\_ |
| 1. Seeks Feedback
* Takes the initiative and demonstrates a welcoming demeanor toward input from peers, students, families, and supervisors.
 | Comments from Mentor/Field Supervisor:  | \_\_\_\_\_\_\_\_\_ |
| 1. Reflection
* Utilizes feedback, data, and input for improvement of practices on a regular basis.
 | Comments from Mentor/Field Supervisor:  | \_\_\_\_\_\_\_\_\_ |
| 1. Professionalism
* Maintains proper boundaries with students and other professionals; attends regularly; prompt; demeanor; initiative; and motivated.
 | Comments from Mentor/Field Supervisor  | \_\_\_\_\_\_\_\_\_ |

End-of-Term Signatures

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_/\_\_\_/\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_/\_\_\_/\_\_\_

Teacher Candidate Date Mentor Teacher Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_/\_\_\_/\_\_\_

University Supervisor Date

Directions:

1. The Teacher-Candidate completes standards 1 through 6 during their practicum experience by mid-term and final due dates, (dates set by Field Supervisor). Teacher-Candidate enters more detailed notes on observations and makes reflections in their personal journals.
2. The Teacher-Candidate emails the updated document to their Field Supervisor.
3. The Field Supervisor and mentor discuss the teacher-candidate’s documentation in standards 1 to 6, provide comments/feedback and enter score based on teacher-candidate’s observations and reflections.
4. The Field Supervisor and mentor discuss and score standards 7 through 10 and enter feedback and score.
5. The Field Supervisor and Mentor Teacher meet with the Teacher Candidate to share evaluation and provide feedback in areas of success and needed improvement.
6. All parties sign the document (electronic is acceptable with meeting documentation by the Field Supervisor).
7. Teacher-candidate collects the signed EPPCJ with the final packet for submission.
8. Teacher-candidate scans the document with signatures into a single file.
9. Teacher Candidate names the file:

[student last name], [student first name]\_[course]\_[SemesterYear]\_midterm/final journal.pdf

Doe, Jane\_TL402\_fall21\_Final EPPCJ.pdf

1. Teacher-candidate create an email to their field supervisor with the signed EPPCJ attached as part of the final packet.
2. The Field Supervisor emails a copy to: tricities.fieldservices@wsu.edu with their approval by the deadline