

Default Question Block



Elementary Field Experience Assessment

The Council for Accreditation of Education Programs (CAEP) Standard 1 requires that teacher candidates exhibit professional knowledge, skills, and dispositions. Purdue University Fort Wayne, School of Education, Education Programs must demonstrate how our candidates grow and develop overtime as they progress through our programs. Please use the tool below to tell us how our candidates are doing at this time.

Placement data and contact information for communicating the results of the survey:

Date of Evaluation mm/dd/yyyy

Teacher Candidate/Student Name

Teacher Candidate/Student E-mail

School	<input type="text"/>
Grade Level of Placement	<input type="text"/>
University Faculty Supervisor Name	<input type="text"/>
University Faculty Supervisor E-mail	<input type="text"/>
Cooperating Teacher Name	<input type="text"/>
Cooperating Teacher E-mail	<input type="text"/>

Click on your grade level

	Type of classroom				
	regular	Gifted	Montessori	Sped	Other
Pre-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1st grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2nd grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5th grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1-3 grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4-6 grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter Block number for Intern

☐ Block 2 (Language Arts methods 1; ed. psych. - family & community; classroom environments)

☐ Block 3 (Methods - Language Arts 2, Math, Science, Social Studies)

1. Constructing challenging learning opportunities

Secure

Children's thinking and sense-making

Developing

Intern checked for understanding and sense-making.

Beginning

Intern tended to focus on hints or tricks

Not seen



were an integral part
of intern's instruction.



rather than reasoning
and sense-making.



2. Supporting a community of learners

Secure

Intern built community
by facilitating positive
student interaction
and incorporating
inclusivity.



Developing

Intern built community
by facilitating positive
student interaction.



Beginning

Intern did not create
a supportive learning
environment.



Not seen



3. Connecting content areas

Secure

Intern encouraged
children to make
connections within or
across curriculum.



Developing

Intern made
connections within or
across curriculum



Beginning

Intern taught isolated
lessons.



Not seen



4. Matching curricular and instructional goals

Secure

Intern's instruction
was responsive to
both individual
children's needs and
curricular goals.



Developing

Intern was responsive
to only the children
during lesson or only
curricular goals, but
not both.



Beginning

Intern did not adjust
or adapt lesson.



Not seen



5. Adapting for diverse children (1 of 2)

Secure

Intern incorporated
community and
cultural aspects in
lessons.



Developing

Intern had
understanding of
diverse student
cultures or community
needs.



Beginning

Intern ignored the
influence of the home
life, parents' jobs, or
other community
situations on student
learning.

Not seen





6. Adapting for diverse children (2 of 2)

<u>Secure</u>	<u>Developing</u>	<u>Beginning</u>	<u>Not seen</u>
Intern used appropriate wait time.	Intern occasionally used appropriate wait time.	Intern used ineffective wait time.	

7. Critical thinking and problem solving

<u>Secure</u>	<u>Developing</u>	<u>Beginning</u>	<u>Not seen</u>
Intern was able to get children to explore multiple perspectives or possibilities.	Intern encouraged multiple perspectives or possibilities.	Intern did not encourage children to consider multiple perspectives or possibilities.	

8. Active engagement in learning

<u>Secure</u>	<u>Developing</u>	<u>Beginning</u>	<u>Not seen</u>
Children were engaged and interested.	Children participated with little interest.	Children were disinterested.	

9. Communicating to foster learning

<u>Secure</u>	<u>Developing</u>	<u>Beginning</u>	<u>Not seen</u>
Intern took time and made effort to understand the children and let children understand each other's thinking.	Intern engaged in a good mix of questioning and listening.	Intern tended to do most of the talking.	

10. Assessing to inform instruction

Secure

Intern used performance on a variety of classroom tasks and assessments to plan instruction.

**Developing**

Intern only used grades to plan instruction.

**Beginning**

Intern only used curriculum guide or relied on teacher for next lesson.

**Not seen****11. Evaluating professional decisions****Secure**

Intern was proactive about their own professional development as a teacher.

**Developing**

Intern accepted feedback to determine effectiveness of teaching.

**Beginning**

Intern was not receptive to feedback or did not take advantage of resources.

**Not seen****12. Collaborating****Secure**

Intern contributed positively to collaborations.

**Developing**

Intern participated positively in collaboration, but with minimal contribution.

**Beginning**

Intern did not participate or collaborate well.

**Not seen**

Please let us know anything else about the intern that may be helpful. Thank you.