

2.3.2 - Samples of Guidelines of clinical experiences

Field Experiences: EDPT 4128

1. Description of the assessment:

This assessment is used to rate the report of the student-teachers' field experience during his/her EDPT 4128 course. (See page 7: *Instrument for Field Experiences*). This field experience takes place at the secondary school level. The student-teachers engage in these field experiences with highly qualified teachers who meet the criteria stated in circular letter 10-2004-2005 and 2-2012-2013 of the Department of Education of Puerto Rico. The student-teacher must attend this school for a minimum of 40 hours. This field experience is systematically structured so that students may perform the tasks associated with it in an efficient manner and, therefore, achieve the desired objectives. These experiences are performed in a public or private school. The time devoted to clinical experiences is divided into three main areas: I. Administrative aspects of the school, II. Staff and support activities, and III. Teaching. Specifically:

- I. Administrative aspects (1.5 hrs.)
 - a. Interview with the director of the facilities, working committees, and school programs.
 - b. Help in school activities associated with their teaching role if there is an opportunity.

- II. Staff and support activities (1.5 hrs.)
 - a. Social workers, psychologists'
 - b. Director
 - c. Librarian
 - d. Lunch room
 - e. Others

- III. Participation in community and school-related activities (5 hrs.)

- IV. Teaching (32 hrs.)
 - a. Teaching and learning processes

Methodology for conducting field experiences:

1. Parts I and II may be carried out by conducting interviews and observations of processes. In each case, the experience should be certified by the persons occupying the appropriate position in the particular school. It is required for the student-teacher to prepare a list or table which identifies the school and includes the official's position, name, signature, and date. A purpose must also be established. The interviewee should also sign the document.

2. Part III and IV may be carried out under the supervision of a cooperating teacher. The student is expected to observe classes; this is followed by discussions of the classes. The student is responsible for performing critical tasks regarding the teaching and learning processes. This should be performed without becoming an evaluator of their cooperating teacher. The main objective is to analyze the relationship between theory and educational practices. The following tasks will be performed at this stage:

- a. Participation in activities in the school community:
 1. Participation in team meetings, teacher and parent meetings, and area and faculty meetings.
 2. Participation in community events: open houses, math Olympics, field days involving parents, special community projects.
- b. Observe and discuss the classes
 1. Comments should include student-teacher and student-student interaction.
 2. The students' interest per class.
 3. The type of clustering that occurs among the students.
 4. The strategies used by the teacher in order to engage students in the class.
 5. The teacher's teaching methodology.
- c. Help teachers carry out routine tasks inherent to the teaching process, such as preparing materials for teaching, helping in class, writing tests, and assessments.
- d. Serve as a resource for students, either through tutoring or some other manner.
- e. Designing two class or more. The teacher must certify that they complied with it/them.

3. The student must sign a daily attendance sheet at the school.

4. Finalizing the experience, the student-teacher must write a report concerning the aforementioned phases. This report must be accompanied with evidence of the work done.

5. The report must also include a certificate, stamped with the official school seal, indicating the completion of the clinical experience at the institution.

In the other hand, students must submit a written report describing in detail the work done in each phase. The report should include:

Introduction: The introduction should describe the school, including its location and its physical facilities. It should provide the information regarding the school principal and the clinical educator, and the group or groups observed. In sum, Parts I and II are included in this introduction.

Participation in school activities and teaching: In this section the teacher candidate describes all the functions or tasks carried out in these areas. The details that need to be included are explained in the following paragraph.

School activities: The mathematics teacher candidate should participate in faculty meetings of different levels. These include: a) team meetings, b) math area meetings, c) faculty meetings, d) teacher and parent meetings, e) others. It is also expected that the teacher candidate participates in community related activities such as: open house and other related activities.

Class Observations: Each observed class should be summarized. It should include the concepts and skills developed and a description of the teacher's methodology. It should also include all the aspects mentioned in section 2a of Attachment 2 and discussions with the clinical faculty.

Teaching: This part provides a description of all the functions or tasks that were performed in this phase. The teacher candidate should include a detailed description of these functions or tasks.

Serving as a resource in the classroom: All tasks performed under this category should be described in this section.

Serving as a resource to students: All tasks performed under this category should be described in this section.

Designing two classes or more and teaching them: The design and/or teaching of the class(es) must respond to the inquiry method. Later we will provide a rubric that will be used to evaluate the classes. The instructional plan and class evaluation done by the clinical faculty should appear in this section of the report.

Reflection: In this section, the teacher candidate will provide a thoughtful analysis of their experience. It should emphasize on the relationship between theory and educational practice. Above all, it should identify candidate's strengths and those areas that need professional improvement.

Appendices: The teacher candidate should place in this section all the documents needed to support and strengthen their written report. The candidate can include photographs of work done in the classroom, official documents, and any documents required by their practice supervisor.

UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS
COLLEGE OF EDUCATION

PROGRAMS AND TEACHING DEPARTMENT

MATHEMATICS AREA

Field experiences

EDPE 4128: Secondary (middle and high school) math teaching theory and methodology

***THIS DOCUMENT WAS PREPARED BY THE SCIENCE AREA OF THE PROGRAMS AND
TEACHING DEPARTMENT OF THE COLLEGE OF EDUCATION, UNIVERSITY OF PUERTO
RICO AND WAS
ADAPTED FOR THE MATHEMATICS AREA***

Note: Field experiences in the Mathematics Area require a minimum of 40 hours at a secondary (middle and high school) level. A student that does not complete their field experiences will have an Incomplete F grade in the course. In this document, the words teacher and student refer to both genders.

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**UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS
COLLEGE OF EDUCATION
PROGRAMS AND TEACHING DEPARTMENT
MATHEMATICS AREA**

Course: EDPE 4128: Secondary (middle and high school) math teaching theory and methodology

The field experiences

Justification

Future teachers must develop early in their training a clear and defined concept of the teaching and learning processes, as well as the factors that can affect them. They should also know the functions, duties, and performances of teachers. Field experiences enable individual discovery of these factors through direct contact with school scenarios. As part of the math teaching methodology course, all teacher candidates must complete 40 hours of field experiences in a secondary school (7– 12). The main purpose of these experiences is to expose future teachers, in a realistic environment, to the learning and teaching processes that occur in the classroom. The student also has an opportunity to understand concretely the relationship between praxis and educational theory. To be successful in this task, we recommend that students be reflective and critical of the educational process that occurs in classrooms.

Objectives

During the clinical experience the future teacher will:

- Analyze in a critical manner the relationship between theoretical aspects of their college courses and what really occurs in the classroom.
- Apply acquired knowledge, especially knowledge related to social, psychological, philosophical, and methodological knowledge, related to the teaching of mathematics and how students at the secondary (middle and high school) level learn this subject.
- Determine and evaluate their vocation to be a mathematics teacher as a result of an in-depth analysis of the nature of the profession they will be engaged in.
- Reflectively analyze their performance as teachers in different areas such as: systematically observing students, preparing teaching materials, carrying out clerical tasks related to their role as a teacher, and designing and offering classes.

Description

Field experiences are structured in a systematic manner that allows students to perform tasks related to the teaching profession efficiently; thus enabling them to achieve the desired objectives. These experiences occur within a private or public school at the level the student is specializing in. The amount of time dedicated to field experiences is divided into four main areas: (1) administrative aspects of the school; (2) personnel and support activities; (3) participation in activities related to the school and the community; and (4) teaching.

- I. Administrative aspects (1.5 hrs.)
 - a. Interview with the director about the facilities, committees, and program offerings of the school.

- b. Help with school activities related to their teaching functions, if the opportunity is available.
- II. Personnel and support activities (1.5 hrs.)
 - a. Conversation related to the tasks performed by support personnel: social worker, psychologist, counselor, librarian, and others.
 - b. Visit to school facilities: dining room, sports facilities, computer center, and others.
- III. Participation in activities related to the school and the community (5 horas)
 - a. Involvement in activities that do not occur in the classroom.
- IV. Teaching (32 hrs.)
 - a. Teaching and learning processes

Methodology for field experiences

1. Parts I and II can be achieved through interviews and observation of processes. In his case they must be certified by persons that occupy a position or direct the specific school. Prepare a list or table that states the school, position, and name of the person with an area for them to sign, place the date, and purpose of the interview. There he interviewee must sign as evidence of the process. In Attachment I we present a model of this type of form.

2. Parts III and IV will occur under the supervision of the clinical educator. These teacher candidate is expected to participate in activities of the school community, observe classes offered by the clinical faculty, and later this discuss their experiences with the clinical educator. The teacher candidate has the task to critically observe the teaching learning processes, without becoming an evaluator of the clinical educator. The main objective is to analyze the relationship between theory and educational practice. The following tasks will be take place during the stage:

- a. Participation in school community activity:
 - 1. Participation in team meetings, parent and teacher meetings, area meetings, and faculty meetings.
 - 2. Participation in community related events: open house, math Olympics, field days involving parents, special community project.
- b. Observing and discussing observed classes
 - 1. Observations should include student – teacher and student – student interactions.
 - 2. Student interest in the class.
 - 3. The type of grouping that occurs among them.
 - 4. The strategies used by the teacher to engage students with the class.
 - 5. The teaching method used by the teacher.
- c. Help the teacher carry out routine tasks related to the teaching process such as: preparing teaching materials, collaborate during class, evaluate written tests.
- d. Serve as a resource to students as a tutor or using some other technique.
- e. Design and offer at least 2 classes.

As in the other stages, the clinical educator must certify that the teacher candidate fulfilled these tasks.

3. The teacher candidates will sign an attendance sheet at the location indicated by school authorities. This is extremely important. It is your evidence that you were actually there.

4. At the end of the field experiences, the teacher candidate will submit a written report that includes all of the aforementioned stages and will accompany this report with evidence that the tasks were indeed carried out.

5. This report should also be accompanied by a sealed certificate carrying the official seal of the school in which the field experiences took place.

Evaluation of Field Experiences

Teacher candidates must hand in a written report that provides details of the work done during each stage. The report must include:

Introduction: The introduction should describe the school, including its location and its physical facilities. It should provide the information regarding the school principal and the clinical educator, and the group or groups observed. In sum, Parts I and II are included in this introduction.

Participation in school activities and teaching: In this section the teacher candidate describes all the functions or tasks carried out in these areas. The details that need to be included are explained in the following paragraph.

School activities: The mathematics teacher candidate should participate in faculty meetings of different levels. These include: a) team meetings, b) math area meetings, c) faculty meetings, d) teacher and parent meetings, e) others. It is also expected that the teacher candidate participates in community related activities such as: open house and other related activities.

Class Observations: Each observed class should be summarized. It should include the concepts and skills developed and a description of the teacher's methodology. It should also include all the aspects previously mentioned in section 2a and discussions with the clinical faculty.

Serving as a resource in the classroom: All tasks performed under this category should be described in this section.

Serving as a resource to students: All tasks performed under this category should be described in this section.

Designing two classes or more and teaching them: The design and/or teaching of the class(es) must respond to the inquiry method. Later we will provide a rubric that will be used to evaluate the classes. The instructional plan and class evaluation done by the clinical faculty should appear in this section of the report.

Reflection: In this section, the teacher candidate will provide a thoughtful analysis of their experience. It should emphasize on the relationship between theory and educational practice. Above all, it should identify candidate's strengths and those areas that need professional improvement.

Appendices: The teacher candidate should place in this section all the documents needed to support and strengthen their written report. The candidate can include photographs of work done in the classroom, official documents, and any documents required by their practice supervisor.

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**Rubric for class observations teacher – student
Course: EDPE 4128**

Name: _____

Date: _____

School: _____

Grade _____

Clinical faculty: _____

Time: _____

Subject: _____

Unit: _____

Concept: _____

Description of the performance levels:

Level 4 - The performance of the teacher candidate at the outstanding level provides clear, convincing, and consistent evidence of their ability to show mastery of content, pedagogy, underpinnings, skills, and attitudes necessary for teaching. Their performance is exceptional and achieves levels beyond the expectations of the evaluation criteria.

Level 3 - The performance of the teacher candidate at this level shows evidence that they understand and teach the concepts implied in the components of the competency in a conscious and effective manner.

Level 2 - The teacher candidate appears to understand the implicit concepts of the components of the competency. Their mastery of the concepts involved in the teaching process is inconsistent.

Level 1 - The teacher candidate apparently does not understand the implicit concepts of the components of the competency. They need to work with the fundamental practices related to this component to achieve development of the competency.

NE: No evidence presented

Criteria	Performance scale				
	4	3	2	1	NE
A. Planning					
1. Writing quality.					
2. Concepts are clearly identified and included in the plan.					
3. Relationship between the objectives and the process standards.					
4. Relationship between the objectives and the content standards.					
5. The objectives are related to the activities.					
6. The activities are adequate for the teaching level and promote equality among the group.					
7. The activities have logical sequencing.					
8. The activities are challenging to the student, creative, and motivating.					
9. There is evidence of use and knowledge of diverse instructional strategies.					
10. There is evidence of the use of a pertinent and stimulating curriculum.					
11. There is evidence of the use of different assessment techniques to evaluate instructional objective.					
B. Class presentation					
1. Evidence of content mastery.					
2. Develops concepts using the inquiry method.					
3. The class develops according to the plan.					
4. The materials used during the class are organized.					
5. The class flows adequately.					
6. There is supervision of student work, when necessary.					
7. The teacher candidate ascertains that the students understand the material being discussed through an adequate discussion of the concepts.					

B. Class presentation (Cont.)	4	3	2	1	NE
9. The teacher candidate teaches in a manner that shows understanding of mathematical concepts.					
10. There is good use of time.					
11. Several strategies are used to promote comprehension and logical reasoning of mathematical concepts.					
12. The teacher candidate shows ability to use problem-solving for the development and understanding of mathematical concepts.					
C. Psychosocial environment	4	3	2	1	NE
1. Uses an adequate tone of voice.					
2. Is aware and conscious of what occurs in the classroom.					
3. Addresses students with respect and appreciation.					
4. Uses psychological reinforcements in situations that require their use.					
5. Promotes active participation among the students.					
6. Promotes respect towards divergent opinions.					
7. There is evidence of reasonable accommodation for students with special needs.					
8. Students are encouraged to reason and test mathematical conjectures.					
D. Communication	4	3	2	1	NE
1. Oral expression is appropriate and correct.					
2. Written expression is appropriate and correct.					
3. Provides support to communication through adequate nonverbal language.					
4. Uses the vocabulary that is appropriate and common in the mathematical area being taught.					
5. Explains clearly.					
6. Encourages feedback among student – teacher and among student – student.					
7. Supports class discussion using questions as a technique.					

E. Teaching resources	4	3	2	1	NE
1. Uses a range of resources: visual, auditory, and technological tools to develop the concepts presented in the lesson.					
2. The materials are adequate to the desired outcomes					
3. Uses materials and resources in a manner that enables understanding of concepts.					
4. Uses different resources from professional organizations in the math area for lesson planning.					
4. Uses different resources from professional organizations in the math area for lesson planning.					

Observations:

Signature Teacher Candidate

**Signature Supervisor
(Clinical educator)**

Rubric for the Evaluation of Field Experiences EDPE 4128

The rubric presents the performance criteria for secondary level (middle and high school) math teacher candidates. It is used to evaluate this part of the course. It will be completed by the college professor and the clinical faculty. A teacher candidate that wishes to be considered as performing at an adequate level in this rubric must obtain a *minimum score of 4* in each criterion and must obtain a total minimum of 80% in order to pass.

Criterion	Excellent (6-5)	Acceptable (4-3)	Not acceptable (2-1)
A. Written report	The written report has the described structure and all of its parts.	The written report has the described structure but is missing a <i>nonessential</i> part.	The written report does NOT have the described structure and/or is missing essential parts such as <i>Teaching</i> and <i>Reflection</i> .
B. Quality of the information presented in the report	The information that is presented in the different parts of the report is sufficient and adequate. The information is beyond the expectations of what is required.	The information that is presented in the different parts of the report is adequate, but not sufficient in accordance to what is required.	The information that is presented in a different parts of the report is not sufficient nor adequate to what is required.
C. Presentation of evidence of performance during the field experience.	The report presents sufficient evidence to support what is described in the different parts of the report. The quantity and quality of the evidence presented is beyond the expectations. Specifically, the candidate consistently evidences: <ul style="list-style-type: none"> • Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating in both middle and secondary mathematics classrooms under the supervision of experienced and highly qualified teachers. • Demonstrate the ability to increase students' knowledge of mathematics. 	The report presents some evidence to support what is described in the different parts of the report. Specifically, the candidate regularly evidences: <ul style="list-style-type: none"> • Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating in both middle and secondary mathematics classrooms under the supervision of experienced and highly qualified teachers. • Demonstrate the ability to increase students' knowledge of mathematics. 	The report does NOT present evidence to support what is described in the different parts of the report.
D. Participation in activities related to the school and the community.	The candidate participated in three activities related to the school and the community or participated in as many as were available.	The candidate participated in two activities related to the school and the community although multiple opportunities were available.	The candidate participated in only one activity related to the school and the community although multiple opportunities where available.

Criterion	Excellent (6-5)	Acceptable (4-3)	
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			Not acceptable (2-1)
E. Teaching	<p>The teacher candidate provides evidence of four or more activities established by this section. Among them: the observation and discussion of at least three classes, tutoring sessions, administration and correction of tests, preparation of materials, and planning and evaluation of at least two classes. In all classes offered, the candidate evidences:</p> <ul style="list-style-type: none"> • Effective teaching. • Selects, use, and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students, including those with special needs such as the gifted, challenged and speakers of other languages. • Selects and use appropriate concrete materials for learning mathematics. • Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards. • Uses knowledge of different types of instructional strategies in planning mathematics lessons. • Demonstrate the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and help students develop and test generalizations. • Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas. 	<p>The teacher candidate provides evidence of three or two different activities established in this section. Among them the planning and evaluation of one class. In at least two of the classes offered, the candidate evidences:</p> <ul style="list-style-type: none"> • Effective teaching. • Selects, use, and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students, including those with special needs such as the gifted, challenged and speakers of other languages. • Selects and use appropriate concrete materials for learning mathematics. • Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards. • Uses knowledge of different types of instructional strategies in planning mathematics lessons. • Demonstrate the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and help students develop and test generalizations. • Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas. 	<p>The teacher candidate provides evidence of one activity established in this section.</p>
F. Reflection	<p>The teacher candidate makes a reflective analysis of the experience. They make emphasis on the relationship between theory and educational practice. They establish a relationship between the mathematics courses with their experience. The reflection made by the candidate shows positive dispositions in their performance as secondary level math teachers and they discuss their areas of strengths and the areas where their professional performance needs improvement.</p>	<p>The teacher candidate makes a reflective analysis of their experience but does not relate clearly theory to educational practice. In their reflection they did not clearly show the dispositions they possess as future teachers. Or the candidate makes a reflective analysis about their experience and they clearly relate theory to educational practice insofar as it relates to methodological aspects.</p>	<p>The teacher candidate does not make a reflection and what is presented are sentences that do not reflect an analysis of their pedagogical practice or they make a very poor reflection that does not consider many of the components required.</p>

Summary of the Field Experiences Rubric - Course EDPE 4128

Name of Candidate Student Number		Major Semester/year
Professor		Evaluation date
Criteria	Comments	Final Evaluation (Performance level)
A. Written report		
B. Quality of the information presented in the report.		
C. Presentation of evidence of performance during the field experience.		
D. Participation in activities related to the school and the community.		
E. Teaching		
F. Reflection		
TOTAL		

This rubric has a maximum value of 36 points. Students that desire at least an adequate performance level in this rubric must get a minimal score of 29 (80%) and obtain a minimum score/level of 4 in each criterion in their final evaluation. To complete 40 points, the professor will assign 4 additional points for clarity and organization in the presentation of the report.

Samples of Guidelines of clinical experiences

Field Experiences in EDPE 3049

Promoting child development and learning in kindergarten through the use of effective approaches for teaching and assessment

Course (codification and title) – EDPE 3049 – The kindergarten in the school program

1. **Description of the Assessment and its use in the Program:** This rubric was developed to assess the Field experiences in course EDPE 3049, the kindergarten in the school program. This course is requisite of the Elementary Education Program (K – 3rd).

- a.

As part of the experience, the teacher candidate must visit a kindergarten to observe the school scenario (areas and learning centers), the physical environment and prevailing socio-emotional atmosphere. In addition, the candidate has to observe and describe the interactions between the teacher and children and vice versa, and among children. The candidate has to reflect about the importance of an appropriate and stimulating physical and academic environment in terms of security, challenging learning experiences and the development of the whole child. He /She also has to reflect about the importance of an appropriate socio-emotional environment, the positive relationships and supportive interactions to promote emotional security, the whole development of the child and his/her learning.

The third part of this field experience requires that the candidate selects a five year old child in the kindergarten scenario to observe and describe his/her characteristics in all dimensions of development (physical, motor, social, emotional, cognitive, linguistic and creative). Candidates must document their observations and support them with facts. In the fourth part, the candidate also has to administer several assessment instruments to the same child who was observed. Among the instruments are: an interest's questionnaire, an interview on literacy knowledge, reading a story and a reading interview to assess comprehension and a short task of letters and numbers. The candidate has to identify strengths and potential needs of the child based on the characteristics she observed and the analysis of assessment instruments. The candidate must reflect about the importance for the future teacher to know and understand the characteristics and needs of each child to promote its development and learning.

The fifth part of this field experience involves observing and describing in an observation record three classes or educational activities that took place in the kindergarten during the days in which the candidate visited. He / She must conclude (sixth part) with a critical reflection on the educational practices and developmentally effective approaches observed in the kindergarten scenario. In this reflection, the candidate must make reference to various aspects such as: NAEYC's developmental appropriate practices; teacher's role; effective teaching strategies for early education used by the teacher; young children's characteristics and needs; respect and attention to diverse learners; NAEYC's code of ethical conduct; learning principles and theories; kindergarten goal and philosophy as outlined by the Department of Education (DE) in the Kindergarten Program Conceptual Framework, among other.

Finally, the seventh part of this experience requires the candidate to design, plan and develop a teaching experience in the previously observed kindergarten scenario. The candidate has to design appropriate activities, resources and instructional materials, the assessment that will be used, and deliver a written plan. The cooperating teacher has to evaluate the candidate's performance.

b. Description of Assessment Correlation to the NAEYC Standards:

Standard 1: Promoting Child Development and Learning

Throughout this field experience, the student-teacher makes profound observations and describes the characteristics of a kindergarten child in all dimensions of development (physical, motor, social, emotional, cognitive, linguistic and creative). The student also makes use of assessment instruments to identify strengths and potential needs of the child based on the characteristics she observed and the analysis and interpretation of assessment instruments. The candidate must reflect about the importance for the future teacher to know and understand the characteristics and needs of each child to promote its development and learning.

Standard 3: Observing, documenting and assessing to support young children and families

Through this field experience, the student-teacher uses different assessment instruments to facilitate the data collection and gather information about the integral development of the child. The instruments include: an interest's questionnaire, an interview on literacy knowledge, reading a story to the child and a reading interview to assess comprehension, a short task about letters and numbers. It is expected that the student-teacher uses observation, documentation and administers a variety of assessment instruments in a responsible and ethical manner. The child's collected information will be analyzed, interpreted and reflected upon to complete the assessment cycle. The candidate has to identify strengths and potential needs of the child based on the characteristics observed and the analysis of assessment instruments. The candidate must also reflect about the benefits and uses of responsible assessment to promote positive outcomes for each child.

Standard 4: Using developmentally effective approaches

As part of this field experience, the student-teacher will observe and describe three educational activities that took place in the kindergarten during the days in which he/she observed. The candidate concludes this part with a critical reflection about the educational practices and developmentally appropriate and effective approaches observed in the kindergarten scenario. The candidate also has to observe and describe the relationships and interactions between teacher and children and vice versa, and among children and reflect on how positive relationships and supportive interactions are fundamental to promote development and learning. Finally, the candidate has to design, plan, develop and implement a teaching experience in the previously observed kindergarten scenario. The candidate has to design appropriate activities, resources and instructional materials, the assessment that will be used. He / She has to convey the activity with a small group of children in the kindergarten. The candidate has to use developmentally appropriate teaching approaches and reflect on own practice to promote positive outcomes for each child.

Standard 5: Using content knowledge to build meaningful experiences

The candidate articulates content knowledge with academic standards and aligns the instructional objectives with the kindergarten academic standards and expectations. Through this, the candidate demonstrates she is using content knowledge to build meaningful and challenging curriculum for children.

Standard 7: Early childhood field experiences

This is a field experiences for EDPE 3049 course, the kindergarten in the school program. This course is requisite of the Elementary Education Program (K – 3rd). Throughout this experience, teacher candidate develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children in kindergarten. They have the opportunity to observe and practice in kindergarten, one of the early childhood age groups and to observe and practice in one of the main types of early education settings.

In our program, Elementary Education (K-3rd grade), our candidates have the opportunity to observe and practice in the primary school grade age groups (5 – 8 years) which are the age ranges relevant to our program. With regard to the early education settings, candidates have the opportunity to observe and practice in any grade from kindergarten through 3rd primary grade spectrum. They can choose either public or private school settings, multiage groups vs. one age or grade level groups, conventional schools and innovative schools. This early childhood field experience requires 12 contact hours minimum. Furthermore, the practicum experience in our Elementary Education K-3rd grade program requires 300 contact hours minimum. In fact, in most courses of our Elementary Education (k-3rd) program at the College of Education, our candidates have early childhood field experiences with different approaches, depending on the emphasis of the course. On the other hand, the Early Childhood Education Program, thus provides the opportunity to observe and practice in two of the three early childhood age groups (birth – age 3, and 3-5) and to observe and practice in the main types of early education settings. The Early Childhood Education Program is a different program to Elementary Education K -3rd and it pertains to the Family Ecology and Nutrition Department.

EDPE 3049: Kindergarten in the school program
Laura M. Santiago Díaz, Ed.D.

Guidelines for Field Experiences Written Report for EDPE 3049

Promoting child development and learning in kindergarten through the use of effective approaches for teaching and assessment (Minimum 12 hours)

A. Observations and assessment: (20%)

After completing a minimum of 12 hours of observation in a kindergarten, the student teacher must present a detailed written report of the observations as stated below. You must use the handouts that explain in detail how to complete each part. Don't forget to complete the attendance sheet. This must be **signed by the cooperating teacher and have the official seal of the school.**

I. Introduction - * 3 pages

- A. Explain why you selected the school and include some general information about the school: name, address and community, phone number, name of the principal, teacher's name, number of students in kindergarten visited, services school provides to children and their families, weekly schedule or program **(include copy of the itinerary).**

II. Observation and description of the educational environment

(Physical - educational, social - emotional)

- A. Briefly describe the physical and educational environment of the kindergarten room visited. Describe the areas, the learning centers and usage.
- B. Describe the social - emotional environment of the kindergarten classroom visited. Describe the interactive dynamics that prevailed in the school setting of this kindergarten classroom, (use the guide provided about interactive dynamics).

- C. **Reflect about the physical and academic learning environment observed and / or the one that should have prevailed in the kindergarten classroom.** - What is the importance of a physical environment which is appropriate and academically stimulating in terms of security, challenging learning experiences and the whole development of the child?
- D. **Reflect on the socio-emotional climate observed and / or the one that must prevail in kindergarten classroom.** - What is the importance of an appropriate socio-emotional environment, positive relationships and supportive interactions in terms of emotional security, the development of the whole child and learning?
- III. **Observation and description of the characteristics observed in a 5 years old child selected in the educational setting (see instructions on the handout provided.)**
Remember to provide concrete evidence to support and justify the observations.
- IV. **Administration of several assessment instruments to the same child observed.** This task can take several days, so start early in the semester. **Include all instruments answered to complete this experience in the written report.**
- A. **Administration of several assessment instruments to the child who was observed.**
- 1) **Interest Questionnaire** *Include it with the child's responses
 - 2) Interview about **knowledge of literacy skills / reading and writing**
 - 3) **Diagnostic assessment** * **Include the answered and corrected copy.** Explain the correction key used.
 - 4) Reading of a story and completion of a **reading interview** * **Include a copy of it with the child's responses.**
- B. **Include an analysis of the results of the instruments administered. Identify the strengths and potential needs of the child who was observed and interviewed based on the observed characteristics and the analysis of the results of the assessment instruments. (*2 pages minimum).**
- C. **Reflect on the importance for the teacher candidate to have knowledge and understanding of the particular characteristics and needs of each child to promote their development and learning. Also, reflect about the benefits and uses of assessment. (* 2-3 pages)**
- V. **Observation and description of three classes or educational activities** carried out during the days of your visits to the kindergarten classroom.
- A. Use the **chart or observation record provided.** The **observation log** details specifically what to observe and to what information you should pay more attention to during observations. Remember that in the written report you have to include **three (3) observation records** from three classes observed. Be specific. If necessary consult with the cooperating teacher or the lesson plan she used. (Do not forget to **clearly and precisely** describe the **students' behavior**, for each visiting day). The observation record includes:
- The topic of the day, skill or activity of the class
 - The objectives of the class or activity (conceptual, procedural and attitudinal)
 - The standards and expectations of the class or activity
 - The values that were developed (if applicable)
 - The activities carried out (initiation, development and closure)
 - Materials and resources used by the teacher

- Assessment of learning in the class or activity
- Integrated areas (if applicable)
- The behavior and reaction of students and teacher's management
- How was the integral development of the child in terms of the physical, social, emotional, language, creative and cognitive aspects fostered?

VI. **Critical reflection (Application of knowledge acquired in EDPE 3049 course after the completion of the task):**

A. Think about the educational practices observed in the kindergarten classroom. While reflecting refer to the following:

- 1) **Developmentally Appropriate Practices (DAP)** - Could you observe them in this school setting? What aspects of the DAP were observed in this kindergarten?
- 2) **The role of the teacher** - What was the predominant role of the teacher in the classroom setting? Was it consistent with what the NAEYC and the Department of Education (DE) state should be the role of the teacher?
- 3) **Teaching strategies used by the teacher** - Were teaching strategies appropriate for the age, characteristics and needs of the learners? Were a variety of strategies used by the teacher? What specific strategies did you observe were used by the teacher?
- 4) **Early childhood characteristics** - Were they taken into consideration by the teacher? What particular aspects were taken into consideration?
- 5) **Respect and attention to diversity** (cognitive levels of development, maturity levels, socio-cultural and linguistic diversity, etc.) – Was diversity in all its dimensions respected, valued and addressed in this classroom? Were the needs of all learners addressed? How was this accomplished specifically? Give concrete examples.
- 6) **The ethical code of the NAEYC** - Was it applied or implemented? What specific aspects occurred during your visits?
- 7) **Learning principles** - What learning principles occurred in the kindergarten classroom? Give concrete examples.
- 8) **Learning theories** – Which learning theories did you see used in the classroom? Explain why?
- 9) **The goal and philosophy of kindergarten as outlined by the Department of Education (DE) in the Kindergarten Program Conceptual Framework** – Was the goal and philosophy of kindergarten as outlined by the Department of Education (DE) in the Kindergarten Program Conceptual Framework addressed? How was the integral development of the child in the physical, social, emotional, language, cognitive and creative aspects promoted in the activities implemented by the teacher?
- 10) **Circular letter # 6 2013-14 of July 20, 2013 on Rules, procedures and guidelines concerning the operation of the kindergarten**
<https://sites.google.com/site/kinderpuertorico/carta-circular>

*** Remember to quote some principles promulgated by these documents and include the reference (minimum 5 pages, use the NAEYC Position Statement about Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 2009).**

B. Conclusion: Reflect and respond about:

(* 1.5 pages maximum)

- 1) The importance of this clinical experience for your training and development as an elementary school teacher.
- 2) Explain what you learned from this field experience?
- 3) How did you collaborate and contribute to this learning community and what are your impressions about working with kindergarten children?
- 4) Why is the kindergarten experience important in early childhood education?

B. Teaching Experience - Development of a teaching experience in the school setting previously observed. **(10%)**

This learning activity will be completed with a small group of 5-7 students in a learning center. It can be a mini-lesson to work on a specific skill or concept. For example, you could work with sets, measurement, patterns, coins, colors, rhymes, letters, a story, a science or social studies concept, etc. You could start the class by reading a story, puppet shows, visuals, pictorials, a power point presentation, or a poem. You should integrate the use of materials from the room area you are working with or prepare your own materials. The activity will be coordinated and planned with the cooperating teacher. Activities should be age and individual appropriate for each learner. As the course instructor, I'm willing to help you in the planning aspect of this task.

This part of the report must include:

- I.** Written narrative description of the **meeting with the cooperating teacher** to plan the activity. (* 1/2 or 1 page)
- II.** The **lesson plan**
 - A. The activity, though short, should be multidisciplinary. It must integrate at least **3 or more subjects** (eg. language, science, art, mathematics).
 - B. The plan must be approved and signed by the cooperating teacher and, if possible, by the course instructor.
 - C. You must use the **DE** lesson plan format.
 - D. The plan should include the **objectives, standards and expectations** that apply to the activity.
 - E. The activity must be **age and interests appropriate** for children.
 - F. The activity should promote **appropriate innovative practices** and **not traditional and inappropriate practices**.
 - G. The materials, resources and learning environment designed should be **stimulating and challenging** for all children.
 - H. The activity should include some **assessment tool**.
 - I. The assessment should suit the needs of diverse children.
 - J. The learning environment that prevails during the activity must be healthy, respectful, and must reinforce positive social interactions and relationships.

III. Pictures (several) of all materials prepared and of the student-teacher carrying out the activity. Bring a camera and ask the cooperative teacher to take pictures while you are teaching.

IV. Resources used or photos should be included in the report.

V. Examples of work completed by children during the activity or photos.

VI. Evaluation of the experience:

A. **Self-evaluation and reflection (a narrative of 1 page)**

B. **Evaluation of the cooperating teacher**

(Use the handout provided. Explain to the teacher that the 4, 3, 2, 1 scale / key must be used and not checkmarks.)

VII. Attendance sheet must have school seal and be signed by the cooperating teacher.

VIII. Certification sheet completed by cooperating teacher

NOTE: Be honest and ethical at all times.

Rubric to evaluate Field Experiences in EDPE 3049
Promoting child development and learning in kindergarten through the use of effective approaches for teaching and assessment

College of Education
 University of Puerto Rico
 Río Piedras Campus

Student's name _____

Date _____

Student number _____

Professor: Laura M. Santiago Díaz, Ed.D.

Course EDPE 3049 – The kindergarten in the school program

Elementary Education Program (K – 3rd)

Promoting child development and learning in kindergarten through the use of effective approaches for teaching and assessment
Rubric to evaluate the Field Experiences in EDPE 3049

NAEYC standards	Criteria	Performance Criteria	1 Standard not met	2 Standard Partially Met	3 Standard Met	4 Exemplary	Observations
S 1. Promoting Child Development and Learning S 1 KE 1b: Candidate knows and understands the multiple influences on early development and learning	I Introduction Contextualizing the kindergarten setting	The candidate explains the reason for the selected school setting and includes information about the school: its name, address & community, phone numbers, school director's name, kindergarten teacher's name, amount of students enrolled in the kindergarten visited, type of setting , and services that the school offers for children and their families. (8 pieces of information)	Presents a poor explanation of the reason for the selected school setting and includes limited information about the school and the services it offers for children and their families. (0-2 pieces of information)	Presents a satisfactory explanation of the reason for the selected school setting and includes moderate information about the school and the services it offers for children and their families. (3-4 pieces of information)	Presents a good explanation of the reason for the selected school setting and includes adequate information about the school and the services it offers for children and their families (5-6 pieces of information)	Presents an excellent explanation of the reason for the selected school setting and includes ample information about the school and the services it offers for children and their families (7-8 pieces of information)	1

S 1 Promoting Child Development and Learning S 1 KE 1b: Candidate knows and understands the multiple influences on early development and learning	II Observing and reflecting on the educational environment (physical, social, emotional)	The candidate describes the physical and educational environment in the kindergarten visited (areas, activity-learning centers and their use, curriculum implementation) in accordance to the developmentally appropriate practices.	Presents a limited description of the physical and educational environment in the Kindergarten visited in accordance to the developmentally appropriate practices.	Presents a moderate description of the physical and educational environment in the Kindergarten visited in accordance to the developmentally appropriate practices.	Presents an adequate description of the physical and educational environment in the Kindergarten visited in accordance to the developmentally appropriate practices.	Presents an ample description of the physical and educational environment in the Kindergarten visited in accordance to the developmentally appropriate practices.	2
		The candidate describes social and emotional interactions observed between the teacher and her students and among children in the kindergarten visited in accordance to the developmentally appropriate practices.	Presents a poor description of the social and emotional interactions observed between the teacher and her students and among children in the kindergarten visited in accordance to the developmentally appropriate practices.	Presents a satisfactory description of the social and emotional interactions observed between the teacher and her students and among children in the kindergarten visited in accordance to the developmentally appropriate practices.	Presents a good description of the social and emotional interactions observed between the teacher and her students and among children in the kindergarten visited in accordance to the developmentally appropriate practices.	Presents an excellent description of the social and emotional interactions observed between the teacher and her students and among children in the kindergarten visited in accordance to the developmentally appropriate practices.	3
		The candidate reflects about the importance of an appropriate and stimulating physical and academic environment in terms of security, challenging learning experiences and the development of the whole child.	Offers a poor reflection about the importance of an appropriate and stimulating physical and academic environment in terms of security, challenging learning experiences and the development of the whole child.	Offers a satisfactory reflection about the importance of an appropriate and stimulating physical and academic environment in terms of security, challenging learning experiences and the development of the whole child.	Offers a good reflection about the importance of an appropriate and stimulating physical and academic environment in terms of security, challenging learning experiences and the development of the whole child.	Offers an excellent reflection about the importance of an appropriate and stimulating physical and academic environment in terms of security, challenging learning experiences and the development of the whole child.	4
		The candidate reflects about the importance of an appropriate socio-emotional environment, the positive relationships and supportive interactions to promote emotional security, the whole development of the child and his/her learning.	Offers a poor reflection about the importance of an appropriate socio-emotional environment, the positive relationships and supportive interactions to promote emotional security, the whole development of the child and his/her learning.	Offers a satisfactory reflection about the importance of an appropriate socio-emotional environment, the positive relationships and supportive interactions to promote emotional security, the whole development of the child and his/her learning.	Offers a good reflection about the importance of an appropriate socio-emotional environment, the positive relationships and supportive interactions to promote emotional security, the whole development of the child and his/her learning.	Offers an excellent reflection about the importance of an appropriate socio-emotional environment, the positive relationships and supportive interactions to promote emotional security, the whole development of the child and his/her learning.	5
S 1 Promoting child development and learning S 1 KE 1a Candidates knows and understands young children's characteristics and needs...	III Observing and understanding young children's characteristics and needs	The candidate observes and describes the characteristics of a kindergarten child in its physical, social, emotional, cognitive, linguistic and creative aspects	Observes and presents a poor description about the characteristics of a kindergarten child in its physical, social, emotional, cognitive, linguistic and creative aspects. (0-1 pieces of information)	Observes and presents a satisfactory description about the characteristics of a kindergarten child in its physical, social, emotional, cognitive, linguistic and creative aspects. (2-3 pieces of information)	Observes and presents a good description about the characteristics of a kindergarten child in its physical, social, emotional, cognitive, linguistic and creative aspects. (4-5 pieces of information)	Observes and presents an excellent description about the characteristics of a kindergarten child in its physical, social, emotional, cognitive, linguistic and creative aspects. (6 pieces of information)	6
		The candidate offers concrete examples to sustain observations.	Offers poor, limited or no concrete examples to sustain observations.	Offers moderate amount of concrete examples to sustain observations.	Offers adequate amount of concrete examples to sustain observations.	Offers an ample amount of concrete examples to sustain observations.	7

<p>S 3 Observing, documenting and assessing to support young children and families</p> <p>S 3 KE 3a Candidate demonstrates understanding of the goals, benefits and uses of assessment...</p> <p>S 3 KE 3b Candidate knows about and uses observation, documentation and other appropriate assessment tools and approaches...</p> <p>S 3 KE 3c Candidate practices responsible assessment to promote positive outcomes for each child...</p>	<p>IV Administering several assessment instruments to the observed child to understand young children's characteristics and needs; identifying strengths and potential needs; and reflecting on the importance of having this knowledge and understanding</p>	<p>The candidate administers several instruments to a child (a) interest's inventory; b) a questionnaire about literacy knowledge; c) a reading interview; d) assessment on colors, geometric figures, letters, and numbers) to assess various areas.</p>	<p>Administers one of four assessment instruments to the child.</p>	<p>Administers two of four assessment instruments to the child.</p>	<p>Administers three of four assessment instruments to the child.</p>	<p>Administers the four assessment instruments to the child.</p>	8
		<p>The candidate identifies strengths and potential needs of the child based on the characteristics observed and the analysis of the results in the assessment instruments.</p>	<p>Identifies poor, limited or no strengths and potential needs of the child based on the characteristics observed and the analysis of the results in the assessment instruments. (1 - 2 of each)</p>	<p>Identifies a moderate amount of strengths and potential needs of the child based on the characteristics observed and the analysis of the results in the assessment instruments. (3 - 4 of each)</p>	<p>Identifies an adequate amount of strengths and potential needs of the child based on the characteristics observed and the analysis of the results in the assessment instruments. (5 - 6 of each)</p>	<p>Identifies an ample amount of strengths and potential needs of the child based on the characteristics observed and the analysis of the results in the assessment instruments. (7 or more of each)</p>	9
		<p>The candidate reflects about the importance and significance for the teacher candidate to have knowledge and understanding of young children's characteristics and needs.</p>	<p>Offers a poor reflection about the importance and significance for the teacher candidate to have knowledge and understanding of young children's characteristics and needs.</p>	<p>Offers a satisfactory reflection about the importance and significance for the teacher candidate to have knowledge and understanding of young children's characteristics and needs.</p>	<p>Offers a good reflection about the importance and significance for the teacher candidate to have knowledge and understanding of young children's characteristics and needs.</p>	<p>Offers an excellent reflection about the importance and significance for the teacher candidate to have knowledge and understanding of young children's characteristics and needs.</p>	10
<p>S 7 Early Childhood Field Experiences</p>	<p>V Describing three lessons or activities observed in the kindergarten scenario</p>	<p>The candidate describes three program lessons or activities observed in the kindergarten scenario using the provided guide.</p>	<p>Offers a poor description of three program lessons or activities observed in the kindergarten scenario using the provided guide (1-2 aspects).</p>	<p>Offers a satisfactory description of three program lessons or activities observed in the kindergarten scenario using the provided guide (3-4 aspects).</p>	<p>Offers a good description of three program lessons or activities observed in the kindergarten scenario using the provided guide (5-7 aspects).</p>	<p>Offers an excellent (very detailed) description of three program lessons or activities observed in the kindergarten scenario using the provided guide (8-10 aspects).</p>	11

<p>S 4. Using developmentally effective approaches</p> <p>S 4 KE 4b Candidate knows and understands effective strategies and tools for early education...</p> <p>S4 KE 4c Using a broad repertoire of developmentally appropriate teaching/ learning approaches</p> <p>S 4 KE 4d Candidate reflects on appropriate practices that promote positive outcomes for each child.</p>	<p>VI Critical reflection about educational practices and effective approaches in the kindergarten scenario observed</p>	<p>The candidate reflects about the educational practices observed in the kindergarten. When reflecting, makes reference to the following aspects: a) the developmentally appropriate practices observed; b) role of the teacher; c) instructional strategies used by the teacher; d) if the individual characteristics & needs of young children were considered by the teacher; e) respect and attention for diversity in its multiple dimensions; f) implementation of the NAEYC code of ethical conduct; g) attention and responsiveness to the learning principles; h) learning theories observed; i) pursuing the goals and kindergarten philosophy as acknowledged in the Department of Education Conceptual Framework (the development of the whole child); j) Circular letter No. #6 2013-14 on rules, procedures and guidelines for the effective functioning in kindergarten</p>	<p>Offers a poor reflection about the educational practices and other aspects observed in the kindergarten</p>	<p>Offers a satisfactory reflection about the educational practices and other aspects observed in the kindergarten.</p>	<p>Offers a good reflection about the educational practices and other aspects observed in the kindergarten.</p>	<p>Offers an excellent reflection about the educational practices and other aspects observed in the kindergarten</p>	<p>12</p>
			<p>In the reflection, the candidate only makes reference to a few of the aspects. (Includes 1-2 elements in the reflection)</p>	<p>In the reflection, the candidate makes reference to a moderate amount of aspects. (Includes 3-4 elements in the reflection)</p>	<p>In the reflection, the candidate makes reference to an adequate amount of aspects. (Includes 5-7 elements in the reflection)</p>	<p>In the reflection, the candidate makes reference to most or all of the aspects. (Includes 8-10 or more elements in the reflection)</p>	<p>13</p>
<p>S 4 Using developmentally effective approaches</p>	<p>VII Designing, planning, and implementing a teaching-learning experience for kindergarteners that incorporates developmentally</p>	<p>The learning experience incorporates developmentally appropriate teaching activities as well as effective instructional strategies for children.</p>	<p>The learning experience incorporates limited developmentally appropriate teaching activities as well as effective instructional strategies for children.</p>	<p>The learning experience incorporates moderate developmentally appropriate teaching activities as well as effective instructional strategies for children.</p>	<p>The learning experience incorporates adequate developmentally appropriate teaching activities as well as effective instructional strategies for children.</p>	<p>The learning experience incorporates ample developmentally appropriate teaching activities as well as effective instructional strategies for children.</p>	<p>14</p>
<p>S 4 KE 4a Candidate knows, understands, and uses positive relationships and supportive interactions as foundation for their work...</p>		<p>The learning experience and the activities integrate at least three disciplines (language arts, plastic arts, mathematics, science, etc.) to support diverse areas of child</p>	<p>The learning experience and the activities don't integrate disciplines to support diverse areas of child</p>	<p>The learning experience and the activities integrate two disciplines to support diverse areas of child</p>	<p>The learning experience and the activities integrate three disciplines to support diverse areas of child</p>	<p>The learning experience and the activities integrate more than three disciplines to support diverse areas of</p>	<p>15</p>

<p>S 4 KE 4b Candidate knows and understands effective strategies and tools for early education...</p> <p>S 4 KE 4c Candidates use a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p>S 4 KE 4d Candidate reflects on own practice to promote positive outcomes for each child.</p>	<p>appropriate teaching activities & effective instructional strategies for children.</p>	development and learning.	development and learning.	development and learning.	development and learning.	child development and learning.	
		The activities are age and individual appropriate, and respond to the interests of young children.	The activities have limited age and individual appropriateness, and seldom respond to the interests of young children.	The activities have moderate age and individual appropriateness, and sometimes respond to the interests of young children.	The activities have adequate age and individual appropriateness, and most of the time responds to the interests of young children.	The activities have ample age and individual appropriateness, and always respond to the interests of young children.	16
		Materials, resources and learning environment created by the teacher candidate are stimulating and challenging for all children (including those that have special abilities and those that have special needs or disability)	Materials, resources and learning environment created by the teacher candidate are slightly or not stimulating and challenging for all children.	Materials, resources and learning environment created by the teacher candidate are moderately stimulating and challenging for all children	Materials, resources and learning environment created by the teacher candidate are adequately stimulating and challenging for all children	Materials, resources and learning environment created by the teacher candidate are exceptionally stimulating and challenging for all children	17
<p>S 1 Promoting child development and learning</p> <p>S 1 KE 1c Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>	<p>VIII Learning environment & positive interactions during the teaching-learning experience</p>	The learning environment and atmosphere created by the teacher candidate is healthy, respectful and supportive of positive relationships and interactions.	Seldom, the learning environment and atmosphere created by the teacher candidate is healthy, respectful and supportive of positive relationships and interactions.	Sometimes, the learning environment and atmosphere created by the teacher candidate is healthy, respectful and supportive of positive relationships and interactions.	Most of the time, the learning environment and atmosphere created by the teacher candidate is healthy, respectful and supportive of positive relationships and interactions.	The learning environment and atmosphere created by the teacher candidate is always healthy, respectful and supportive of positive relationships and interactions.	18
<p>S 5 Using content knowledge to build meaningful experiences</p> <p>KE 5.a.c</p> <p>5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity,...</p> <p>5c Using own knowledge, appropriate early</p>	<p>IX Academic Standards</p>	The candidate articulates content knowledge with academic standards.	Seldom articulates content knowledge with academic standards.	Sometimes articulates content knowledge with academic standards.	Most of the time articulates content knowledge with academic standards.	Always articulates content knowledge with academic standards.	19
		The teacher candidate articulates and aligns the instructional objectives with the kindergarten academic standards and expectations.	Seldom articulates and aligns the instructional objectives with the kindergarten academic standards and expectations.	Sometimes articulates and aligns the instructional objectives with the kindergarten academic standards and expectations.	Most of the time articulates and aligns the instructional objectives with the kindergarten academic standards and expectations.	Always articulates and aligns the instructional objectives with the kindergarten academic standards and expectations.	20

learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.							
S 3 Observing, documenting and assessing to support young children and families S 3 KE 3a S 3 KE 3b S 3 KE 3c	X Assessment activities for the teaching-learning experience	The teacher candidate adapts the assessment tools to meet the needs of diverse children.	The teacher candidate doesn't adapt or makes a poor adaptation of the assessment tools to meet the needs of diverse children.	The teacher candidate makes a satisfactory adaptation of the assessment tools to meet the needs of diverse children.	The teacher candidate makes a good adaptation of the assessment tools to meet the needs of diverse children.	The teacher candidate makes an excellent adaptation of the assessment tools to meet the needs of diverse children.	21
	XI Use of Written Language	Content meets the following categories: <ul style="list-style-type: none">• Clear elaboration• Logical organization	Content seldom meets the following categories: <ul style="list-style-type: none">• Clear elaboration• Logical organization	Content sometimes meets the following categories: <ul style="list-style-type: none">• Clear elaboration• Logical organization	Content most of the time meets the following categories: <ul style="list-style-type: none">• Clear elaboration• Logical organization	Content always meets the following categories: <ul style="list-style-type: none">• Clear elaboration• Logical organization	22
		Content meets the following categories: <ul style="list-style-type: none">• Correct spelling, punctuation and grammar.	Content seldom meets the following categories: <ul style="list-style-type: none">• Correct spelling, punctuation and grammar.	Content sometimes meets the following categories: <ul style="list-style-type: none">• Correct spelling, punctuation and grammar.	Content most of the time meets the following categories: <ul style="list-style-type: none">• Correct spelling, punctuation and grammar.	Content always meets the following categories: <ul style="list-style-type: none">• Correct spelling, punctuation and grammar.	23
S 7 Early Childhood Field Experiences	XII Other criteria (Endorsement, attendance evidence, references)	The field experiences report includes: <ul style="list-style-type: none">• Attendance document with the candidate signatures and the official school seal signed by the cooperating teacher• Authorization for field experiences in the kindergarten setting with the official school seal• Endorsement from the cooperating teacher certifying that the candidate visited the kindergarten• A copy of the kindergarten program or itinerary	The field experiences report includes one of the requisites listed.	The field experiences report includes two of the requisites listed.	The field experiences report includes three of the requisites listed.	The field experiences report includes all four requisites listed.	24
		The field experiences report includes references used.	The field experiences report includes 0 – 1 references.	The field experiences report includes 2 – 3 references.	The field experiences report includes 4 – 5 references.	The field experiences report includes 6 or more references.	25
Content Development				Total score: _____ Grade: 90 - 100 - A			

(4) Exemplary: Required criteria thoroughly addressed and expanded upon	80 - 89 - B
(3) Standard Met: Required criteria adequately addressed.	70 - 79 - C
(2) Standard Partially Met: Required criteria addressed, but response shows lack of understanding and/or effort	60 - 69 - D
(1) Standard Not Met: Required criteria not addressed in a satisfactory manner.	0 - 59 - F
Comments:	
Santiago, L. (2013)	

Candidate data derived from the Assessment

Scoring Guide

90 - 100	A	Excellent
80 - 89	B	Good
70 - 79	C	Satisfactory
60 - 69	D	Poor
0 - 59	F	Very poor

Semester: _____
 Course EDPE 3049 – The kindergarten in the school program

Date: _____
 Professor: _____

Elementary Education Program (K – 3rd)

Rubric to evaluate Field Experiences in EDPE 3049

Promoting child development and learning in kindergarten through the use of effective approaches for teaching and assessment

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total Individual Score	Grade	Comments
NAEYC Standards	S1b	S1b	S1a	S3 a.b.c	S7	S4 b.c.d	S4 a.b.c.d	S1c	S5 a.c	S3 a.b.c		S7			
Student Number	4	16	8	12	4	8	16	4	8	4	8	8	100		
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
TOTAL															
Average															