**ECED 4690/ECSE 4390: Field Experience Formative Feedback**

 ***Field Experience Formative Feedback FL3a is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.***

The teacher candidate will receive feedback on the identified key areas from the university supervisor at the midterm point in the semester. This feedback will serve as a formative assessment and should provide the candidate with useable feedback that can be applied by the candidate in preparation for the assessment that is completed in the field via the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form. To meet the expectations for this experience, a paper copy of the Field Experience Formative Feedback rubric should be completed by the university supervisor at the midterm point in the semester. Following completion of this rubric, the university supervisor should schedule a meeting with the teacher candidate to provide descriptive feedback and to document reflection on the part of the candidate. The teacher candidate is required to scan and attach the completed Field Experience Formative Feedback form to the Field Experience Formative Feedback FL3a Dashboard in LiveText. The university supervisor will then complete the FL3a Field Experience Formative Feedback rubric in LiveText.

*(see back of page for form)*

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|  | **Exceeds**100 | **Proficient**80 | **Developing**60 | **Ineffective**0 |
| ***Supporting the Needs of Elementary Learners****50%* | The teacher candidate cites specific examples of interventions, modifications, and accommodations provided to learners to provide evidence that documents implementation of responsive practice. | The teacher candidate consistently reflects on the needs of the learners and engages in responsive practice. | The teacher candidate inconsistently reflects on the needs of the learners and engages in responsive practice. | The teacher candidate inadequately reflects on the needs of the learners and resultantly does not engage in responsive practice. |
| *Supervisor Evidence:* |  |
| *Teacher Candidate Response to Evidence:* |  |
|  | **Exceeds**100 | **Proficient**80 | **Developing**60 | **Ineffective**0 |
| ***Planning for Classroom Instruction****50%* | The teacher candidate initiates discussion on the use of relevant formative and summative assessment data, prior learner knowledge, and learner interest with relevant stakeholders to plan for meaningful instruction. | The teacher candidate consistently collaborates with the classroom teacher and other relevant stakeholders to reflect on assessment data and plan for meaningful instruction.  | The teacher candidate inconsistently collaborates with the classroom teacher and other relevant stakeholders to reflect on assessment data and plan for meaningful instruction. | The teacher candidate inadequately collaborates with the classroom teacher and other relevant stakeholders to reflect on assessment data and resultantly does not plan for meaningful instruction. |
| *Supervisor Evidence:* |  |
| *Teacher Candidate Response to Evidence:* |  |

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 University Supervisor Signature / Date Teacher Candidate Signature / Date