



**ECED 2121-H6A Curriculum Development through Play: Birth through Age 4 (PreK)
Practicum**

Credit Hours: 2

Semester: Spring 2022

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Office Hours: 8:00am to 6:00pm

Preferred Communication (email and/or text; will respond within 24 hours)

Class Location: Arranged.

Class Meeting Times: As spelled out below in Course Schedule, Roles and Responsibilities, and Timecard

Required Materials:

Appendices 1-7 of this syllabus.

University Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin*.

Course Description

The beginning practicum course is a co-requisite with the course Curriculum Development through Play-Birth through Age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

Pre-requisites:

- ECED 1001 Intro to Early Childhood Education
- ECED 1110 Child Growth, Development, and Learning
- ECED 1115 Health, Safety, and Nutrition
- ECED 1120 Guiding Young Children
- Appropriate fingerprint clearance (Navajo Nation, Zuni, NM, AZ, and/or BIE)
- Personal liability insurance, recommended

Co-requisite:

- ECED 2120 Curriculum Development through Play (B-4)

Course Competencies

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs. The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
2. Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
3. Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7
4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.
5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7
8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

Student Learning Outcomes

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interaction with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.

Assessments

Roles & Responsibilities / Timecard (see Appendix 1)	40%
"I Need to Know" form (see Appendix 2)	10%
Lesson Plan / Observation (see Appendix 3)	10%
Formative Observation Assessments (see Appendix 4)	10%
Summative Observation Assessment (see Appendix 5)	10%
Reflective Journal (see Appendix 6)	10%
Self-Evaluation (see Appendix 7)	10%

Grading

100-90 points = A
 89-80 points = B
 79-70 points = C

69-60 points = D
 Less than 59 points = F

Connections to Program Assessment

Aggregated teacher candidate learning data from lesson plans, formative observations, summative observations, and candidates' self-assessments will be used by the program faculty to determine program effectiveness and to identify opportunities for ongoing program improvement.

Course Schedule

Week	Activity	Assignments	Assessments
	Orientation (time TBD)		
1			
2	Last day to add/drop (Jan. 21)		
3			
4			
5	First two-weeks of Practicum I Graduation Petition due Midterm grades due	"I Need to Know" Reflective journal	"I Need to Know" Formative Obs
6	First two-weeks of Practicum I	Reflective journal	Formative Obs
7	Midterms Last day to withdraw w/W (Mar. 31)		
8			
9			
10			
11	Second two weeks of Practicum I	Reflective journal	Formative Obs
12	Second two weeks of Practicum I	Reflective journal Lesson Plan Summ Obs Self-Evaluation	Lesson Plan Obs Summ Obs Assmnt Self-Evaluation
13			
14			
15	Finals Grades due to Registrar Graduation (May 13)		

Code of Ethics

1. NTU teacher candidates will not disclose confidential information about the school site, students or school personnel without authorization from the Mentor Teacher and/or Instructor.
2. During reflective class discussion, candidates will not use full names of students or school personnel. NTU candidates will use non-judgmental assessment of the situation being discussed by stating only the facts of the situation and reflecting on how they would handle a similar situation.
3. NTU candidates will not post any information, commentary or photos related to the field experience on any social media platform or any other public domain.
4. NTU candidates will not use disciplinary action against a school site student; they will not determine curriculum, program or assessment procedures without the approval of the Mentor Teacher.
5. Candidates will uphold the NTU Student Handbook and the rules and routines of their host school at all times.

6. NTU candidates are required by law to report any suspected child abuse and/or neglect to the appropriate authority.
7. Professional behavior and dress at the placement site are expected and NTU candidates will adhere to the guidelines listed in the Candidate Handbook.

Background Checks

- All candidates are required to provide proof of fingerprinting/background check appropriate to the setting in which they will be doing their field experience.
- If a candidate does not receive a clear background check she or he must drop the course and will be barred from future field experience classes until any background check discrepancies are resolved.

Indigenous Philosophies

- The Diné Philosophy of Education is incorporated into every class for Navajo students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes: Nitsáhákees, Nahát'á, Íina and Siih Hasin, which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.
- The A:shiwí Philosophy of Education is incorporated into every class for Zuni students. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwí Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

The Navajo Technical University and the School of Arts and Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

Email Address

Students are required to use NTU's email address as a formal mode of communication.

APPENDIX 1
Practicum I: Roles and Responsibilities

Dates	Teacher Candidate	Mentor Teacher	College Supervisor
1 st two wks	<ul style="list-style-type: none"> ● Send intro letter to families. ● Focus on Mentor’s expectations and management of classroom routines. ● Become familiar with building (library, computer lab, teachers’ lounge, etc.) ● Learn students’ names. ● Become familiar with Mentor’s teaching plans (requirements and formats, weekly/monthly plans, unit plan, and/or yearly plan). ● Participate in family events (literacy night, open house, PTC). ● Produce entries in reflection journal. 	<ul style="list-style-type: none"> ● Review school policies and procedures. ● Introduce Teacher Candidate to building colleagues and other personnel; introduce Candidate to students as teacher. ● Model lessons; provide feedback to Candidate. 	<ul style="list-style-type: none"> ● Assemble Candidate’s Field Experiences folder. ● Have at least one Zoom session together with Candidate and Mentor. ● Review how timesheets are completed and signed-off for each week. ● Ensure initial forms are completed.
2 nd two wks	<ul style="list-style-type: none"> ● Re-establish classroom presence; observe any changes in classroom procedures. ● Prepare materials, evaluate students’ work, and make bulletin boards. ● Participate in classroom instruction and management by teaching small group lessons that Mentor develops. ● Observe Mentor’s family interactions. ● Continue entries in reflection journal. ● Participate in family events. ● <i>Plan and teach small group lessons.</i> 	<ul style="list-style-type: none"> ● Model lessons; provide feedback to Candidate. ● Review Candidate’s written plans; offer suggestions. ● Observe Candidate’s lessons; offer both oral and written feedback. ● Complete and discuss with Candidate Summative Observation Assessment. 	<ul style="list-style-type: none"> ● Complete onsite formal observation of Candidate. ● Conference with Candidate and Mentor. ● Complete and assemble all required forms in Candidate’s folder.

Practicum I: Timecard

Candidate _____ Mentor _____

Date _____ Semester _____

Directions to the Teacher Candidate. *Specify the week, indicate daily check in and check out times, and have your Mentor Teacher initial each day in the spaces below. Turn in to your University Supervisor prior to the last week of the semester. Add additional sheets if make-up time is necessary.*

Week	Mon	Tue	Wed	Thu	Fri
1st two weeks					
2nd two weeks					

Submit completed copy to College Supervisor

Will be filed in Candidate's Folder
APPENDIX 2
Practicum I: "I Need to Know"

Candidate _____ Mentor _____

Date _____ Semester _____

Directions. *This form is for documenting important information from your Mentor Teacher about your Practicum I classroom. Keep the original, and make a copy for your University Supervisor. Use additional sheets if necessary and attach. **Complete prior to the end of the first week of Practicum I.***

1. When is the best time for us to get together to talk about and plan for teaching?

2. Where do I park? Where and with whom do I sign in?

3. Whom should I call if I am going to be absent or late? What is the number?

4. May I call you at home? What is your cell number?

5. Do you have any special considerations or "pet peeves" that I should take into consideration (for example, punctuality, dress, interactions in the classroom, etc.)?

6. Do you coach a sport, sponsor a club, chair a committee, or participate in other extra-curricular activities at school? If so, may I observe and/or participate? When would be a good time? Where should I report?

7. May I have a tour of the building and/or campus? When would be a good time?

8. Will you introduce me to people at the school whom I need to know?

9. Are there any children at your school with special needs? What must I know about them?

APPENDIX 3

Practicum I: Lesson Plan

Assignment Steps

1. Work with your Mentor Teacher to identify one lesson to plan for, teach, and reflect upon in the second two-week segment of Practicum I. Ensure that the lesson fits within the context of the Weekly Lesson Plan that has been developed by your Mentor (possibly with other Teachers at your school site). Coordinate with your Mentor and University Supervisor so that at least one of them can observe the lesson.
2. Utilize the appropriate Lesson Plan Template (direct instruction or inquiry instruction) from ECED 2120 to frame up your Lesson.
3. Email the Lesson Plan to your University Supervisor. Arrange for this person to observe and give feedback on the lesson, if possible.
4. Teach the lesson.
5. Reflect upon what went well, what didn't, and what you will do differently next time.
6. Share the reflections with your Mentor Teacher and University Supervisor.

Lesson Plan Rubric

Candidate:

Date:

Evaluated by: Candidate ____ University Supervisor ____ Mentor Teacher ____

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Scores & comments
<i>1. Written Communication Skills (NAEYC 5c-d)</i>	Written plan contains many errors and is unclear or uses inappropriate language. Professional appearance is lacking.	Writing is acceptable and professional. Written plan contains one or more grammatical or spelling errors.	Written plan is clear, well organized, professional, and free of grammatical and spelling errors.	
<i>6. Learning Objectives and Standards (NAEYC 1a-b, 4b-d)</i>	The objectives and/or standards are missing or are inappropriate for young children. There is no connection between the objectives/standards and the assessment.	Objectives are listed but may not be the most appropriate for the targeted skills. Measurable terms are used for the objectives. The objectives are generally connected to the SC state curriculum standards and the assessment.	Clear and age appropriate objectives are stated using measurable terms. These are appropriately challenging for the children. The state curriculum standards support and are connected to the objectives and the assessment.	
<i>7. Materials and Resources (NAEYC 1a-c, 2a, 4b-c)</i>	Many materials and/or resources are missing or are inappropriate. Materials/ resources do not match the needs of the children for the lesson.	Essential materials and resources are listed. Some of the materials take into account the children's ages, abilities, languages, and cultures. Materials and resources make the lesson content interesting and engaging.	Materials and resources take into account the children's ages, abilities, languages, and cultures. A detailed list of all needed materials is provided. A variety of materials/resources are used to actively engage the children with the content.	
<i>8. Developmentally</i>	The lesson is based on	Most of the lesson utilizes developmentally	Developmentally effective approaches are listed and	

<i>Effective Approaches and Technology (NAEYC 1a-c, 4a-d, 5c-d)</i>	procedures and/ or activities that are not developmentally appropriate for young children. Students do not have an active role in the lesson.	appropriate approaches but some aspects of the lesson are limited. Students are actively involved in the lesson.	utilized with children during the lesson. These may include but are not limited to fostering oral language communication, child-initiated inquiry, adult directed learning, free exploration, teacher modeling, centers, technology, units of study, manipulatives, hands-on learning, the arts, and cooperative learning. The approach to the lesson engages students in meaningful and active ways.	
<i>9. Management Routines and Learning Environment (NAEYC 1a-c, 4a-b)</i>	Little or no information is provided concerning the management of materials, classroom routines, and dealing with challenging behaviors. There is no plan for supporting students or creating a respectful environment.	General information is provided about creating respect for students and supporting them in the learning process. Major classroom management routines are listed but may not be appropriate for young children. There is a plan that provides for managing materials, resources, or dealing with challenging behaviors.	Clear evidence about the classroom environment includes creating respect for each student and supporting children in the learning process. Classroom management routines are listed and appropriate for young children. A detailed plan is provided for managing materials, resources, and dealing with challenging behaviors.	
<i>11. Assessment (NAEYC 3a-c, 5d)</i>	The assessment is missing or is inappropriate. There is no connection to the objectives/standards.	The assessment is generally linked to the objectives/ standards. The assessment is described but not attached.	Assessment rubrics, checklists, etc. are attached with criteria for evaluation. Informal observation assessments include questions or descriptions of student expectations (What is being observed?). The assessment is tightly linked to the objectives/standards.	
<i>12. Post Lesson Reflection (NAEYC 1a-b, 3a-c, 4a-d, 5b-d)</i>	The analysis is weak and addresses less than three aspects of the post lesson reflection. There is no insight into future teaching improvements.	The analysis addresses at least three important aspects of the reflection: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, or suggestions for improving future teaching.	Comprehensive analysis includes a thoughtful discussion of all of the following: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, and suggestions for improving future teaching.	
Overall comments				Reader's initials

Scale: 21-19 = A; 18-16 = B; 15-13 = C; 12-11 = D; less than 10 = F

Weekly Lesson Plan Checklist Rubric

Candidate:

Date:

Evaluated by: Candidate ____ University Supervisor ____ Mentor Teacher ____

Does the plan specify...

- / / Time frame (days, weeks)
- / / Appropriate time and subject blocks
- / / Appropriate standards
- / / Lesson for each time block
- / / Each lesson includes an instructional objective
- / / Each lesson includes appropriate instructional steps (direct or inquiry steps)
- / / Each lesson includes appropriate assessments (checks for understanding, quiz, or performance-based assessment)
- / / Reflections on what went well and what didn't

Comments:

APPENDIX 4
Practicum I: Formative Observation Assessment

Candidate _____
 Date _____

Mentor _____
 Semester _____

Directions to observer. Choose from among the criteria below to identify aspects of instruction that are working, and one aspect that can be improved. Identify next steps on the following page.

Things that are working

Things to work on

1. Designs and plans instruction

- a. Specifies desired learning outcomes for lessons
- b. specifies teaching procedures for lessons
- c. Specifies resources for lessons
- d. Specifies procedures for assessing student progress
- e. Plans for student diversity, abilities, and styles
- f. Addresses all levels of students' knowledge and understanding

2. Creates and maintains a positive learning climate

- a. Uses K'è to relate to students
- b. Communicates enthusiasm for student learning

c. Demonstrates warmth and friendliness

- d. Shows sensitivity to needs/feelings of students
- e. Provides feedback to students about behavior
- f. Maintains positive classroom behavior
- g. Manages disruptive behavior

3. Implements and manages instruction and assessment

- a. Begins lessons effectively
- b. Presents information clearly
- c. Gives clear directions and explanations
- d. Uses student responses/questions
- e. Maximizes opportunities for all to participate

f. Provides student feedback throughout lesson

- g. Promotes student retention and understanding
- h. Uses effective closure/summarization techniques
- i. Uses instructional material effectively
- j. Uses instructional technology effectively
- k. Promotes individual student learning
- l. Uses teaching methods appropriately/effectively
- m. Uses instructional time effectively
- n. Demonstrates knowledge of subject
- o. Manages conditions for teaching and learning

Teacher Candidate's next steps

Observer's next steps

Next visit _____ Focus _____

APPENDIX 5

Practicum I: Summative Observation Assessment

Candidate _____ Mentor _____
Date _____ Semester _____

Directions to Mentor Teacher. For each criterion, provide a number related to the scale below, or check the box, that best approximates the performance of the Teacher Candidate. Complete and discuss with Candidate Teacher in last week of Practicum I.

- 5 = candidate uses this skill appropriately and consistently with competence and confidence
4 = candidate uses this skill appropriately and consistently
3 = candidate uses this skill appropriately
2 = candidate is beginning to incorporate this skill in her/his instructional repertoire
1 = candidate has not developed or used this skill
NA = not applicable or not observed

1. Designs and plans instruction.

- a. Specifies desired learning outcomes for lessons
b. Specifies teaching procedures for lessons
c. Specifies resources for lessons
d. Specifies procedures for assessing student progress
e. Plans for student diversity, abilities, and styles
f. Addresses all levels of students' knowledge and understanding

2. Creates and maintains a positive learning climate.

- a. Uses K'e to relate to students
b. Communicates enthusiasm for student learning
c. Demonstrates warmth and friendliness
d. Shows sensitivity to needs/feelings of students
e. Provides feedback to students about behavior
f. Maintains positive classroom behavior
g. Manages disruptive behavior

3. Implements and manages instruction and assessment.

- a. Begins lessons effectively
b. Presents information clearly
c. Gives clear directions and explanations
d. Uses student responses/questions
e. Maximizes opportunities for all to participate
f. Provides student feedback throughout lesson
g. Promotes student retention and understanding
h. Uses effective closure/summarization techniques
i. Uses instructional material effectively
j. Uses instructional technology effectively
k. Promotes individual student learning
l. Uses teaching methods appropriately/effectively
m. Uses instructional time effectively
n. Demonstrates knowledge of subject
o. Manages conditions for teaching and learning

4. Demonstrates professionalism.

<p>a. Attendance // Frequently absent // Rarely absent // Exemplary attendance</p>	<p>b. Punctuality // Frequently late // Generally punctual // Always on time</p>	<p>c. Professional appearance // Occasionally inappropriate // Usually dressed OK // Always appears in professional manner</p>
<p>d. Oral expression // Makes frequent errors // Inarticulate // Articulate // Expressive, animated</p>	<p>e. Written expression // Contains frequent errors and is unclear // Is organized and expressive // Communicates effectively to parents, administrators, and colleagues</p>	<p>f. Tact and judgment // Thoughtless: insensitive to others // Sometimes insensitive and disruptive // Maintains good relations with others // Diplomatic, highly sensitive to others</p>
<p>g. Reliability // Sometimes fails to complete assigned tasks // Sometimes needs to be reminded // Responsible: attends to tasks on schedule // Self-starter: perceives needs and attends to them</p>	<p>h. Self-initiative // Passive: depends on others for direction, ideas, guidance // Has good ideas, works with limited supervision // Creative and resourceful, implements plans independently</p>	<p>i. Self-confidence // Anxious: often appears self-conscious, nervous // Arrogant: has unfounded beliefs in abilities // Usually confident and comfortable in classroom // Realistically self-assured: competently handles class demands</p>
<p>j. Collegiality // Prefers to work in isolation // Reluctant to share ideas and materials // Often participates in team efforts // Willingly shares ideas and materials</p>	<p>k. Student interactions // Can appear threatening or antagonistic to students // Shy: hesitant to work with students // Relates easily and positively with students // Outgoing: actively seeks opportunities to work with students</p>	<p>l. Responsive to students // Does not attempt to accommodate needs of unique learners // Makes negative comments about students' abilities to learn // Usually accepts responsibility for all students' learning // Consistently responds to learning needs of all students</p>
<p>m. Responsive to feedback // Defensive: unreceptive to feedback // Receptive but doesn't implement suggestions // Receptive and adjusts performance accordingly // Eager: solicits suggestions and feedback from others</p>		<p>n. Ability to reflect and improve performance // Reluctant to analyze teaching performance // Makes some effort to review teaching skills // Actively seeks ways to assess teaching abilities // Consistently deepens knowledge of classroom practice and students' learning</p>
<p>o. Professional characteristics: A = always, U = usually, S = seldom ___ Commitment: demonstrates genuine concern for students and is dedicated to the teaching profession ___ Creativity: seeks opportunities to provide unique learning experiences and develops imaginative lessons ___ Flexibility: responds to unforeseen circumstances in an appropriate manner and modifies plans or actions when necessary ___ Integrity: maintains high ethical and professional standards and responds to district policies appropriately ___ Organization: is efficient; successfully manages multiple task simultaneously and establishes/ maintains effective classroom routines and procedures ___ Perseverance: strives to complete tasks and improve teaching skills ___ Positive disposition: possesses pleasant interpersonal skills; is patient, resilient, optimistic, and approachable</p>		

This form will be completed online by Candidate's Mentor Teacher

APPENDIX 6

Practicum I: Reflective Journal

Assignment Steps

1. Obtain a journal container: 1) ruled composition book (widely available) or 2) blank journal.
2. For each day at Practicum, write at least 150 words, reflecting on the day's activities and your thoughts and emotions. Talk about what went well, what didn't, unexpected events, epiphanies, or anything else that you care to share.
3. By the end of Practicum I, you should have at least 10 daily entries. You are encouraged to write more!
4. Avoid too much descriptive writing. Take an analytic approach, considering *why* things happened a certain way rather than just what happened.
5. Possible focus points include:
 - a. What was the most interesting thing that happened?
 - b. What were things that you learned from something that took place?
 - c. What was new or surprising?
 - d. What have you changed your mind about, and why?
 - e. One thing I am unsure about...
 - f. What I liked most about my lesson was...
 - g. What I will do differently next time is...

Reflective Journal Rubric

Criteria	Emerging	Developing	Proficient	Points & Comments
<i>Content</i>	Reflections demonstrate limited critical thinking... Entries address none of the possible focus points.	Reflections demonstrate some degree of critical thinking... Entries address some of the possible focus points.	Reflections demonstrate high degree of critical thinking in evaluating key concepts and theories from readings, lectures, media, discussions activities, and/or assignments.	
<i>Growth</i>	Conveys limited or no evidence of reflection on own work.	Conveys some evidence of reflection on own work.	Conveys strong evidence of reflection on own work.	
<i>Quality</i>	Poorly written with frequent errors that distract from the meanings and messages.	Average or casual writing style with some errors of grammar, punctuation, usage, and spelling.	Well written and clearly organized; free from grammar, punctuation, usage, and spelling errors.	
<i>Timeliness</i>	Journal is submitted more than 2 days late.	Journal is submitted 1-2 days late.	Journal is submitted on or before deadline.	
Overall comments				

APPENDIX 7
Practicum I: Candidate Self-Assessment

Candidate _____ Mentor _____

Date _____ Semester _____

Directions to the Teacher Candidate. *Answer the questions below after you have received and discussed your Summative Observation Assessment from your Mentor Teacher. Add additional sheets if necessary. Turn in to your University Supervisor prior to the last week of the semester.*

Please comment on your professional and personal strengths.

In what areas can you improve?

How can Practicum I be improved?

**Submit completed copy to University Supervisor
Will be filed in Candidate's Folder**