



Lorain County Community College

Social Sciences and Human Services Division

**Field Experience Handbook for
Paraprofessional and Transfer
Teacher Education Candidates and
Cooperating Teachers**

EDCT 281:

Introduction to the Education Profession

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Dear Teacher and Administrator Colleagues:

Thank you very much for supporting the teacher education program at Lorain County Community College (LCCC). Our candidates look forward to the varied and rich opportunities to engage with pupils, and we are most appreciative of your willingness to assist them with that endeavor. To invite candidates into your school and classroom is a model of an ethic of conscientiousness that truly defines teaching as a profession.

The field component of *EDCT 281: Introduction to the Education Profession* is defined as a participatory observation visit, not a student-teaching (clinical practicum) experience. It is intended to add invaluable depth to the understanding of our candidates with regard to what is required of teachers in today's schools. Guidelines have been provided to candidates so that they assist cooperating teachers in a myriad of ways (*outlined in the packet*); however it must always be done with supervision.

Our candidates must complete a minimum of 35 field hours for this course requirement. To meet the requirement, they will observe/assist on a **seven (7) week** schedule. Hence, on a schedule of visitations 2 times a week, teacher candidates are to complete 2-2 1/2 hours each day. On a schedule of 1 day a week, five (5) hours of observation and assistance would be completed.

All field experience placements are in school districts/schools that have agreed to a partnership with LCCC and/or have given written permission to students on an individual basis. At the conclusion of this experience, cooperating teachers (CTs), evaluate the candidates on self-presentation, level of assistance and general performance. Performance evaluations at or above Satisfactory are required for this assessment, and CTs are encouraged to note candidates areas of strength as well as those that need improvement. Included in this packet are forms that will provide verification of the completed hours as well as the evaluation of the candidates' performance.

If at any time you should have a concern regarding a candidate, please do not hesitate to contact the field experience coordinator for paraprofessional and transfer programs, Dr. Aldena Francisco-Harris, at the college by phone (440) 366 4708, or email at afrancis@lorainccc.edu. You are doing us a great service by allowing teacher education candidates into your classroom, and we want to address any problematic situations promptly.

Again, thank you for agreeing to host and supervise a teacher education candidate. We have great confidence that the experience will be a positive and rewarding one for all involved. Please feel free to call for any additional information or help to make this experience as meaningful and productive as possible.

Have a wonderful semester!

Dr. Aldena Francisco-Harris

Working in the Classroom – Field Participation

In the seminar portion of EDCT 281, teacher education candidates frequently talk about interactions with students in structures that may be *one-on-one* (aiding with the completion of worksheets or reviewing spelling words), *small-group* (helping with vocabulary learning or listening to oral reading), or *whole group* (facilitating a review of previous content learning or offering assistance with standardized tests). From these actions candidates demonstrate an acceptance of the critical importance of ongoing assessment for promoting and sustaining student learning.

In general, fieldwork activities may include, but are not limited to the following:

- Observing the teacher during initial instruction or follow-up activities
- Becoming acquainted with the various roles and responsibilities of the teacher
- Assisting with room preparation (e.g., exhibits, displays, or bulletin boards)
- Assisting with projects and hands-on activities
- Participating as much as possible in the teaching/learning activities
- Observing the learning behavior of students over time
- Teaching a game or new technology
- Assisting with behavior problems
- Attending workshops and meetings with the classroom teacher
- Accompanying the class on field trips and/or participate in extracurricular activities
(*cannot conflict with the college weekly seminars or other requirements*)

With consideration to the nature of this participatory observation, teacher education candidates should not be performing the following activities for more than half the visitation time spent per week:

- Copying materials
- Correcting student papers
- Passive observation.

The objective is to have candidates actively engaged with the students in the classroom, which is extremely challenging to accomplish if they sit on the sidelines and/or are not in the actual classroom long enough to observe and assist.

It's a great idea for teachers and candidates to also explore the possibility of special contributions that can be made to the classroom based on candidates' interests, skills, and previous experiences.

What is expected of teacher education candidates?

Aspects of ethical conduct are discussed with candidates as a part of the introduction of the field experience for the course. Accountability, responsibility, confidentiality [*a signed statement is kept on file*] and maintaining the dignity of the teaching profession are emphasized and expected.

Candidates are encouraged to demonstrate personal integrity and characteristics of commitment and conscientiousness, such as punctuality and persistence.

The manner in which a teacher education candidate conducts him/herself has broad implications for the person as well as the teacher education program and college institution; therefore, swift action is taken to remedy possible problems. In the event that a cooperating teacher communicates a problem, raises a concern, or reports an observed or learned infraction of a school procedure or policy, an email communiqué will be sent to the candidate that notifies him/her of the circumstance. As a follow-up to the written notice, a meeting will be scheduled between the program coordinator and candidate in order to discuss the basis of concern and discuss and implement a way for improvement.

Teacher education candidates should be aware that infractions that violate policies, procedures, and/or other academic and behavioral considerations may result in an unsatisfactory field experience evaluation (school) or course evaluation (college). In the event that a candidate receives an unsatisfactory evaluation of performance for validated reasons, the candidate will be required to repeat the field experience for EDCT 281. Agreement to this action must be documented in the content and signage of an *Incomplete Grade Contract*.

In general, as a means of demonstrating overall satisfactory performance and professionalism, candidates are expected to:

- Dress appropriately
- Practice courtesy and use appropriate language
- Be attentive and focused
- Take initiative and actively participate
- Be prepared and problem-solve
- Assist with classroom management
- Discuss topics with the CT
- Demonstrate appreciation for diversity
- Engage in reflection
- Complete all assignments

Field Experience Requirements

- ✓ In order to complete participatory observations in schools, candidates will need to have BCI (state) AND FBI (national) criminal background history (WebCheck) on file with the field experience program coordinator. More detail about this requirement is included in Appendix C.
- ✓ Candidates are required to sign a statement of Good Moral Character and submit it to the program coordinator (see Appendix D).
- ✓ Candidates must also submit a valid TB test result report to obtain a placement.
- ✓ During the initial meeting with cooperating teacher, the candidate will discuss the field experience, including field documents that must be submitted to the program coordinator.

Specifically:

- The teacher should be asked to describe his or her expectations.
- The candidate should describe for the teacher what the candidate would like to accomplish during the semester.
- Expectations regarding course assignments and the observation schedule should be discussed.
- The policy regarding dress code should be clarified, although candidates should never wear blue jeans, T-shirts, revealing clothing, clothes that reveal tattoos, or jewelry or piercings (except earrings).

Field Experience Self-Placement

Self-placement for the completion of required hours is a component of the, Introduction to Education course. As you begin to make arrangements for your placement, please keep the following in mind:

- The intent of this experience is not to seek placement with individuals that are too familiar—friends, neighbors, or teachers from the past five years (your own as well as family members). *This opportunity is much more beneficial when the individuals in the roles of mentor and mentee can exhibit utmost objectivity and professionalism.*
- Candidates who complete the field experience hours in their employment districts are required to be in a different classroom setting than the one for which they were hired. This will require individuals to work out the logistics of this situation with school district administrators. *Specifically, you cannot be paid for work hours during the time that you are completing the 35-required hours for EDCT 281. Documentation of your employment location and reassignment during hours for the field experience is required for this arrangement to be approved.* Appendix A is the application form for requesting to self place.
- This experience is focused on typical K-12 education (private, public) and cannot be completed in vocational or before-care and/or after school-care settings.
- Cooperating Teachers must have a minimum of three years teaching experience to serve as a host for a teacher education candidate.

Field Experience Assignments

1. Summary of Activities and Standards-Based Personal Reflection

This assessment is one that provides candidates enrolled in EDCT 281 with a format for completing observations during their assigned field experience. It requires written documentation of activities, evidence, and reflections for each class visitation. The prescribed format for meeting the assignment requirements is intended to focus candidates on pertinent details that represent alignment with national accreditation standards. Reflective responses to specific journal prompts are also included in this assessment as a means of promoting critical

thinking. At the beginning of the course, instructions for completing this assignment, including the use of a required template, are thoroughly reviewed, standards are discussed, and examples of completed logs by previous candidates are shared (see Appendices F, G and H).

This assessment is predicated on candidates' use of classroom observation and participation as sources for evaluating characteristics of learning environments, Hence, they:

- gain competency in determining the impact that particular aspects of classrooms have on teaching and student accomplishment;
- mentally review methods and techniques that are modeled in the classroom as instruction takes place, and
- contemplate how assessment strategies indicate whether students have met learning outcomes.

2. Hours Verification and CT Evaluation

Cooperating teachers are asked to complete and return two forms as documentation of a candidates' performance. One is the EDCT 281 Hours Verification Form (see Appendix F), and the other is the Field Experience Evaluation Form (see Appendix I). To protect the integrity of the documents, teachers are asked to place them in a sealed envelope that has a signature over the flap. It is the *responsibility of the teacher education candidate to return* this envelope to the course instructor at LCCC.

Each form is included in the packet for preview, but teacher education candidates will present cooperating teachers with a supplemental CT Performance Evaluation Form two weeks prior to completing the field experience.

Form 1: The candidate should keep track of her/his hours, so you may double check your records with him/her. Please initial each line to verify the dates/hours completed by the student. Then sign and date the form at the bottom, and place it in the return envelope.

Form 2: The evaluation form is to assess the teacher education student's performance during her or his semester with you. Please check the appropriate boxes in Part 1, add any comments you would like in Parts 2-4, and then sign and date the form at the bottom. If you have additional comments you might like to make, please add them on the reverse side of the form.

Friendly Reminders

Candidates must remember:

IT IS THE SOLE RESPONSIBILITY OF THE CANDIDATE TO BUDGET THE APPROPRIATE AMOUNT OF TIME FOR COMPLETION OF THE REQUIRED FIELD EXPERIENCE HOURS.

FORMS MUST BE FILLED OUT IN THEIR ENTIRETY OR THEY WILL BE RETURNED

An unsigned, incomplete, incorrect or photocopied Hours Verification Form *will not* be accepted as documentation of completing the field experience accompanying EDCT 281.

Cooperating teachers are asked:

TO COMMUNICATE ANY CONCERNS IMPACTING EVALUATION OF THE TEACHER EDUCATION CANDIDATE

In the event that *concerns of a serious nature arise* during the teacher education candidate's field placement, cooperating teachers are asked to contact the course instructor/program coordinator immediately. Certainly, if candidates fail to represent themselves in the manner previously outlined in this handout, the opportunity to address such concerns quickly and effectively is the goal of the teacher education program. Concerns representing infractions of school and/or college policies will be communicated to candidates via written notice and addressed for remediation purposes.

Course Instructor and Program Coordinator

Aldena Francisco-Harris, Ph.D.

Phone: 440-366-4708

Fax: 440-366-4128

Email: afrancis@lorainccc.edu

LCCC Mailing Address

Division of Social Sciences and Human Services

Teacher Education Program

Lorain County Community College

1005 Abbe Road, North

Elyria, Ohio 44035

APPENDIX

LORAIN COUNTY COMMUNITY COLLEGE INSTRUCTION SHEETS AND FORMS

- A. Self-Placement Request Form
- B. Confidentiality and Liability Form
- C. Background Investigation WebCheck Information Sheet
- D. Good Moral Character Form
- E. EDCT 281 Hours Verification Form
- F. Instruction Sheet: Log Summary of Activities and Personal Reflection
- G. Template: Log Summary of Activities and Personal Reflection
- H. Evaluation Rubric: Log Summary of Activities and Personal Reflection
- I. Field Experience Evaluation Form for Teacher Education Candidates



Lorain County Community College

EDCT 281: Introduction to the Education Profession

FIELD EXPERIENCE **SELF-PLACEMENT** REQUEST FORM

Candidate Name _____ Semester _____ Year _____

Street Address _____ City _____

Zip Code _____

LCCC Email Address _____

Alternative Email Address _____

Home Phone _____ Alternative Phone _____

1) Are you employed by a school district? Yes No

If yes, which one? _____? What position? _____

2) Are you pursuing an associate degree license in *early childhood education* or *educational paraprofessional*? Yes No

If yes, which? _____

3) How many semester hours have you completed in the transfer program toward earning a bachelor's degree?

10-20 21-40 41-60 over 60

With the completion of this form, I _____ (candidate's name) am requesting to self-place for the 35-hour field experience that accompanies EDCT 281: Introduction to the Education profession. With the submission of this form, I understand that a placement should be secured by the third (3rd) week of the current semester, and visitations must begin by the fifth (5th) week of the current semester.

Teacher Education Candidate Signature _____ Date _____

SCHOOL INFORMATION*

Name of District: _____

Name of School: _____

Street Address: _____

(NUMBER STREET CITY STATE ZIP)

School Phone Number: _____

Name of Building Principal: _____

Email Address of Building Principal: _____

Name of Host/Cooperating Teacher: _____

Email of Host/Cooperating Teacher: _____ Years of Experience _____

GRADE(S) AND/OR SUBJECT AREA(S) OBSERVING: _____

***All information must be included and submitted to the course instructor/program coordinator for field experience in order for this placement to be approved. Additionally, the signature of the teacher you will be working with and the building principal are required as verification that a placement has been successfully secured (see below).**

Principal Acceptance of Teacher Education Candidate for Field Placement

I (principal name) _____ have granted permission for _____ (candidate name) to complete a 35-hour participatory observation field experience at _____ (name of school). The candidate was polite, professional and efficient in making the request for placement and all requirements for were thoroughly presented.

Principal's Signature _____ **Date** _____

Teacher Acceptance of Teacher Education Candidate for Field Placement

I (teacher name) _____ have agreed to host (candidate name) _____ in association with the college course, EDCT 281: Introduction to the Education Profession. The candidate has provided me with a copy of the Field Experience Handbook, and I understand that an evaluation of candidate's performance is to be completed and returned to the college instructor at the end of the current semester.

Host Teacher Signature _____ **Date** _____

LORAIN COUNTY COMMUNITY COLLEGE

EDCT 281

**PROFESSIONAL STANDARDS OF CONFIDENTIALITY AND
CONSIDERATIONS OF LIABILITY**

Teacher education candidates are expected to maintain a professional attitude with regard to all activities undertaken during field placement. This includes conscientious attention to standards of confidentiality and considerations of liability while placed in your school setting. In the event that you are unsure of the proper procedures to be followed in a given situation, you should seek the counsel of your cooperating teacher. If the cooperating teacher is not available, you should consult with a building administrator.

To indicate your understanding of and acceptance of these non-negotiable requirements, please complete the following identification information and sign below the sections on confidentiality and liability.

Name (Print) _____

Street Address (Print) _____

City, State, Zip _____

Email Address _____

Phone (home) _____ (other) _____

CONFIDENTIALITY

I understand that I must maintain the confidentiality of privileged information I receive as a result of my field experience. All information regarding the internal operations of the school, the students or their parents, or the school's personnel must be considered privileged and therefore must be kept confidential.

I understand that any violation of confidentiality whether it causes harm or not may result in my dismissal from the LCCC Pre-professional Education Program and such dismissal will be recorded in my student file.

Signature _____ Date _____

LIABILITY

"Neither Lorain County Community College, nor any individual employee assumes liability. for injury, loss, damage, accident, delay, irregularity, or additional expense, including loss or damage to personal effects, arising from any use of any vehicle or service; or from strike, war, weather, quarantine, sickness, government restrictions or regulations; or from any act or omission of any steamship, railroad, motor-coach, airline company, or other transportation; of for any other cause whatsoever in connection therewith."

I acknowledge that I have been advised of and understand the statement of the College's limitation of its liability, as printed above, and further, I do for myself. my heirs, and personal representatives hereby defend, hold harmless, indemnify, and release, and forever discharge all demands, and actions, or causes of action, on account of damage to personal property, or personal injury, or death which may result from my participation, and which result from causes beyond the control of, and without the fault or negligence of the Lorain County Community College, its officers, agents or employees, during the period of my participation as aforesaid.

Signature

Date

Background Investigation WebCheck For Teacher Education Candidates

Greetings:

In order for you to be assigned to a classroom in a school/school district for completion of 7.5 field observation hours, you are required to have a criminal background check by the Division of Social Sciences. This requirement includes a BCI check as well as a FBI check.

Many students choose to have this done at the county sheriff's office. However, you may consult the Ohio Attorney General's website for a complete list of agencies/organizations which offer BCI and FBI WebChecks. The search for this information can be done by county.

Campus Security in the Learning Resource Center/Library (LRC) at LCCC is also an alternative for the BCI check but **not** the FBI check. A valid driver's license or state ID is required to be fingerprinted for your background investigation in the state of Ohio (*the \$25 must be paid prior to your arrival; pay at the Financial Services Center Office—bring the receipt with you to Campus Security*).

NOTE: New early childhood majors pay this fee as a part of their program application; however, students in the paraprofessional and transfer programs will need to pay for their WebCheck. Please inform the personnel at campus security of this circumstance so that others do not bear the expense of your certificate and/or you are approached to pay the fee at a later date.

WebCheck certificates are only good for one (1) year. **The report must be sent to the attention of Dr. Aldena Francisco-Harris at Lorain County Community College.** The college's address is 1005 Abbe Road North. Elyria, Ohio 44035.

Remember, results from your background investigation need to be received before you begin to complete the field observation hours. Hence, it is highly suggested that you do not delay in making arrangements to have the WebCheck process completed.

Signed,



Aldena Francisco-Harris, Ph.D.
Teacher Education Coordinator

Lorain County Community College Teacher Education

Field Experience Requirement for Paraprofessional and Transfer Candidates

Statement of Good Moral Character: **Ohio Administrative Code**

Good moral character is defined in Administrative Rule 3301-21-01(M) as follows:

A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of Section 2907.04 (corruption of a minor) or Section 2907.06 (sexual imposition), or Division (a) or (c) of Section 2907.07 (importuning) of the Revised Code, any offense of violence, theft offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state.

As a teacher education candidate participating in field experience associated with courses at Lorain County Community College, you are attesting to be of good moral character by the signature below.

Teacher Education Candidate Printed Name

College ID Number

Teacher Education Candidate Signature

Date

Program Coordinator Signature

Date

Log Summary of Activities with Personal Reflection

For **SIX** visits to the school you will complete a log sheet summarizing what you observed and/or did during that visit. These log entries will also require you to note how the cooperating teacher exhibited particular attributes *associated with goals of meeting national standards in teacher education*.

NOTE: This will be supplementary to the documentation of your hours. If you choose to go to your placement twice a week for two (2 ½) hours, you will need to designate your logs as #1 a and # 1b, and so on up to #6 a and #6 b (*remember that the dates should be different for a and b entries—HOWEVER, THESE WILL BE GRADED AS ONE ENTRY*). At the end of your experience you will have completed log forms that represent **SEVEN** total (7) weeks (*the last log is a reflective response only*), although the actual visitations will exceed this number for those who go to their schools more than once. PLEASE SEE ME IF YOU HAVE ANY QUESTIONS REGARDING THIS INFORMATION. A blank log template is included on the ANGEL site for this course.

STANDARDS-BASED ATTRIBUTES SCHEDULE

In addition to noting your classroom activity and general reflection, align at least one visit to a particular standard. *You can only use a standard once in order to assure that each attributed is noted in your personal reflection.*

1. **Content Knowledge-- (Interpret [facts, information] and demonstrate [skills, performances] the concepts, ideas and relationships associated with the content area (e.g., science, math, English) that are needed to promote student learning).**

Begin with:

My cooperating teacher showed evidence of a good understanding of their content knowledge when (site at least three examples):

General Reflection: Begin with, "After carefully considering...I think"

2. **Pedagogical Knowledge-- (Plan, implement, and asses instruction based on understanding of learning theories, teaching strategies, and classroom environmental techniques); includes the following teaching acts:**

___ Management, ___ Presentations, ___ Interactions, ___ Group work, ___ Discipline,
___ Humor, ___ Questioning, ___ Discovery and inquiry instruction

Begin with:

My cooperating teacher showed evidence of understanding the teaching/learning process and the need to involve students in their own learning by/when (site at least three examples)

General Reflection: Begin with, "When I considered what was observed, I..."

3. **Professional Knowledge**-- (Having professional experiences and learning opportunities that allow for growth and development, which assist and promote planning [contemplating the future], implementation, and reflection [deliberating the past] for classroom practice.

Begin with:

After talking with my cooperating teacher, I learned that he/she engages in professional development by/when....

General Reflection: Begin with, "I strongly believe..."

4. **Diversity**-- (Accept/Embrace human qualities that are different from our own and those of groups to which we belong, and advocate for social and legal equity; respond to cultural and learning differences in the learning environment); **see INTASC Standard #2: Learner Differences.**

Begin with:

My cooperating teacher showed evidence of respecting differences among learners and representing diversity in the learning environment by/ when:

General Reflection: Begin with, "In terms of diversity, this experience has helped me to understand..."

5. **Dispositions**-- The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth)—(NCATE 2002)

http://www.academicleadership.org/article/Dispositions_Defining_Aligning_and_Assessing

It includes: ___ Compassion, ___ Advocacy, ___ Dedication, ___ Curiosity, ___ Fairness,
___ Honesty, ___ Respect, ___ Responsibility, and ___ Social Justice.

Begin with:

My cooperating teacher showed evidence of communicating challenging learning experiences to each student when:

General Reflection: Begin with, "I have noticed that..."

6. **Technology-- (Use technological tool to complement and enhance learning, teaching, and collaborative processes in the classroom/school). For example, SMART Boards, Notebook Computers; I-Pads.**

Begin with:

My cooperating teacher showed evidence of integrating appropriate technologies in the learning environment by/when:

General Reflection: Begin with, "Some questions that still remain in my mind are..."

7. **Question response: What are the main things you learned about yourself and the teaching profession based on your field experience?**

General Reflection: Begin with, "Some of the areas that I need to continue to gain experience are...because..."

The Summary of Activities and Personal Reflections are to be:

- a) Submitted via files that will be downloaded into ANGEL in accord with dates and times indicated by the instructor.
- b) Typed in a standard 12-point, Times New Roman font.
- c) Double-spaced with the entry beginning directly below the underlined information (i.e., be attentive to the amount of space that you are leaving empty).
- d) **ONE** page in length MINIMALLY. Zero (0) points will be recorded for entries that do not meet the minimum requirement.
- e) Carefully proofread and written in Standard English.
- f) ***Submitted within the time period indicated on ANGEL.*** Once the submission box has been closed, you will be unable to receive points for your work. Please do not ask for hard copies of these documents to be accepted.

An important note:

These forms are a reflection of you as a teacher education candidate. It will serve you well to do them with conscientiousness and commitment.

TEMPLATE: LOG SUMMARY OF ACTIVITIES AND PERSONAL REFLECTION

LOG NUMBER _____ (for example, # 1, # 1a or # 1b (if you observe twice a week)

NAME _____ DATE _____ (SP or FA; m-d-4 digit year)

COOP. TEACHER _____ SCHOOL/DISTRICT _____

TIME PRESENT: FROM _____ TO _____ TOTAL HOURS (this visit) _____

PART I: SUMMARY OF ACTIVITIES

PART II: STANDARDS-BASED PERSONAL REFLECTION
(See Field Experience Requirements for guidelines)

STANDARDS-BASED ATTRIBUTE: (e.g., Content Knowledge, Pedagogical Knowledge, Diversity, etc.)

[Begin with] My cooperating teacher showed evidence of ...

PART III: GENERAL REFLECTION (See Field Experience Requirements for guidelines)

**EVALUATION RUBRIC:
LOG SUMMARY OF ACTIVITIES AND PERSONAL REFLECTION**

Levels of Performance

	MINIMAL	ACCOMPLISHED	EXCEPTIONAL
CONTRIBUTION TO KNOWLEDGE BASE	Limited or shallow descriptions of experiences in satisfying assignment requirements; rationale behind thoughts are unexplained.	Thorough descriptions of experiences that integrate a myriad of personal examples and general insights; demonstrates the ability to analyze.	Includes in-depth descriptions of thinking processes in addition to relationships to life experiences and future goals; views issues from multiple perspectives; analyzes and evaluates.
ORGANIZATION AND AESTHETICS	Log template is not used and/or work is poorly represented (poor print quality, hard to read font, etc).	Log template is used and work is well organized and legible.	Log template is used. Work is well organize and could be used as a model example.
LITERACY AND INQUIRY COMPONENTS	Writing includes comprehensive detail about classroom activities only a basic effort to think about the activities and/or experiences with broad issues relevant to the field of special education in mind; little mention of terms and concepts.	Good detail is included in terms of documenting the classroom activities and the candidates' role during the observation. Thorough notations of praxis domain elements and journal reflections. Some variation in language and sentence structure.	Writing includes comprehensive detail about classroom activities; the order and focus of praxis domains are adhered to and commented on analytically; journal reflections represent an excellent connection to the prompt provided; there is great variation in structure and expression in writing.
MECHANICS	Errors occur with spelling, grammar, usage, capitalization, and punctuation in a way that distracts from the writing.	Few if any errors in spelling, grammar, usage, capitalization, and punctuation.	Spelling, grammar, capitalization, and punctuation are correct and used to enhance and/or emphasize points.

Level of Performance	SUMMARY OF ACTIVITIES	PERSONAL REFLECTION	GENERAL REFLECTION
Minimal	7(1 pt. X 8 logs)	14 (2 pts. X 7logs)	14(2 pts. X 7 logs)
Accomplished	14 (2 pts. X 8 logs)	21 (3 pts. X 7 logs)	24 (3 pts. X 7 logs)
Exceptional	-----	28 (4 pts. X 7 logs)	28 (4 pts. X 7logs)

Candidate's Name _____

Total _____/70 = _____%

LORAIN COUNTY COMMUNITY COLLEGE (LCCC)

FIELD EXPERIENCE EVALUATION FORM FOR

TEACHER EDUCATION CANDIDATES

Teacher education candidate (TEC) _____

School visited _____ Grade or Subject _____

Date of evaluation _____

1. Please check the rating that you have made for the TEC on each performance criterion to the left.

Candidate Performance Criteria	Superior	Good	Satisfactory	Below Expectations	Unsatisfactory
The candidate displayed general appearance and grooming that is suitable for the classroom.					
The candidate demonstrated professional work habits including confidentiality, dependability, and time management.					
The candidate demonstrated proficiency in listening skills, and written and verbal communication skills.					

The candidate assisted in maintaining effective and appropriate practices in the learning environment.					
The candidate facilitated small group and/or one-to-one learning activities for developmental skill acquisition and enhancement.					
The candidate assisted with behavior management and/or the implementation of intervention plans.					
The candidate assisted and/or collaborated with implementing learning activities.					
The candidate assisted in evaluating students' written and oral assignments.					
The candidate assisted with organization and/or student record-keeping tasks.					
The candidate demonstrated an appreciation for cultural/ ethnic/racial/gender/ linguistic differences, as well as the impact of socioeconomic status on learning.					

The candidate demonstrated an understanding of the respective roles and responsibilities of all educational professionals.					
The candidate practiced ethical, legal, and professional standards of conduct.					

2. What would you describe as the TEC's areas of strength? _____

3. What area(s) might stand in need of some improvement? _____

4. Overall, how would you rate the TEC's performance during her/his time with you?
 (Circle one)
 Superior Good Satisfactory Below Expectations Unsatisfactory

Cooperating teacher signature _____ Date: _____