



# **F**IELD **E**XPERIENCE **GUIDEBOOK**

*Masters Level*

# FIELD EXPERIENCE

## Master's Level Guidebook

### School of Education Field Experience Overview

#### Checklist

##### Prior to beginning field experience:

- ❑ Read all Field Experience Guidebook pages and note from your syllabi the due dates and assignment content related to fieldwork.
- ❑ Obtain a photo ID card and/or fingerprint clearance, if required. All candidates completing field experience in New York City public schools MUST first have fingerprint clearance.
- ❑ Attend orientation
- ❑ Set up and attend initial meeting with your collaborating teacher. Some districts require paperwork to be completed (e.g., application, letter of introduction).
- ❑ Collect all necessary paperwork and materials for your visits, like a photo ID and the Log of Hours.

##### During field experience:

- ❑ Stick to the schedule agreed upon by the cooperating teacher, arriving 5 minutes early and dressed professionally.
- ❑ Show enthusiasm and initiative; make yourself as useful as you are allowed to be.
- ❑ Complete any assignments related to fieldwork as determined by your professor(s).
- ❑ Make sure your collaborating teacher signs the Log of Hours to document each attendance.

##### After field experience:

- ❑ Send a Thank You note to your cooperating teacher.
- ❑ Submit the signed Log of Hours to your professor within one week following the final field experience date.
- ❑ Submit your Self-Evaluation online (a link will be provided by the field experience liaison). A preview of your evaluation criteria is available at the end of the Guidebook.

#### **NYC Fingerprinting**

For self-registration in the Personnel Eligibility Tracking System (PETS),

##### **Step One: Email**

[PETSAdminSupport@schools.nyc.gov](mailto:PETSAdminSupport@schools.nyc.gov) with all of the following information:

- Your name, home address, phone number, and date of birth;
- Your purpose "I would like to register to complete fieldwork/student teaching as part of my program at Nyack College."
- Your Nyack College ID;
- A scanned image of your signed social security card;
- Your government issued photo ID (driver's license, passport, State ID).

**Step Two: Follow Instructions.** You will receive a "nomination" email from PETS; follow all instructions, including completing any forms on Applicant Gateway.

**Step Three: Get Fingerprinted.** Email [HRCServiceCenter@schools.nyc.gov](mailto:HRCServiceCenter@schools.nyc.gov) to schedule an appointment. Then, go to HR Connect Walk-in Center, 65 Court St., first floor, Brooklyn (M-F 9-5) with the following:

- Bring documents from Step One;
- Bring fingerprinting payment of approximately \$135 (personal check/money order; debit/credit card—not AmEx)

**Step Four: Check TEACH.** When the process is successful your TEACH account will state "Your DCJS and FBI records have been received."

## Field Experience Philosophy

The basic philosophy undergirding the field experiences of Nyack College School of Education teacher candidates is three-fold: diversity, application, and service. These three relate to our conceptual framework (Service, Academics, Leadership, Teaching) overtly through the "service" component and are interwoven through "diversity" and "application". We want our teacher candidates to be well informed of the possibilities that await them in their intended career and to offer them opportunities to discover their niche in the overall academic structure. We also want to see our candidates' dispositions play out in a professional setting so as to affirm positive attitudes and behaviors, encourage growth, and mediate concerns. The field experience required prior to practicum avails us and our candidates of these pieces.

First, the experiences are designed to be diversified in grade/developmental level, school diversity, and collaborating teacher style. Candidates, regardless of intended certification, are expected to experience the student developmental spectrum from elementary through middle school before focusing on classrooms within their specific certificate range. Similarly, candidates are also required to interact with students whose developmental levels are significantly different than that of their peers. Nyack College is fortunate to be situated among schools with such diverse populations of students and faculty with regard to their cultural and socio-economic backgrounds, and our students take advantage of interacting with that richness of perspective. Nyack College teacher candidates are involved with high needs districts as well. Candidates are placed with a number of collaborating teachers throughout their tenure in the program, exposing them to a variety of teaching styles and classroom management styles in a way that begins shaping their own sense of presence in the classroom and their ability to interact with professional colleagues (Leadership).

Second, all field experiences are connected to specific coursework with the intent that theory will become application. The professors of the co-requisite courses assign to the teacher candidates specific tasks for field experience that relate to topics addressed in class. Such application increases the level of understanding and retention of the candidates' studies (Academics). The degree, difficulty, and percent of time spent on application in the collaborating classroom increases as the candidate progresses in the program, developing the candidates' skills (Teaching). Professors follow-up with the candidates through classroom observation and evaluation of their assignments completed in the placements.

Third, teacher candidates and professors are expected to maintain an attitude of service to the students and collaborating teachers in the collaborating classrooms. While field experiences do serve the educational interests of our teacher candidates, we desire the relationships that are built to be mutually beneficial. Candidates are expected, to the best of their ability, to aid students in the learning process, to assist collaborating teachers in the efficient functioning of the classroom, to display an attitude that energizes the classroom, and to arrange visitation to the classroom at the collaborating teacher's convenience (Service). Likewise, professors and college coordinating staff are expected, to the best of their ability, to attend to the various aspects of placements, assignments, and supervision of field experience to maintain the mutuality of benefits to all parties involved and make adjustments as necessary.

## **Field Experience Course Descriptions**

All field experience is non-credit bearing.

### **Requirements for General Courses**

EDG 730 Field experience for EDG 530 Inclusive Classroom (0)

A 20-hour field experience co-requisite to EDG 530 Inclusive Classroom.

EDG 732 Field experience for EDG 532 Exceptional Child (0)

A 20-hour field experience co-requisite to EDG 532 Exceptional Child

EDG 745 Field Experience for Literacy (0)

A 12.5-hour field experience co-requisite to EDG 545 Literacy.

### **Requirements for Specific Education Majors**

#### **...For Childhood Education**

EDG 763 Field Experience for Methods of Social Studies (0)

A 12.5-hour field experience co-requisite to EDG 563 Methods of Social Studies.

EDG 764 Field Experience for Methods of Science (0)

A 12.5-hour field experience co-requisite to EDG 564 Methods of Science.

EDG 765 Field Experience for Methods of Math (0)

A 12.5-hour field experience co-requisite to EDG 565 Methods of Math.

#### **...For Childhood Special Education**

EDG 733 Field experience for EDG 533 High Incidence Disabilities (0)

A 20-hour field experience co-requisite to EDG 533 High Incidence Disabilities

EDG 734 Field experience for EDG 534 Autism Spectrum Disorder & other Low Incidence Disabilities (0)

A 20-hour field experience co-requisite to EDG 534 Autism Spectrum Disorders and other Low Incidence Disabilities.

EDG 736 Field experience for EDG 536 Behavior Management (0)

A ten-hour field experience co-requisite to EDG 536 Behavior Management.

#### **...For Inclusive Education – Bilingual Extension**

EDG 752 Field Experience for Teaching ELLs & Bilingual Students (0)

A 15-hour field experience co-requisite to EDG 652 Teaching English Language Learners & Bilingual Students.

EDG 753 Field Experience for Bilingual Education (0)

A 20-hour field experience co-requisite to EDG 552 Bilingual Education.

EDG 757 Field Experience for Multicultural Foundations (0)

A 20-hour field experience co-requisite to EDG 657 Multicultural Foundations.

## General Personnel Guidelines

### *...For the Teacher Candidate*

During visits to your assigned school, remember that you are an ambassador of Nyack College and the School of Education. You are in a professional role, building your reputation in the world of educators.

#### General Expectations of all Teacher Candidates:

- Commit to creating a positive experience for yourself, your students and the collaborating teacher.
- Demonstrate professionalism through dress (modest and “business casual”), behavior, and ethical practice.
- Show a sense of loyalty to your assigned school and Nyack College.
- Read the information that has been given to you. Make notes and ask questions about parts you do not understand. Become familiar with the policies and procedures of the school and collaborating teacher.
- Be punctual and consistent in your attendance--do not expect to arrive late, leave early, or modify your schedule from week to week. Sign in and out at the correct time.
- Keep your Nyack College ID badge prominently displayed on your clothing when visiting schools; some may additionally require a visitor badge to be worn.
- Maintain good health and safety practices.
- Recognize that the classroom is the ultimate responsibility of the collaborating teacher and that any variation from standard procedures should be discussed in advance with the teacher.
- Be considerate and respectful when your teacher is conducting class. Do not hold competing conversations or cause other classroom distractions (cell phones OFF--no vibrate mode). Be aware of and follow classroom rules.
- Become actively involved with the teacher, with the students, and in the classroom activities. Look for ways that you can contribute.
- Help clean up after any activity in which you participate. The collaborating teacher will be most grateful.
- Have all materials required by the field experience coordinator (Log of Hours form, Collaborating Teacher Evaluation and Teacher Candidate Self-Evaluation) and your professor completed and ready to submit.
- Send a "Thank You" note to your cooperating teacher as a gesture of gratitude and respect. Be specific about what you learned and for what you are grateful.

Additionally, you must read and sign the MSE Professional Character and Conduct Statement.

# **FIELD EXPERIENCE**

## **Master's Level Guidebook**

### **...For the College Liaison**

The Nyack College professor works as a liaison to monitor students and to serve as a link with the partnership school and the Nyack College field experience coordinator. As liaison, your role is to:

- Act as a support to students and partnership school staff;
- Assist in linking coursework goals and activities with the field experience;
- Monitor teacher candidate's experience;
- Troubleshoot with students if the need arises;
- Document monitoring efforts and particular concerns;
- Attend all College-affiliated meetings regarding the field experience;
- Provide evaluation links to the teacher candidate and to the cooperating teacher.

### **...For the Collaborating Teacher**

As you work with Nyack College School of Education teacher candidates, your role is to:

- Become familiar with the standards, purpose and requirements the teacher candidate must meet to earn credit for this field experience.
- Help the field experience teacher candidate feel welcome and inform the students in your class about the role of the teacher candidate.
- Sign the teacher candidate's Log of Hours each visit.
- As time permits, talk to the teacher candidate about teaching practices and student needs.
- Model good teaching and communication with students in your class as an example for the teacher candidate.
- Be informed of the name and schedule of the field experience coordinator and/or college liaison in your building with whom to communicate when needed.
- Have high expectations of professionalism for the field experience teacher candidate:
  - punctuality and consistency in attendance;
  - appropriate behavior with students;
  - ability to maintain confidentiality;
  - appropriate and professional dress and demeanor.
- At the end of the field experience, complete the teacher candidate's Collaborating Teacher Evaluation Form. A link to the evaluation will be e-mailed by the field experience liaison.

*...For the School Principal*

The administrator of a partnership school assists with the success of a field experience program.

- Accept as a major professional commitment the significance of the field experience program in the preparation of teachers.
- Assist in the selection of qualified, experienced, and professionally committed collaborating teachers who are willing to provide meaningful experiences in their classrooms to field experience teacher candidates.
- Prior to the start of each semester, communicate with the field experience coordinator or college liaison the number of placements possible in the school and the appropriate times they could be used.
- Arrange with field experience teacher candidates, in their first contact, a time to discuss school expectations of their behavior and professional demeanor.
- Arrange specific field experience teacher candidate placements in classrooms or special programs.
- Introduce the field experience teacher candidate to the classroom or special program teacher.
- Check periodically with the collaborating teachers regarding the efficacy of the experience and the assignment.
- Report any problems to the field experience coordinator or the college liaison.

Thank you for having field experience teacher candidates in your building!

## Suggested Classroom Activities

### **Classroom Environment**

1. Observe the classroom climate. How frequently do you hear positive or supportive words within a ten-minute period? What is the teaching style used in the classroom? What are the classroom rules and how are they enforced?
2. Room design. Observe and draw a map of the arrangement of furniture in the classroom. Determine how the room design corresponds to the teaching style used in the classroom. What kind of environmental print is visible?
3. On-task behavior. Observe and take notes on the on-task behavior of several children in the classroom. For each child observed, once every 60 seconds look at the child and record whether he or she appears to be on or off task. Do this for 15 minutes. Repeat for each child observed.
4. Transition time. Watch several students at transition times. How much time does it take each child to get out work materials and become ready for the next activity? What tactics does the teacher use to transition students between activities and which tactics are most/least effective?

**Instruction**

1. Assist a child who has been absent and needs to catch up on a lesson missed.
2. Grade homework assignments, quizzes, and/or exams.
3. Research/Gather visuals and other resources for the collaborating teacher's lessons/centers/activities.
4. Oversee or direct group work.
5. Tutor a range of children:
  - Give an enrichment lesson to a gifted/talented child.
  - Review a lesson with a student who is learning disabled or has special educational needs.
  - Help edit/rewrite an assignment with an English language learner.
6. Develop a bulletin board.
7. Teach activities and lessons based on methods course(s) enrolled in co-requisite to the field experience.
8. Getting student attention. How many different ways does the teacher use to get student attention?

**Professional Responsibilities**

Discuss with your Collaborating Teacher:

- classroom management and behavior guidance strategies
- bridge from school to home
- methods/systems of evaluation and grading
- how classroom observations are used to inform planning and curriculum
- how standardized test scores are used in the classroom for planning, diagnosis, and instruction
- non-instructional responsibilities
- the Code of Ethics for teachers
- behavior and dress in the workplace
- fire drills and lockdown procedures

**Candidate Copy**

## Professional Character & Conduct Statement

The following guidelines for professional character and conduct support the Core Values of Nyack College and the School of Education's Conceptual Framework. Effective teacher leaders have developed habits of character aligned with proper values and, therefore, do "the right thing" when it comes to leading their students and interacting with other professionals. Therefore, it is incumbent that teacher candidates' dress, conduct, and dispositions be professional and not interfere with, or detract from, the clinical environment. Teacher candidates set a positive example for students and peers and should not behave in a way that disrupts the educational process. Teacher candidates are a reflection of the Nyack College Master's Program; therefore, it is expected that students will embrace the guidelines below.

### *Professional Values, Conduct and Dress*

Teacher candidates are expected to:

- Act with honesty and integrity in all aspects of their work;
- Take all reasonable steps in relation to the care of students under their supervision, so as to ensure their safety and welfare;
- Not discriminate on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly;
- Work within the framework of relevant legislation and regulations;
- Communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect;
- Ensure that any communication with pupils/students, colleagues, parents, school management and others is professional and appropriate, including communication via electronic media;
- Avoid conflict between their professional and private interests which could reasonably be deemed to impact negatively on students/colleagues;
- Ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic format;
- Ensure that they do not practice while under the influence of any substance which impairs their fitness to teach;
- Dress in 'business casual' when serving in the school context, wearing modest and well-fitting clothing;
- Be well-groomed at all times.

### *Statement of Agreement/Disagreement*

Have you read, and are you in agreement with, the Standard of Conduct printed above?

Yes     No    (If not, explain any differing views on a separate sheet.)

Teacher Candidate Signature:

Date:

**Candidate Copy**

## Field Experience Contract

During visits to your assigned school, remember that you are an ambassador of Nyack College and the School of Education. You are in a professional role, building your reputation in the world of educators.

Therefore, I, \_\_\_\_\_, agree to the following:

- To be punctual and consistent in my attendance—I will sign in and out at the correct time.
- To demonstrate professionalism through dress (modest and “business casual”), behavior, and ethical practice.
- To keep my Nyack College ID badge prominently displayed on my clothing when visiting schools or an additional visitors badge.
- To be considerate and respectful when your teacher is conducting class. Do not hold competing conversations or cause other classroom distractions (cell phones OFF--no vibrate mode and put away).
- Be aware of and follow classroom rules. If you are using a tablet or iPad, you should not be on the internet during class time. You should be actively engaged in mind and body during your observations.
- To show a sense of loyalty to my assigned school and to Nyack College.
- To read the information that has been given to me. I will make notes and ask questions about parts I do not understand. I will become familiar with the policies and procedures of the school and collaborating teacher. I will look for ways to apply and integrate course content and your placement context.
- To maintain good health and safety practices.
- To recognize that the classroom is the ultimate responsibility of the collaborating teacher and that any variation from standard procedures should be discussed in advance with the teacher.
- To become actively involved with the teacher, with the students, and in the classroom activities, if permitted. I will look for ways that I can contribute.
- To help clean up after any activity in which I participate.
- To have all materials required by my courses (e. g., Log of Hours form).
- To send a "Thank You" note to my cooperating teacher as a gesture of gratitude and respect. I will be specific about what I learned and for what I am grateful.

Teacher Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **FIELD EXPERIENCE**

## **Professional Character & Conduct Statement**

**Please sign this statement and submit it to the Field Experience Liaison.**

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- Work within the framework of relevant legislation and regulations;
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- Ensure that any communication with pupils/students, colleagues, parents, school management and others is professional and appropriate, including communication via electronic media;
- Avoid conflict between their professional and private interests which could reasonably be deemed to impact negatively on students/colleagues;
- Ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic format;
- Ensure that they do not practice while under the influence of any substance which impairs their fitness to teach;
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Teacher Candidate Signature:

Date:

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- Be aware of and follow classroom rules. If you are using a tablet or iPad, you should not be on the internet during class time. You should be actively engaged in mind and body during your observations.
- To show a sense of loyalty to my assigned school and to Nyack College.
- To read the information that has been given to me. I will make notes and ask questions about parts I do not understand. I will become familiar with the policies and procedures of the school and collaborating teacher. I will look for ways to apply and integrate course content and your placement context.
- To maintain good health and safety practices.
- To recognize that the classroom is the ultimate responsibility of the collaborating teacher and that any variation from standard procedures should be discussed in advance with the teacher.
- To become actively involved with the teacher, with the students, and in the classroom activities, if permitted. I will look for ways that I can contribute.
- To help clean up after any activity in which I participate.
- To have all materials required by my courses (e. g., Log of Hours form).
- To send a "Thank You" note to my cooperating teacher as a gesture of gratitude and respect. I will be specific about what I learned and for what I am grateful.

Teacher Candidate Signature:

Date:



# FIELD EXPERIENCE

## General Evaluation Form

Field Experience Student's Name \_\_\_\_\_

Collaborating Teacher's Name \_\_\_\_\_

**Collaborating Teachers:** Thank you for opening your classroom to a Nyack College teacher candidate for field experience! We take your perspective seriously, so please take a few minutes to complete this evaluation. We ask that you respond as accurately as you can to the evaluation below, since a candid assessment is the best way to help us provide formative feedback. This evaluation will be:

- used to give formative feedback to the candidate
- used to add evidence to our own to weigh a candidate's readiness to continue in the program, and
- aggregated as evidence of the quality our preparation programs.

**Activities and Overall Recommendation:**

Please indicate the activities in which the candidate was involved in your classroom:

- Observation
- Helping individual students
- Helping groups of students
- Teaching
- Other (grading, bulletin boards, etc.)

Do you recommend, based on exhibited characteristics in your classroom, this candidate's ability to continue successfully in more intensive classroom participation (e.g., more field observations, student teaching)?

- Recommend
- Do not recommend
- Limited interaction—recommendation is neither affirmative nor negative

**General Professionalism:**

For each of the following categories, please select the phrase that most closely describes the field experience observer's behaviors or dispositions this semester. If there has been limited or no opportunity for observation of a particular category, please select N/A.

	DOES NOT MEET EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	N/A
Attendance patterns	<input type="checkbox"/> Absent/late 3 or more times	<input type="checkbox"/> Absent/late 1-2 times	<input type="checkbox"/> Punctual and dependable; gives advanced notice of emergencies	<input type="checkbox"/>
Professional appearance	<input type="checkbox"/> Unprofessional appearance (e.g., distracting, casual, unkempt, immodest, excessive tattoos/piercings)	<input type="checkbox"/> Appropriate appearance all but 1 or 2 times	<input type="checkbox"/> Appearance demonstrates respect for self and profession (e.g., business casual clothes, good hygiene/grooming)	<input type="checkbox"/>
Ethical behavior	<input type="checkbox"/> Behavior is concerning (e.g., dishonesty is suspected, illegal activity is suspected, interactions with students are of concern)		<input type="checkbox"/> Behaves ethically (e.g., honest, maintains confidentiality, keeps professional boundaries)	<input type="checkbox"/>
Professional attitude	<input type="checkbox"/> Demonstrates negative attitude (e.g., irritable, disinterested, refuses constructive feedback)	<input type="checkbox"/> Demonstrates pleasant attitude	<input type="checkbox"/> Demonstrates positive attitude (e.g., enthusiasm, accepts constructive feedback)	<input type="checkbox"/>
Respect for others	<input type="checkbox"/> Does not show enough respect (e.g., sarcastic, impatient, lack of attentiveness)	<input type="checkbox"/> Demonstrates basic respect for others (e.g., polite, attentive)	<input type="checkbox"/> Considers others' time, needs, feelings (e.g., appropriate tone, attentive, makes accommodations, responds quickly)	<input type="checkbox"/>
Professional drive	<input type="checkbox"/> Lacks initiative (e.g., disengaged, does not take opportunities to participate or improve)	<input type="checkbox"/> Participates actively when directed (e.g., class activities when prompted, but mostly observes and takes notes)	<input type="checkbox"/> Requests opportunities to improve on his/her range of teaching skills (e.g., asks professional questions, asks for increased involvement, looks at resources)	<input type="checkbox"/>
Rapport with cooperating teacher	<input type="checkbox"/> Interactions with teacher are flat or negative	<input type="checkbox"/> Interactions with teacher are positive	<input type="checkbox"/> Builds positive, engaging relationship with teacher	<input type="checkbox"/>
Rapport with students	<input type="checkbox"/> Interactions with students are flat or negative	<input type="checkbox"/> Interactions with students are positive	<input type="checkbox"/> Builds positive, engaging relationship with students	<input type="checkbox"/>
Engaging individual students	<input type="checkbox"/> Hesitates to engage individual students in instructional tasks; instruction is not effective	<input type="checkbox"/> Works with students when prompted; needs guidance to address learners' differences	<input type="checkbox"/> Takes initiative to work with individual students; instruction is appropriate to student needs	<input type="checkbox"/>
Engaging groups of students	<input type="checkbox"/> Hesitates to engage students in instructional groups; instruction is not effective	<input type="checkbox"/> Works with groups when prompted; needs guidance to address group learning proficiently	<input type="checkbox"/> Takes initiative in planning or managing group work to support student engagement and learning	<input type="checkbox"/>
Following directions	<input type="checkbox"/> Has difficulty implementing teacher's directions/lesson plans	<input type="checkbox"/> Requires some supervision for effective implementation	<input type="checkbox"/> Effectively implements teacher's directions/lesson plans	<input type="checkbox"/>

# FIELD EXPERIENCE

## General Evaluation Form

<b>Written communication</b>	<input type="checkbox"/> Writing lacks clarity or appropriateness to the audience (e.g., frequent grammatical/mechanical errors, confusing organization, word choice does not fit audience)	<input type="checkbox"/> Writing is appropriate for the context but needs minor clarification	<input type="checkbox"/> Writing is appropriate for the context and clear/effective (e.g., students easily understand and implement written directions, e-mail communication is professional and effective)	<input type="checkbox"/>
<b>Verbal communication</b>	<input type="checkbox"/> Speech lacks clarity or appropriateness to the audience (e.g., slang, confusing organization, word choice does not fit audience)	<input type="checkbox"/> Speech is appropriate for the context but needs minor clarification	<input type="checkbox"/> Speech is appropriate for the context and clear/effective (e.g., students easily understand and implement directions)	<input type="checkbox"/>
<b>Content knowledge</b>	<input type="checkbox"/> Demonstrates content knowledge inaccurately or with many gaps in understanding	<input type="checkbox"/> Demonstrates accurate, but limited, content knowledge (e.g., needs exposure to more concepts/works, needs to increase academic vocabulary/syntax)	<input type="checkbox"/> Demonstrates accurate content knowledge in academic language; shows intellectual curiosity (e.g., asks questions, researches)	<input type="checkbox"/>
<b>Pedagogical knowledge</b>	<input type="checkbox"/> Demonstrates pedagogical knowledge inaccurately or with many gaps in understanding	<input type="checkbox"/> Demonstrates accurate, but limited, pedagogical knowledge (e.g., needs exposure to more concepts/theories)	<input type="checkbox"/> Demonstrates accurate pedagogical knowledge; shows reflection (e.g., asks questions, researches, seeks feedback)	<input type="checkbox"/>

Please provide brief comments about the teacher candidate's strengths and weaknesses.

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\_\_\_\_\_  
 Evaluator's Name (please print)

\_\_\_\_\_  
 Evaluator's Signature & Date