



*Marietta College*  
*Department of Education*  
*Field Experience Handbook*

*2017 - 2018*

## Marietta College Education Department Contact Information

*We welcome your comments and suggestions to help us improve our teacher education program.  
Please contact us if you have questions or concerns.*

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## Teacher Education at Marietta College

### *Preparing Educators as Leaders for 21<sup>st</sup> Century Schools*

#### Program Goals

Marietta College endeavors to provide teacher candidates with the experiences that will enable them to become Educator Leaders who

1. **Demonstrate effective pedagogy** through the use of appropriate and fair instructional practices, varied assessment tools, and technology for teaching and learning.
2. **Demonstrate content knowledge** in their discipline areas.
3. **Demonstrate efficacy** by believing all students can learn, understanding and respecting student diversity, and making accommodations to ensure that all students will learn.
4. **Act as change agents** who are willing to try new approaches to solve problems and who are willing to take risks to challenge the status quo.
5. **Develop professional relationships** that enable them to collaborate with colleagues, families, communities, and professional organizations for the purpose of facilitating student learning.
6. **Engage in reflective practice** including the ability to analyze current issues in education, teaching performance, and student learning.

#### Program Outcomes

The *Educator as Leader* framework serves as the context for the teacher education program outcomes. These outcomes constitute the knowledge, skills, and dispositions that all successful teacher candidates demonstrate.

All Marietta College teacher education candidates will . . .

- Demonstrate thorough knowledge of content.
- Articulate an understanding of the scope and sequence of knowledge as outlined in P-12 academic content standards.
- Demonstrate knowledge of effective pedagogy to promote student learning.
- Demonstrate knowledge of cultural, racial, ethnic, socioeconomic, gender, and learning style diversity and its implications for professional practice.
- Demonstrate knowledge of technology that can be used to enhance professional practice and promote student learning.
- Develop clear learning goals appropriate for all students.
- Select and utilize appropriate materials and instructional activities that align with goals and accommodate diversity in students' backgrounds, abilities, and learning styles.
- Use effective instructional approaches to positively impact student learning.
- Demonstrate a variety of approaches to monitor and assess student learning.
- Communicate appropriate learning expectations for all students.
- Create a classroom environment that promotes fairness and is safe and physically conducive to learning.
- Integrate technology as a learning and teaching tool
- Utilize reflection as a tool for self-assessment and continued learning.
- Utilize a variety of techniques for collaboration with families.
- Utilize professional collaboration and school and community resources
- Demonstrate responsible and ethical behavior in college and P-12 settings.
- Model professional dress, language, and demeanor in school settings.
- Respect cultural diversity of students and their families and diversity in student backgrounds, experiences, and abilities.

- Exhibit fairness in the treatment of all children and their families.
- Exhibit a belief that all children can learn.
- Exhibit a willingness to collaborate with professional colleagues.
- Appreciate the role of families in facilitating student learning.
- Exhibit a willingness to try new methods and technologies to enhance student learning.
- Appreciate current issues in the field of education.
- Demonstrate a willingness to assume leadership roles

### Approved Licensure Programs

Ohio Teaching License	Grade Levels	Subject Areas	Marietta College Major
Early Childhood	PreK-3	All	Early Childhood
Early Childhood Generalist 4-5 Endorsement (added to Early Childhood)	Grades 4-5	All	Early Childhood
Middle Childhood	Grades 4-9	(Two subject areas) Language Arts Mathematics Science Social Studies	Middle Childhood Education
Adolescent/Young Adult (AYA) Biology	Grades 7-12	Biology	Biology
Adolescent/Young Adult (AYA) Biology/Chemistry	Grades 7-12	Biology/Chemistry	Biochemistry
Adolescent/Young Adult (AYA) Language Arts	Grades 7-12	Language Arts	English
Adolescent/Young Adult (AYA) Mathematics	Grades 7-12	Mathematics	Mathematics
Adolescent/Young Adult (AYA) Physics	Grades 7 – 12	Physics	Applied Physics
Adolescent/Young Adult (AYA) Social Studies	Grades 7-12	Social Studies	History
Mild/Moderate	K-12	Special Education	Intervention Specialist

Each of the licensure programs listed above requires extensive field and clinical experience. On the following page, a chart lists required field and clinical experiences, the associated courses and licensure program for each, and the level required for candidates to participate in the experience.

## Marietta College Field Experiences and Associated Courses

<b>Experience</b>	<b>Associated Course</b>	<b>Level</b>	<b>Program</b>	<b>Hours</b>
Education 111	Education 110 Principles of Education	Freshman	Early Childhood	45
Education 131	Education 110 Principles of Education	Freshman	Middle Childhood	45
Education 141	Education 110 Principles of Education	Freshman	Intervention Specialist	45
Education 151	Education 110 Principles of Education	Freshman	Adolescent/Young Adult	45
Education 171	Education 110 Principles of Education	Freshman	Integrated SEED	45
Education 230	Education 230 Integrated Arts	Sophomore	Early Childhood	10
Education 240	Education 240 Classroom Management	Freshman	Early Childhood	10
Education 211	Education 253 Diverse Learners	Sophomore	Early Childhood	30
Education 231	Education 253 Diverse Learners	Sophomore	Middle Childhood	30
Education 241	Education 253 Diverse Learners	Sophomore	Intervention Specialist	30
Education 251	Education 253 Diverse Learners	Sophomore	Adolescent/Young Adult	30
Education 271	Education 253 Diverse Learners	Sophomore	Integrated SEED	30
Education 311*	Education 321* Foundations of Reading	Soph/Junior	Early Childhood Intervention Specialist	30
Education 331*	Education 321* Foundations of Reading	Soph/Junior	Middle Childhood	30
Education 371*	Education 321* Foundations of Reading	Soph/Junior	Integrated SEED	30
Education 323*	Education 323* General Methods	Soph/Junior	Adolescent/Young Adult	40
Education 342*	Education 342* Mild/Moderate Methods	Junior	Intervention Specialist	45
Education 343*	Education 343* Assessment Mild/Moderate	Junior	Intervention Specialist	10
Education 344*	Education 344 Classroom Management Mild/Moderate	Junior	Intervention Specialist	10
Education 350*	Education 350* Assessment	Soph/Junior	Early Childhood Middle Childhood Adolescent/Young Adult Intervention Specialist	10
Education 359*	Education 359* Assistive Technology for Students with Disabilities	Junior	Intervention Specialist	10
Education 361*	Education 361* Diagnosis and Correction of Reading	Junior	Early Childhood Middle Childhood	15
Education 416*	Education 416* Social Studies Methods	Junior	Early Childhood Intervention Specialist	40
Education 419*	Education 419* Mathematics Methods	Junior	Early Childhood Intervention Specialist	40
Education 420*	Education 420* Science Methods	Junior	Early Childhood Intervention Specialist	40
Education 431*	Education 430* Middle School Concepts	Junior	Middle Childhood	30



Education 450*	Education 450* Curriculum & Instruction 4/5	Junior/Senior	Early Childhood Early Childhood Generalist	40
Education 452*	Education 452* Culture and Gender Issues	Senior	Early Childhood Middle Childhood Adolescent/Young Adult Intervention Specialist	40
Education 453*	Education 453* Special Methods - Language Arts	Senior	Adolescent/Young Adult Intervention Specialist	25
Education 454*	Education 454* Special Methods - Social Studies	Senior	Adolescent/Young Adult Intervention Specialist	25
Education 455*	Education 455* Special Methods – Mathematics	Senior	Adolescent/Young Adult Intervention Specialist	30
Education 456*	Education 456* Special Methods - Science	Senior	Adolescent/Young Adult Intervention Specialist	25
Education 463*	Education 463* Middle Childhood Methods – Language Arts	Senior	Middle Childhood	25
Education 464*	Education 464* Middle Childhood Methods – Social Studies	Senior	Middle Childhood	25
Education 465*	Education 465* Middle Childhood Methods – Mathematics	Senior	Middle Childhood	30
Education 466*	Education 466* Middle Childhood Methods – Science	Senior	Middle Childhood	25

\*Denotes experiences which require admission to professional licensure as a prerequisite.

### Marietta College Clinical Experiences

<b>Experience and Associated Course</b>	<b>Level</b>	<b>Program</b>	<b>Required Time</b>
Education 460** Student Teaching	Senior	Early Childhood	14 weeks
Education 470** Student Teaching	Senior	Middle Childhood	14 weeks
Education 475** Student Teaching	Senior	Intervention Specialist Mild/Moderate	14 weeks
Education 480** Student Teaching	Senior	Adolescent/Young Adult	14 weeks

\*\* Requires admission to student teaching as a prerequisite

## Descriptions of Courses Requiring Field and Clinical Experiences

**Education 110: Principles of Education** – An introduction to the foundations of education, the profession of teaching, and the critical evaluation of contemporary issues in education. Candidates work at developing a personal philosophy of education and begin development of the professional education portfolio. Successful performance in this course is required prior to field placement. Field Experience: Education 111, 131, 141, 151, 171

**Education 230: Integrated Arts for Early Childhood** - Drawing upon a theoretical perspective, this course emphasizes methods and materials for integrating music, movement, drama, and visual arts across the curriculum in the early childhood classroom. The course will focus on developmentally appropriate strategies and effective practice. Investigation of the comprehensive arts will promote a balance in teaching to multiple intelligences.

**Education 240: Classroom Management** – Investigation of various approaches to classroom organization and instruction, strategies to promote appropriate behavior and to prevent, modify, and extinguish inappropriate and disruptive behavior; strategies for accommodating the diversity among students; strategies for working with parents and families. Field experience required in conjunction with class.

**Education 253: Diverse Learners** – A study of exceptional learners, services, legal considerations, research, current issues, and parent/family roles. Emphasizes collaboration and methods of instruction to accommodate diverse, exceptional, and at-risk students. Successful performance in the 100 level field experience is required prior to field placement. Field Experience: Education 211, 231, 241, 251, 271.

**Education 321: Foundations of Reading** – Background in processes involved in literacy and thorough overview of approaches to literacy instruction. Emphasis on instructional strategies for developmental reading. Admission to professional education program required. Field Experience: Education 311, 331, 371.

**Education 323: General Methods** – Theoretical, research-based, and practical aspects of classroom teaching. Classroom management, planning, assessment, and teaching strategies which emphasize technology integration, team planning, investigative teaching methods for adolescents and young adults. Admission to professional education program is required.

**Education 342: Mild/Moderate Methods** – Contents and methods of teaching mild-moderate learners. Admission to the professional education program is required. Emphasis on National CEC Standards

**Education 343: Assessment of Mild/Moderate Learners** - Formal and non-formal evaluation methods to assess students with mild/moderate disabilities which include standardized and state and federally mandated alternative assessment practices. The role of the assessment in the IEP and multi-factored evaluation process is emphasized.

**Education 344: Classroom Management Strategies Mild/Moderate** – This course investigates various approaches to individual behavior modification techniques; classroom strategies to promote appropriate behavior and to prevent, modify, and extinguish inappropriate or disruptive behavior; and strategies for accommodating the diversity among students. A strong emphasis on behavior analysis will be utilized.

**Education 350: Assessment** - Information and skills teachers need on a variety of evaluation measures used to assess and screen children. Students develop skills necessary to see results in planning, monitoring, and evaluating classroom instruction and program efficiency.

**Education 359: Assistive Technology for Students with Disabilities** - This course reviews technology used to assist individuals with disabilities in accessing general education curriculum and activities as well as technology to assist people with disabilities in everyday activities. Students are provided with the knowledge and skills needed to use technology to support individuals in computer access, augmentative and alternative communication systems, reading, writing and everyday activities. Assessment and implementation issues are presented in the context of developing individualized plans for students using assistive technology.

**Education 361: Diagnosis and Correction of Reading** – Diagnosis of reading abilities and problems that may be exhibited by beginning through mature readers. Clinical experiences with formal and informal reading assessment tools.

Developmentally appropriate corrective techniques with special emphasis on literature-based and integrated language arts instruction. Admission to professional education program is required.

**Education 416: Early Childhood Education Social Studies Methods** – Contents and methods of teaching social studies in the early childhood classroom. Emphasis on national and state curriculum standards and the creation and implementation of an integrated unit of study. Admission to professional education program is required.

**Education 419: Early Childhood Education Mathematics Methods** - Contents and methods of teaching mathematics in the early childhood classroom. Emphasis on national and state curriculum standards and the creation and implementation of an integrated unit of study. Admission to professional education program is required.

**Education 420: Early Childhood Education Science Methods** - Contents and methods of teaching science in the early childhood classroom. Emphasis on national and state curriculum standards and the creation and implementation of an integrated unit of study. Admission to professional education program is required.

**Education 430: Middle School Concepts** – Philosophy of middle school, exemplary middle school curricula, instructional practices that are developmentally appropriate for early adolescents. Emphasis on interdisciplinary teaming, classroom management, and collaboration with families and professionals. Admission to professional education program required. Field Experience: Education 431

**Education 450: Curriculum and Instruction for Grades Four and Five:** Scope and sequence of curriculum in grades four and five as articulated by state academic content standards. Focus on developmentally appropriate pedagogy and classroom management. Required 40 hour supervised field experience with grade four and five students completed concurrently with course.

**Education 452: Culture and Gender Issues** – Senior seminar course involving the investigation of culture and gender issues as they are reflected in curriculum, instruction, and classroom management. Admission to professional education program is required.

**Education 453: Special Methods – Language Arts** – Senior level methods course in the teaching of language arts at the high school level. Admission to professional education program is required.

**Education 454: Special Methods – Social Studies** - Senior level methods course in the teaching of social studies at the high school level. Admission to professional education program is required.

**Education 455: Special Methods – Mathematics** - Senior level methods course in the teaching of mathematics at the high school level. Admission to professional education program is required.

**Education 456: Special Methods – Science** – Senior level methods course in the teaching of science at the high school level. Admission to professional education program is required.

**Education 463: Middle Childhood Methods – Language Arts** – Senior level methods course in the teaching of language arts at the middle school level. Admission to professional education program is required.

**Education 464: Middle Childhood Methods – Social Studies** - Senior level methods course in the teaching of social studies at the middle school level. Admission to professional education program is required.

**Education 465: Middle Childhood Methods – Mathematics** - Senior level methods course in the teaching of mathematics at the middle school level. Admission to professional education program is required.

**Education 466: Middle Childhood Methods – Science** – Senior level methods course in the teaching of science at the middle school level. Admission to professional education program is required.

# Field Experience

- Policies and Procedures
- Time Sheet
- Evaluation Forms



## Placement of Teacher Education Candidates for Field Experience

Every attempt is made to place candidates in settings that will enable them to fulfill course objectives and required activities. During the teacher education program, candidates should have a variety of experiences that allow them to gain experiences working with diverse students in a variety of settings.

At the beginning of the semester, the field experience coordinator obtains scheduling information from each candidate and cooperating teacher and attempts to schedule the candidate to be in the classroom at the times, which are beneficial for the candidate, the cooperating teacher, and the students. In collaboration with the college field experience coordinator, the school principal gives the final approval of candidate placements. The cooperating teacher is provided with information about the field experience candidate and expectations for the course in which the candidate is enrolled.

### Requirements for Selection of Cooperating Teachers

Cooperating teachers should have prior experience teaching the subject and level where the candidate is placed. Cooperating teachers should be willing to allow the candidate to complete required activities whenever possible. Activities checklists for each field experience are included in the next section. Cooperating teachers should contact the course instructor if there are questions about requirements.

### Scheduling

Field experience candidates are expected to arrive at the school on the date and time indicated when the placement is made. The candidate may, in consultation with the cooperating teacher and approval of the course instructor, modify the assigned schedule if it will be beneficial to all parties and fulfills the requirements of the course for which the placement was made. The candidate is required to complete the required hours and activities for the course. Prior to the end of the first week of field experience, the candidate must submit to the course instructor a copy of the attendance log with dates and time(s) the candidate will be in the classroom. If the original schedule is modified, the field experience coordinator and the course instructor must be informed and approve the changes. Cooperating teachers should sign the attendance log after each classroom visit and return it with the field experience evaluation. Absences should be indicated on the attendance log.

Field experience candidates are expected to contact their cooperating teachers within one week of being notified of their field experience placements. Field experience candidates are also expected to start their placements immediately but no later than two weeks after their placement notification.

### Transportation

Transportation to and from the field experience placement is the responsibility of the field experience candidate. Transportation needs will not be considered when placements are made and placements will not be changed due to transportation issues.

### Professional Expectations for Candidates

Candidates are expected to conduct themselves in a professional manner at all times while completing their field experiences. The following guidelines for behavior should be observed:

- Candidates should maintain a professional relationship with students. It is inappropriate for candidates to engage in personal or social relationships with students including social media.
- Candidates should dress professionally and behave in a professional manner while at school.
  - No body piercings. Only one pair of earrings
  - No blue jeans, shorts or capris. Leggings may be worn if the top is at mid-thigh in length.
  - No sandals or open-toe shoes
  - No underwear showing
  - No cleavage, midriffs, and/or bottoms showing

- Candidates should be aware of school policies and are expected to follow them.
- Candidates should be punctual and attend all scheduled sessions. If an absence is necessary, the candidate should notify the school, the cooperating teacher, and the course instructor. If a candidate is unable to attend a scheduled session a phone call should be made as early in the day as possible to inform the cooperating teacher. Unexcused absences should not be tolerated. All absences must be made up.
- Information about individual students is confidential and should not be shared outside of the field setting.

## **Fit for Duty**

Problems with candidate professionalism will not be tolerated and should immediately be brought to the attention of the field experience coordinator and the course instructor. The cooperating teacher should fill out the Points of Professional Concern form and return it to the Department of Education as soon as a problem is indicated. Problems should also be reflected on the Professional Disposition form and the Field Experience Evaluation form.

### **Candidates who do not exhibit professional behavior will be removed from the field placement.**

Any candidate removed from a field placement will not be given a new placement.

## **Evaluation**

The evaluation form and the professional disposition form should be completed by the cooperating teacher at the conclusion of the experience and returned along with a copy of the candidate's attendance record to the field experience coordinator in the envelope provided. The envelope should be sealed, with the cooperating teacher's signature across the seal.

This evaluation is critical in determining whether or not the candidate successfully completed the experience. The cooperating teacher should carefully evaluate the candidate on each category of the rubric and give the candidate the score that most appropriately reflects the candidate's performance in that area. A copy of the evaluation will be shared with the candidate via LiveText, and a copy will be placed in the candidate's permanent file in the Department of Education office. Do **NOT** allow the field student to hand deliver the forms to the college.

Copies of the evaluation form, the professional disposition form, and the points of professional concern form are included in this section of the handbook. A second page may be provided by the course instructor in order to assess specific outcomes for a particular course.

Cooperating teachers who have questions or concerns about the evaluation are urged to discuss this with the course instructor and the Field Experience Coordinator. Feedback on the evaluation process from cooperating teachers is welcome and should be shared with course instructors, the Field Experience Coordinator, or the Education Department Chair.

## **Remuneration for Cooperating Teachers**

Each cooperating teacher will receive a small gift from the Education Department at the end of the field experience semester.







Marietta College  
Department of Education  
Points of Professional Concern

Name of Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

This form should be completed to indicate that the teacher candidate **has a problem** in the one or more of the following area(s) and should be **returned as soon as a problem is identified**. If there are no issues or concerns, this form does not need to be returned.

- Teacher Candidate Dispositions
- Appreciation for professional dress and demeanor in school settings
  - Responsible and ethical behavior
  - Attendance and submission of work in a timely manner
  - Appreciation of cultural diversity
  - Appreciation of diversity in student backgrounds, skills, and abilities
  - A belief that all students can learn
  - Collaboration with professional colleagues
  - Appreciation for the role of families in facilitating student learning
  - Willingness to attempt new approaches and technologies to enhance student learning
  - Positive attitude toward learning as an ongoing, life-enriching process
  - Willingness to assume leadership roles

Teacher Candidate Knowledge:

Teacher Candidate Skills

Explanation of area(s) of concern. Please include, as applicable, specific date(s), behavior(s) observed, or complete description of incident, any interactions you have had with the teacher candidate concerning the area(s) of concern.

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Signature of Cooperating Teacher

Please return completed form to:  
Elaine O'Rourke, Marietta College, Department of Education, 215 5<sup>th</sup> Street, Marietta, OH 45750



**Marietta College Field Experience Evaluation**  
**Education 111/131/141/151/171 ONLY**

Student \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Course Education 111/131/141/151/ 171 Circle one

School \_\_\_\_\_

Grades \_\_\_\_\_ Subjects \_\_\_\_\_

Semester \_\_\_\_\_ Total Score \_\_\_\_\_

Rate the teacher candidate in each of the following areas using the rubric as a guide. If you have not had the opportunity to observe the candidate in a given area, please indicate this with a rating of N/A in the Not Observed column.

**Please use only 0, 1, 2, 3, or N/A when rating the student's performance in each category. Do not use .5**

	Does Not Meet Expectations (0 pt)	Emerging (1 pt)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Not Observed	Score
<b>1. Knowledge of Content</b>  OSTP-2 INTASC-4 MC-II	Fails to demonstrate accurate knowledge of content necessary for teaching at this level	Demonstrates an adequate knowledge of content taught at this level	Demonstrates an adequate knowledge of content taught at this level and some awareness of related resources	Demonstrates thorough knowledge of content and an awareness of content related resources		
<b>2. Attitude Toward Teaching</b>  INTASC- 10 MC-V	Expresses a negative attitude about teaching or about students	Beginning to express a positive attitude about teaching and educator roles	Expresses a positive attitude about teaching and educator roles	Expresses enthusiasm and actively seeks to learn about the various roles of the teacher and support staff at the school		
<b>3. Use of Written and Oral Language</b>  MC II	Demonstrates a lack of skill in the use of proper standard English or in the use of appropriate language with students	Usually demonstrates an understanding of standard English and appropriate language for the students and the situations	Demonstrates an understanding of standard English and appropriate language for the students and the situations	Consistently models good grammar and language usage and uses developmentally appropriate communication skills with students		
<b>4. Efficacy</b> OSTP-1 INTASC-2 MC-III	Does not demonstrate high expectations for student learning or a belief that all students can learn	Has expectations for student learning and a belief that all students can learn but does not communicate those expectations or beliefs to the students.	Communicates high expectations for student learning and a belief that all students can learn	In addition to the previous, encourages and assists students in meeting appropriate yet challenging expectations		
<b>5. Rapport with Students</b> OSTP-5 INTASC-3 MC-III	Does not demonstrate rapport with students	Demonstrates a basic level of rapport with some students	Demonstrates a basic level of rapport with all students	Demonstrates rapport with all students, valuing their backgrounds, skills, and abilities		
<b>6. Fairness and Behavior Management</b> OSTP-5 INTASC-3 MC-III	Does not respond appropriately to student behavior or engages in unfair treatment of students	Usually responds appropriately to student behavior and treats all students fairly	Consistently responds appropriately to student behavior and treats all students fairly	In addition to the previous, engages in proactive behavior management		

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>	<b>Not Observed</b>	<b>Score</b>
<b>7. Classroom Management-Procedures and Routines</b> OSTP-5 INTASC-3 MC-III	Does not demonstrate the ability to manage classroom routines and/or does not make effective use of instructional time	Frequently demonstrates the ability to manage most classroom routines but has difficulty making effective use of instructional time	Demonstrates ability to manage most classroom routines and usually makes effective use of instructional time	Consistently demonstrates ability to manage classroom routines and usually makes effective use of instructional time		
<b>8. Professional Relationships</b> OSTP- 6 INTASC-10 MC-V	Does not interact with teachers, support personnel, and/or parents in a professional manner	Attempts to interact professionally with teachers, support personnel, and parents, but has little interaction with these groups.	Interacts professionally with teachers, support personnel, and parents	In addition to the previous, seeks to collaborate with cooperating teacher and support personnel to enhance student learning		
<b>9. Integration of Technology</b> OSTP-4 INTASC-8 MC-I	Does not attempt to use technology as a tool to enhance student learning	Attempts to use technology as a tool to enhance student learning	Demonstrates knowledge of technology used in the classroom and willingly uses technology when appropriate	Demonstrates knowledge of how to use technology that is available in the classroom and attempts new uses or models new technology for teachers and students		
<b>10. Willingness to Learn</b> OSTP-7 INTASC-9 MC-IV	Reacts negatively to constructive criticism or does not attempt to implement suggestions	Accepts constructive criticism but makes little attempt to adapt to new situations	Accepts constructive criticism but makes	Actively seeks out and accepts constructive criticism and willingly tries new ideas		
<b>11. Professional Responsibility</b> OSTP-7 INTASC-9 MC-IV	Attendance is irregular and/or frequently arrives late or leaves early or paperwork is not complete when due.	Usually attends regularly and on time and completes necessary paperwork in a timely manner.	Attends regularly and on time and completes necessary paperwork in a timely manner.	In addition to the previous, contributes positively to the school community		

**Perceived strengths of this candidate:**

**Goals for improvement:**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**Marietta College Field Experience Evaluation**  
**Use for all field experiences except Education 111/131/141/151/171**

Student \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Course \_\_\_\_\_ School \_\_\_\_\_

Do not use for Educ 111/131/141/151/171

Semester \_\_\_\_\_ Grades \_\_\_\_\_ Subjects \_\_\_\_\_

Rate the teacher candidate in each of the following areas using the rubric as a guide. If you have not had the opportunity to observe the candidate in a given area, please indicate this with a rating of N/A in the score column.

**Please use only 0, 1, 2, 3, or N/A when rating the student's performance in each category. Do not use .5**

	Does Not Meet Expectations (0 pt)	Emerging (1 pt)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Not Observed	Score
<b>1. Knowledge of Content</b> OSTP-2 INTASC-4 MC-II	Fails to demonstrate accurate knowledge of content necessary for teaching at this level	Demonstrates an adequate knowledge of content taught at this level	Demonstrates an adequate knowledge of content taught at this level and some awareness of additional related resources	Demonstrates thorough knowledge of content and uses content related supplementary resources		
<b>2. Knowledge of Students</b> INTASC- 1 MC-III	Exhibits misunderstandings of student development or has inappropriate expectations for students	Demonstrates an interest in understanding student development and individual differences	Demonstrates an understanding of student development and individual differences among students	Demonstrates understanding of individual students and appropriate, challenging learning expectations for all students		
<b>3. Attitude Toward Teaching</b> MC IV	Expresses a negative attitude about the role of the teacher or about students	Does not demonstrate a positive attitude about teaching and educator roles	Expresses a positive attitude about teaching and working with students	Expresses enthusiasm with students and actively seeks to learn about the various roles of the teacher and support staff at the school		
<b>4. Use of Written and Oral Language</b> MC II	Demonstrates a lack of skill in the use of proper standard English or in the use of appropriate language with students	Demonstrates some understanding of standard English and appropriate language for the students and the situations	Models standard written and spoken English and communicates clearly with students.	Consistently models standard written and spoken English and uses developmentally appropriate communication skills with students		
<b>5. Lesson Planning and Instruction: Learning Goals</b> OSTP - 4 INTASC -7 MC-I	Learning goals are unclear or inappropriate for students	Clear and appropriate learning goals are not consistently evident in planning and instruction	Clear and appropriate learning goals are evident in planning and instruction	Clear and appropriate learning goals are evident and address diverse student backgrounds		
<b>6. Lesson</b>	Methods, materials,	Some methods,	Methods, materials,	In addition to the		

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>	<b>Not Observed</b>	<b>Score</b>
<b>Planning and Instruction: Teaching Strategies</b> OSTP – 4 INTASC -5, 8 MC-I	and activities are not appropriate for enabling students to gain or practice knowledge and skills.	materials, and activities demonstrate the candidate's knowledge of effective practices for enabling students to gain or practice knowledge and skills.	and activities are appropriate for enabling students to gain or practice knowledge and skills and are designed to engage students in critical thinking, problem solving and collaboration.	previous, methods, materials, and activities are designed to meet the needs of <u>all students</u>		
<b>7. Lesson Planning and Instruction: Evaluation of Student Learning</b> OSTP – 3 INTASC – 6 MC - I	Evaluation strategies are non-existent, do not align with the learning goals, or are inappropriate for students	Evaluation strategies do not always align with the learning goals, or are at times inappropriate for students	Evaluation strategies are used which align with the learning goals, are appropriate for students and inform teaching.	In addition to the previous, evaluation results are used for the candidate's own self-reflection and professional growth.		
<b>8. Efficacy</b> OSTP-1 INTASC-2 MC-III	Does not demonstrate high expectations for student learning or a belief that all students can learn	Has expectations for student learning and a belief that all students can learn but does not communicate those expectations or beliefs to the students.	Communicates high expectations for student learning and a belief that all students can learn	In addition to the previous, encourages and assists <u>all students</u> in meeting appropriate yet challenging expectations		
<b>9. Rapport with Students</b> OSTP-5 INTASC-3 MC-III	Does not demonstrate rapport with students	Demonstrates a basic level of rapport with some students	Demonstrates a basic level of rapport with all students	Demonstrates rapport with all students, valuing their backgrounds, skills, and abilities		
<b>10. Fairness and Behavior Management</b> OSTP-5 INTASC-3 MC-III	Does not respond appropriately to student behavior or engages in unfair treatment of students	Usually responds appropriately to student behavior and treats all students fairly	Consistently responds appropriately to student behavior and treats all students fairly	In addition to the previous, engages in proactive behavior management such as PBIS.		
<b>11. Classroom Management</b>  OSTP-5 INTASC-3 MC-III	Does not demonstrate the ability to manage classroom routines and/or does not make effective use of instructional time	Frequently demonstrates the ability to manage most classroom routines as directed by the teacher.	Demonstrates ability to independently manage most classroom routines and usually makes effective use of instructional time	Consistently demonstrates ability to manage classroom routines and makes effective use of instructional time		
<b>12. Professional Relationships</b>  OSTP- 6 INTASC-10 MC-V	Does not interact with teachers, support personnel, and/or parents in a professional manner	Attempts to interact professionally with teachers, support personnel, and parents, but has little interaction with these groups.	Interacts professionally with teachers, support personnel, and parents	In addition to the previous, seeks to collaborate with cooperating teacher and support personnel to enhance student learning		

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>	<b>Not Observed</b>	<b>Score</b>
<b>13. Integration of Technology</b> OSTP-4 INTASC-8 MC-I	Does not attempt to use technology as a tool to enhance student learning	Attempts to use technology as a tool to enhance student learning	Demonstrates knowledge of technology used in the classroom and willingly uses technology when appropriate	Demonstrates knowledge of how to use technology that is available in the classroom and attempts new uses or models new technology for teachers and students		
<b>14. Willingness to Learn</b> OSTP-7 INTASC-9 MC-IV	Reacts negatively to constructive criticism or does not attempt to implement suggestions	Accepts constructive criticism but makes little attempt to adapt to new situations	Accepts constructive criticism and adapts to new situations	Actively seeks out and accepts constructive criticism and consistently tries new ideas		
<b>15. Professional Responsibility</b> OSTP-7 INTASC-9 MC-IV	Attendance is irregular and/or frequently arrives late or leaves early or paperwork is not complete when due.	Usually attends regularly and on time and completes necessary paperwork in a timely manner.	Attends regularly and on time and completes necessary paperwork in a timely manner.	In addition to the previous, contributes positively to the school community		
<b>(Education 430 only)</b> <b>16. Teaming Skills and Dispositions</b> OSTP-6 INTASC-10 MC-V	<b>(Education 430 only)</b> Does not take an active role in team collaboration or displays a negative attitude about working with team members	<b>(Education 430 only)</b> Displays a positive attitude and makes the effort to work cooperatively with members of the teaching team	<b>(Education 430 only)</b> Consistently displays a positive attitude and works cooperatively with members of the teaching team	<b>(Education 430 only)</b> In addition to the previous, makes positive contributions to team planning and implementation of team activities		

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 Teacher Signature

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 Date





**Marietta College  
Professional Disposition Assessment**

**Student:** \_\_\_\_\_ **Cooperating Teacher** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Midterm** \_\_\_\_ **Final** \_\_\_\_ **School:** \_\_\_\_\_

**Course:** \_\_\_\_\_

	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>	<b>NA</b>	<b>Comments</b>
Demonstrates responsible and ethical behavior. (Attendance, Attitude, Confidentiality, Initiative)					
Models professional dress					
Models professional language and demeanor in a school setting. Shows respect for the rights of others					
Respects cultural diversity of students and their families					
Respects diversity in student backgrounds, experiences and abilities					
Exhibits fairness in the treatment of all children and their families					
Exhibits the belief that all children can learn					
Appreciates the role of families in facilitating student learning					
Exhibits the willingness to try new methods and strategies to enhance student learning					
Exhibits a willingness to try new technologies to enhance student learning					
Demonstrates a willingness to seek ways to positively impact student learning, teaching and school improvement					
Demonstrates an interest in professional growth. Solicits input and is open to suggestions for improvement.					

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**



# Field Experience Activities Checklists

- Education 111/131/141/151 - Initial Field Experience
- Education 171 - Educ 110: Principles of Education
- Education 211/231/241/251/271 - Educ 253: Diverse Learners
- Education 230 - Integrated Arts
- Education 240 - Classroom Management
- Education 311/331/371 - Educ 321: Foundations of Reading
- Education 323 - General Methods
- Education 342 - Mild/Moderate Methods
- Education 343 - Assessment Mild/Moderate
- Education 344 - Classroom Management Strategies Mild/Moderate
- Education 350 - Assessment
- Education 359 - Assistive Technology for Students with Disabilities
- Education 361 – Diagnosis and Correction of Reading
- Education 416-420 - ECE Core Methods
- Education 431 - Educ 430: Middle School Concepts
- Education 450 - 4<sup>th</sup> and 5<sup>th</sup> Grade Methods
- Education 452 – Culture and Gender Issues
- Education 453 – Special Methods – Language Arts
- Education 454 – Special Methods – Social Studies
- Education 455 – Special Methods - Mathematic
- Education 456 – Special Methods – Science
- Education 463 – Middle Childhood Methods – Language Arts
- Education 464 – Middle Childhood Methods – Social Studies
- Education 465 – Middle Childhood Methods – Mathematic
- Education 466 – Middle Childhood Methods – Science



**Marietta College**  
**Education 111/131/141/151**  
**Initial Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum 45 hours of observation and teaching.
		Tour the school building.
		Interview principal, assistant principal, and/or cooperating teacher to discuss roles and responsibilities of teachers and administrators at the school site.
		Interact with students in a small group.
		Interact with the entire class.
		Work with individual student.
		Review textbooks, instruction materials, and teacher plans.
		Confer with teacher regarding student demographics and individual learning characteristics.
		Take attendance.
		Grade student work.
		Record student grades.
		Prepare lesson materials.
		Use/discuss varied instructional technology.
		Discuss classroom management approach, including rules, consequences, and procedures.
		Discuss methods of assessment and feedback.
		Discuss methods for working with parents.
		Discuss with cooperating teacher feedback about performance, particularly for the two teaching activities.
		Discuss your approach to lesson planning and reflection.
		Attend an after-hours school function or extracurricular activity.

In addition to the items above, the field student, with guidance from the cooperating teach, **must engage in a minimum of 2 teaching experiences or lessons with individual students, small groups, or the entire class.**

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 171**  
**Initial Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum 45 hours of observation and teaching.
		Arrange an initial meeting with cooperating teacher to discuss student demographics, special needs of students, and what responsibilities you will assume in the classroom (This meeting may need to be arranged outside of your assigned field experience time. For example, before or after school or during the teacher's planning time)
		Arrange for a minimum of 5 additional short meetings with your cooperating teacher to discuss your progress and plans for your involvement in the class. Indicated the date of each meeting below. (These meetings may need to be arranged outside of your assigned field experience time. For example, before or after school or during the teacher's planning time) _____ Meeting 1 _____ Meeting 2 _____ Meeting 3 _____ Meeting 4 _____ Meeting 5
		Meet at least two relevant support staff members in the school (special educator, paraprofessional, custodian, secretary, specialty area teacher, counselor, therapist, etc.) Identify these staff members. Staff Member 1 _____ Staff Member 2 _____
		Attend a school board meeting. Date: _____
		Attend a function involving parents/care givers (eg. PTA, conference, advisory group meeting, booster group) Identify the event and date. Event: _____ Date: _____
		Work with an individual student (eg. assistance with work, assistance with technology, make-up work, skill practice, testing)
		Learn names of students in the class
		Work with a small group (if applicable) in your assigned classroom.
		Lead the whole class in at least one activity or lesson created by your cooperating teacher
		Observe behavior management strategies and classroom routines used by the teacher
		Create material to be used in the classroom as directed by the cooperating teacher (eg. bulletin board, teaching material, quiz, learning center)
		Assess or grade some form of student work
		Assist the cooperating teacher with other classroom teacher duties as requested

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 Teacher's Signature

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 Date





**Marietta College**  
**Education 111/131/141/151/171**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

*Note that the focus is HONEST reflection; your grade stems from your ability to examine your strengths and weaknesses, not whether or not you have achieved Targets in every area!*

	Unacceptable 1	Needs Improvement 2	Acceptable 3
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Questions-**Respond to the following questions as well (attach an additional sheet as necessary):

1. Identify and explain your strengths in the classroom so far.
2. Reflect on any areas you note as unacceptable above. Describe (a) why you see this as an area of needed growth and (b) what you plan to do to improve in this area. *NOTE: If you didn't have any areas you noted as unacceptable, identify at least 3 of your weakest areas from the items above and address these prompts.*



**Marietta College**  
**Education 211/231/241/251/271**  
**Diverse Learners: Education 253**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity. If it is not possible to accomplish items due to the nature of the field placement, the candidate needs to inform the course instructor.**

Date	Teacher Initials	Activity
		Complete a minimum 30 hours.
		Tour the school building and grounds.
		Interview principal or assistant principal, and cooperating teacher to discuss roles and responsibilities of teachers and administrators at the school site. Place information in your portfolio.
		Interact with students in a small group or with at least one student throughout the experience.
		Observe a selected student in an inclusionary setting.
		Read the selected student's IEP and know the learning objectives.
		Develop an alternative learning or behavior strategy for the selected student.
		Develop appropriate modifications for the student in the inclusionary setting.
		Explore potential inclusionary possibilities for the student.
		Discuss the student's strengths, weaknesses, and learning styles with the special education and regular classroom teacher.
		Participate in an IEP conference.
		Participate in a parent-teacher conference.
		Attend a parent/professional interest group meeting.
		Participate in a school-based intervention meeting (RTI – Response to Intervention).
		Observe and reflect on a co-teaching experience.
		Attend a collaboration meeting between a regular and special education teacher.
		Observe a co-teaching situation (regular education and special education).

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 230**  
**Integrated Arts**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. If it is not possible to accomplish an item due to the nature of the field placement, the candidate needs to inform the course instructor. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed. It should be mailed no later than **April 27, 2018** in order for the student to receive credit for the placement. The forms may be mailed or returned to the field director by the candidate in the envelope provided, sealed and signed across the back by the cooperating teacher.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity. If it is not possible to accomplish items due to the nature of the field placement, the candidate needs to inform the course instructor.**

Date	Teacher/Supervisor Initial	The candidate should:
		Complete 20 hours at the assigned placement
		Complete 5 fieldwork reflections and turn in by the designated dates
		View appropriate arts related lesson plans, instructional materials, and activities/lessons
		Make games, manipulatives, supplemental instructional materials, etc. for centers or arts related activities
		Make a big book or propbox that can be used by the cooperating teacher to enhance a lesson or theme
		Work with individual children on arts related tasks
		Work with a small group of children on a visual arts activity
		Work with a small group of children on a music activity
		Work with a small group of children on a creative movement activity
		Work with a small group of children on a dramatic play activity
		Assist the CT with display of children's arts-related creations
		Arts Developmental Assessment of 1 child and tip sheet for parent

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 240**  
**Classroom Management Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity. If it is not possible to accomplish items due to the nature of the field placement, the candidate needs to inform the course instructor.**

Date	Teacher Initials	Activity
		Complete a minimum 15 hours. Place a copy of the time sheet in your portfolio.
		Write, distribute, and collect photo/video permission slips. Place a copy of these in your portfolio.
		Photograph or videotape students in one or more activities. Place these in your portfolio. (optional)
		Observe time management in the classroom. (Interview teacher)
		Observe motivational activities. (Interview teacher)
		Observe group and independent work. Interview teacher)
		Observe various aspects of the OTEs rubric. (Interview teacher)
		Interview teacher about special needs students, both high and low achieving students, and inclusion.
		Complete teacher tasks while in the classroom as needed.
		Work with students in any way as needed.
		Create a classroom management plan. Place a copy in your portfolio.
		Create a classroom diagram/map as directed in class. Place a copy in your portfolio.
		Create a parent letter as directed in class. Place a copy in your portfolio.
		Complete field experience summaries as directed in class. Place copies in your portfolio.

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date





**Marietta College**  
**Education 311/331/341/371**  
**Foundations of Reading: Education 321**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. If it is not possible to accomplish an item due to the nature of the field placement, the candidate needs to inform the course instructor. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed. It should be mailed no later than **December 9, 2017 for fall** and **April 27, 2018 for spring** in order for the student to receive credit for the placement. The forms may be mailed or returned to the field director by the candidate in the envelope provided, sealed and signed across the back by the cooperating teacher.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity. If it is not possible to accomplish items due to the nature of the field placement, the candidate needs to inform the course instructor.**

Date	Teacher/Supervisor Initial	The candidate should:
		Complete 30 hours in the assigned classroom
		Complete 5 fieldwork journals and turn in by the designated dates
		View appropriate reading and writing texts and other instructional materials, including teacher plans
		Complete teacher-directed tasks related to reading instruction
		Make games, manipulatives, worksheets, etc. for reading instruction
		Work with a small group of children on reading/writing related tasks, video tape/record 1 such lesson
		Work with individual children on reading/writing related tasks
		Obtain permission to photograph and or video interactions and teaching strategies used with students for use in review conference(s) with the college supervisor
		Collaborate with the cooperating teacher to plan, implement, and evaluate at least 1 lesson for the whole group: To be taught by Nov. 17/Apr 6. Lessons are to be scheduled by Oct. 20/Mar. 5 with the classroom teacher and the Marietta College Supervisor. In the event that the field placement takes place during the supervisor's campus classes, the scheduled lessons should be taped and reviewed during a private conference.
		Obtain feedback from the classroom teacher on the lesson taught
		Schedule and complete video small group lesson review session with Dr. Hancock by Dec. 1/April 20

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 323**  
**General Methods**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

(\*)Indicates material to be submitted in a LiveText Field Experience portfolio in which you include reflections, lesson plans. Those not necessarily done in class still need to be dated and initialed by the teacher to show compliance.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 30 hours documented on a separate timesheet.
		Interact with students in various grouping-individually, small groups, & the entire class.
		*Write and send out an introduction letter to parents.
		Assist the teacher in the daily conduct of the class (e.g. grading, recording grades, taking attendance, making copies, etc.).
		Conduct a small group session, e.g. reading, spelling, grammar, current lesson, etc.
		Confer with the cooperating teacher regarding strategies for teaching special needs students or “at risk” students, and beliefs about teaching in general.
		*Include a copy of the classroom rules, consequences, and procedures. Analyze their effectiveness with students.
		*Take pictures of the classroom and students (with permission). Evaluate the effectiveness of the room arrangement for different activities.
		*Create a worksheet, game, or other seatwork activity for the lesson you teach. (Submit)
		*Confer with cooperating teacher on instructional key topics. Summarize current practice in the classroom and respond to reflective questions on these topics. _____ The use of academic language and supports in the content area _____ The use of formative assessment and feedback in the class _____ Common summative assessment approaches in the class _____ Resources for lesson planning utilized by your teacher _____ The impact of standardized testing on planning _____ Methods for parental engagement and communication i.e. curriculum and progress _____ Approaches to differentiated instruction & accommodations for exceptional learners _____ Common instructional strategies in the content area _____ Questioning strategies

**Marietta College**  
**Education 323**  
**General Methods**  
**Field Experience Activities Checklist *Continued***

Date	Teacher Initials	Activity
		* Complete <b>3</b> of the following teacher tasks and reflect on them in the Course Portfolio. _____ Tutor a student or group of students _____ Attend a faculty or department meeting. Report on its purpose, structure & outcome. _____ Attend/participate in a parent/teacher conference. _____ Interview one person from the support team regarding his/her involvement with students, regular education students, and the curriculum (i.e. Intervention Specialist, Librarian, Reading Coach, etc.)
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons with individual students, small groups, or the entire class. All of these plans must use the template provided in LiveText and must be submitted in LiveText prior to instruction. Include all resources, materials, copies of students' work, assessments, and reflections. One lesson should include technology as a teaching/learning tool. All academic language within the plans must be highlighted or underlined to show your cognizance and use of it. (In keeping with the TPA criteria)
		Collect and include student work that indicates the extent to which the students learned the material you presented. Collect pieces that reflect student mastery of your objectives at a variety of levels.
		*Videotape one lesson and then evaluate and reflect upon the lesson. The evaluation/reflection must be posted in LiveText, using the prompts provided, (in keeping with the TPA criteria). The video must be attached to your portfolio as well
		* Obtain feedback from teacher on lessons taught and overall suggestions for growth.

List lessons taught below. Please indicate which lesson contains technology and which lesson was videotaped

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date

**Marietta College  
Education 342  
Mild/Moderate Methods  
Intervention Specialist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum 30 hours. (Spread throughout the semester)
		Participate in small group and classroom lessons.
		Work with 2 individual students.
		With permission, view student IEP.
		Attend an IEP conference.
		Attend an Intervention Assistance Team or Response to Intervention meeting.
		Observe and participate in a Co-Teaching Experience. Reflect in your portfolio.
		Grade student work.
		Record student grades.
		Prepare lesson materials.
		Use instructional technology in the classroom. _____ Assistive Devices _____ Smartboard _____ Computer Programs _____ Other (List) _____ _____ Other (List) _____
		With teacher GUIDANCE, engage in a <b>minimum of 3</b> teaching experiences/lessons with individual students, small groups, or the entire class.
		Video tape, evaluate and reflect upon one of the three lessons. Academic language must be observed.
		Obtain feedback from teacher on lesson taught. (place in portfolio)
		Meet with a content specialist at Marietta College to develop a comprehension lesson that includes regular education and special education objectives. (Content Specialist can be an Education Department member or a content instructor at Marietta College)

**List lessons taught below**

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

Place this form along with your timesheet in your portfolio. Also place a copy of your midterm and final cooperating teacher evaluation in your portfolio.

\_\_\_\_\_   
 Teacher's Signature

\_\_\_\_\_   
 Date



**Marietta College**  
**Education 342**  
**Mild/Moderate Methods – Intervention Specialist**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)





**Marietta College**  
**Education 343**  
**Assessment Mild/Moderate**  
**Intervention Specialist**

**Name:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 10 hours.
		Progress monitor one student using curriculum-based measurement tool. Hand in to instructor.
		Create a self-monitor goal sheet with student. Goal sheet created by semester's end.
		Assessment report based on the Evaluation Team Report. Turn in by end of semester.
		Complete a journal of Field behaviors/Skill behaviors. Observations and reflections handed in by end of semester.

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 344**  
**Classroom Management Strategies (Mild/Moderate)**

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 10 hours. Place a copy of the time sheet in your portfolio.
		Write, distribute, and collect photo/video permission slips. Place a copy of these in your portfolio. Extra credit given to video clip strategies used by the teacher education candidate and video(s) placed in the portfolio.
		Photograph or videotape students in one or more activities. Place these in your portfolio with description.
		Observe time management in the classroom. What worked and what didn't? Place reflection in portfolio using ACADEMIC LANGUAGE gained from your class and your course.
		Observe motivational activities. What worked and what didn't?
		Observe group and independent work. What worked? What didn't?
		Interview teacher about special needs students and their accommodations. Place a summary of this interview in your portfolio. (Can use own questions).
		Place district, classroom and individual rules in the portfolio.
		Complete teacher tasks while in the classroom as needed. What were the tasks?
		Work with students in any way as needed.
		Perform Behavior Assessment on a Child. Place a copy of this in your portfolio.
		Perform Behavior Intervention Plan. Place a copy in your portfolio.
		Interview principal regarding building and district wide behavior management plans.

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 350**  
**Assessment**  
**Field Experience Activities Checklist**

**Name:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

(\*Indicates material to be submitted in a LiveText Field Experience portfolio in which you include reflections, lesson plans, and selected assignments. Those not necessarily done in class still need to be dated and initialed by the teacher to show compliance.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 10 hours documented on a separate timesheet.
		*Write and send out an introduction letter to parents.
		Assist the teacher in the daily conduct of the class (e.g. grading, recording grades, taking attendance, making copies, etc.).
		*Design and administer a pre-test AND post-test. Analyze student performance for the identified objectives based on the test data.
		*Design and administer at least one formative assessment. Reflect on how the information from the formative assessment was used to identify next steps with the students.
		*Give feedback to a student about his/her performance. Provide samples from students with varying levels of mastery. Reflect on how that feedback is to be used by the student.
		*Perform an item analysis on a summative test given by either you or your cooperating teacher.
		*Create a worksheet, game, or other seatwork activity for the lesson you teach.
		Teach and assess a minimum of one lesson with the whole class.
		*Confer with cooperating teacher on key topics related to assessment. Summarize current practice in the classroom and respond to reflective questions on these topics. _____ The use of formative assessment and feedback in the class _____ Common summative assessment approaches in the class _____ Grading structure and record keeping policies for the course _____ The impact of standardized testing on planning _____ Approaches to accommodations of assessments for exceptional learners _____ Common assessment strategies in the content area _____ The use of performance based assessments in your content area _____ How standardized test scores are interpreted and used in instructional decisions.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date



**Marietta College**  
**Education 359**  
**Assistive Technology for Students with Disabilities**  
**Field Experience Activities Checklist**

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 10 hours.
_____	_____	Identify one of each Assistive Technology Category
_____	_____	Positioning
_____	_____	Mobility
_____	_____	Augmentative and Alternate Communication
_____	_____	Computer Access
_____	_____	Adaptive Toys and Games
_____	_____	Adaptive Environments
_____	_____	Instructional Aid
_____	_____	Identify and list the following assistive technology software
_____	_____	Math
_____	_____	Reading
_____	_____	Handwriting
_____	_____	Keyboarding
_____	_____	Interactive Whiteboard

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 Teacher's Signature

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 Date





**Marietta College**  
**Education 361**  
**Diagnosis and Correction of Reading Difficulties**  
**Field Experience Activities Checklist**

Student Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 15 hours of on-site work - 5 hours assessment and 10 hours tutoring
		Meet with classroom teacher to obtain background information
		Give the SIT – R
		Give the Johns Basic Reading Inventory or Early Literacy Assessment
		Give Interest Inventory
		Give Attitude Survey
_____	_____	Use at least 4 other formal or informal reading assessments
_____	_____	Assessment #1 _____
_____	_____	Assessment #2 _____
_____	_____	Assessment #3 _____
_____	_____	Assessment #4 _____
		Tutor child based on assessment data – 10 hours
		Complete diagnostic report

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 Teacher's Signature

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 Date



**Marietta College**  
**Education 416/419/420**  
**Early Childhood Methods**  
**Pre-Intern Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete the required days and hours as listed on schedule.
		Tour the school building.
		Know school policies, such as reporting suspected abuse, bullying, etc.
		Teach lessons in small groups.
		Teach whole class lessons.
		Review textbooks, instruction materials, online curriculum programs.
		Participate in parent-teacher conferences.
		Participate in student support meetings, as appropriate and allowable.
		Take attendance.
		Grade student work.
		Record student grades.
		Prepare lesson materials.
		Write lesson plans in coordination with college supervisor/professor.
		Use/discuss varied instructional technology.
		Discuss classroom management approaches, including rules, consequences, and procedures.
		Discuss methods of assessment and feedback.
		Discuss methods of working with parents.
		Reflect upon lessons taught.
		Attend professional development opportunities.

Please record the date and topic for lessons taught in the following subject areas. Please add comments below for lessons that were not acceptable.

Subject	Date	Topic	Teacher Initials
Social Studies			
Science			
Math			

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 Teacher's Signature

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 Date



**Marietta College**  
**Education 430**  
**Middle School Concepts**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The field experience should provide valuable experiences for the pre-service teacher in understanding the unique needs of middle school students. It should also help field students understand the structure of the middle school and applications of the middle school philosophy. The minimum of 30 hours should extend over the entire semester rather than a concentrated time period.

The following chart contains required and optional field activities to be documented by the MC student and initialed by the cooperating teacher. Students may participate in the same activity numerous times, but it is only necessary to check the item off once. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 30 hours.
		Assist the cooperating teacher in conducting class.
		Discuss the classroom dynamic and demographics with the cooperating teacher in regard to student learning.
		Discuss the middle school curriculum with the cooperating teacher and/or team members regarding interdisciplinary work.
		Discuss the importance of team planning with the cooperating teacher and/or team members.
		Discuss strategies for supporting diverse learners with the cooperating teacher.
		Discuss strategies to foster the use of academic language and literacy in the middle school classroom.
		Discuss formative and summative assessment strategies with the cooperating teacher.
		Discuss with your cooperating teacher how to create a supportive learning environment that meets the unique needs of middle level learning.
		Discuss the role of advisory programs with your cooperating teacher and/or team members.
		Discuss classroom management with the cooperating teacher
		Create and co-teach/teach Lesson One with the cooperating teacher.
		Create and co-teach/teach Lesson Two with the cooperating teacher.
		Create and co-teach/teach Lesson Three with the cooperating teacher.
		Work with an individual student via tutoring or other activities.
		Work with a small group of students.
		Work with the class in a whole group setting.
		Discuss the components of the field notebook with the cooperating teacher.

**Marietta College  
Education 430  
Middle School Concepts continued**

<b>Date</b>	<b>Teacher Initials</b>	<b>Optional Activities</b>
		Attend a team meeting
		Attend a parent-teacher conference
		Interview an individual from the administrative/support team (with permission) regarding his/her work with middle level students. Such individuals include the counselor, librarian, principal, a social worker, special educator, or others
		Interview an administrator (with permission) regarding the school's mission statement, vision, organizational structure, and long-range goals.
		Assist with a school dance.
		Attend a school sporting event.
		Attend a school concert or play.
		Assist with a social studies or science fair.
		Other events with approval.

List lesson taught below.

	<b>Date</b>	<b>Teacher Initials</b>	<b>Topic/Activity</b>
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

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Teacher's Signature

---

Date

**Marietta College  
Education 430  
Middle School Methods  
Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)





**Marietta College**  
**Education 450**  
**Curriculum and Instruction for Grades Four and Five**  
**Field Narrative Evaluation**

**Name:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

Math lesson topic \_\_\_\_\_ date completed \_\_\_\_\_

Social Studies topic \_\_\_\_\_ date completed \_\_\_\_\_

Science lesson topic \_\_\_\_\_ date completed \_\_\_\_\_

Language Arts topic \_\_\_\_\_ date completed \_\_\_\_\_

Art, Music, Movement Integration \_\_\_\_\_ date completed \_\_\_\_\_

Additional Comments:

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Marietta College**  
**Education 452**  
**Culture and Gender Issues**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		30-40 hours of field experience.
		Day One Observation and class participation.
		Day Two Active participation.
		Day Three Active participation.
		Day Four Active participation and at the discretion of the cooperating teacher- teach a lesson.
		Day Five Active participation and at the discretion of the cooperating teacher- teach a lesson.
		2 hour Culture Immersion Experience. (Outside of School hours)
		Daily Reflections with references to the textbook. (artifacts included)
		Overall Reaction with references to textbook, class discussions, cooperating teacher discussion and instructor reactions.
		Time Sheet signed by cooperating teacher.
		End of Week Evaluation form Signed by Cooperating Teacher.
		Thank you letter to cooperating teaching. (Given the last day)
		Cultural Autobiography.
		Completion of Culture/Gender/Diversity Portfolio; _____ Textbook-Reactions and discussions _____ Home School District Demographics _____ Intern School District Demographics _____ Multi-cultural District Demographics _____ Daily Reflections of Field _____ Overall reaction to Field _____ Immersion Experience _____ Cultural Autobiography

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date



**Marietta College**  
**Education 453**  
**AYA Special Methods – Language Arts**  
**Field Experience Activities Checklist**

**Name:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

\*Submit a portfolio in LiveText in which you include reviews, reflections, lesson plans, a copy of field experience evaluation completed by the cooperating teacher. Those not necessarily done in class still need to be dated and initialed by the teacher to show compliance.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 25 hours.
		Interact with students in a small group.
		Interact with the entire class.
		Work with individual student.
		*Review texts, instructional materials, and teacher plans.
		*Write an evaluation of a lesson in the text or of other instructional material used.
		*Write and send out an introduction letter to parents.
		Assist the teacher in the daily conduct of the class (e.g. grading, recording grades, taking attendance, making copies, etc.).
		Conduct a small group session, e.g. reading, spelling, grammar, current lesson, etc.
		Confer with the cooperating teacher regarding strategies for teaching special needs students or “at risk” students, and beliefs about teaching language arts in general.
		*Include a copy of the classroom rules and procedures.
		*Reflect and comment on the teacher’s management style and its effectiveness with students.
		*Take pictures of the classroom and students (with permission). Evaluate the effectiveness of the room arrangement for different activities, e.g. whole class instruction, group work, learning centers, etc.
		*Create a worksheet, game, or other seatwork activity. (Submit)
		Complete <b>3</b> of the following teacher tasks. _____ Tutor a student or group of students. _____ Develop a bulletin board or display _____ Attend a faculty or department meeting. *Report on its purpose, structure & outcome. _____ Participate in an extracurricular activity at the school. *Write a reflection on it _____ Attend / participate in a parent/teacher conference. *Write a reflection on it.

**Marietta College**  
**Education 453**  
**AYA Special Methods – Language Arts**  
**Field Experience Activities Checklist *Continued***

Date	Teacher Initials	Activity
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons with individual students, small groups, or the entire class. All of these plans must use the template provided in LiveText and must be submitted in LiveText prior to instruction. Include all resources, materials, copies of students' work, assessments, and reflections. One lesson should include technology as a teaching / learning tool. All academic language within the plans must be highlighted or underlined to show your cognizance and use of it. (in keeping with the TPA criteria)
		Videotape one lesson and then evaluate and reflect upon the lesson. The evaluation/reflection must be posted in LiveText, using the prompts provided, (in keeping with the TPA criteria). A copy of the videotape must be provided for the instructor.
		*Obtain feedback from teacher on lessons taught and reflect on what was said

List lessons taught below. Please indicate which lesson contains technology and which lesson was videotaped

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

---

Teacher's Signature

---

Date

**Marietta College**  
**Education 453**  
**AYA Special Methods – Language Arts**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)





**Marietta College**  
**Education 454**  
**AYA Special Methods – Social Studies**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

(\*)Indicates material to be submitted in a LiveText Field Experience portfolio in which you include reflections and lesson plans. Those not necessarily done in class still need to be dated and initialed by the teacher to show compliance.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 30 hours documented on a separate timesheet.
		Interact with students in various grouping-individually, small groups, & the entire class.
		*Write and send out an introduction letter to parents.
		Assist the teacher in the daily conduct of the class. (e.g. grading, recording grades, taking attendance, making copies, etc.). Analyze the procedures for these activities.
		Conduct a small group session, e.g. reading, spelling, grammar, current lesson, etc.
		Confer with the cooperating teacher regarding strategies for teaching special needs students or “at risk” students, and beliefs about teaching in general.
		*Include a copy of the classroom rules, consequences, and procedures. Analyze their effectiveness with students.
		*Create a worksheet, game, or other seatwork activity for the lesson you teach. (Submit)
		*Confer with cooperating teacher on instructional key topics. Summarize current practice in the classroom and respond to reflective questions on these topics. _____ The use of academic language and supports in the content area _____ The use of formative assessment and feedback in the class _____ Common summative assessment approaches in the class _____ Resources for lesson planning utilized by your teacher _____ The impact of standardized testing on planning _____ Methods for parental engagement and communication i.e. curriculum and progress _____ Approaches to differentiated instruction & accommodations for exceptional learners _____ Common instructional strategies in the content area _____ Questioning strategies
		* Complete <b>3</b> of the following teacher tasks and reflect on them in the Course Portfolio. _____ Tutor a student or group of students. _____ Attend a faculty or department meeting. Report on its purpose, structure & outcome. _____ Attend / participate in a parent/teacher conference. _____ Interview one person from the support team regarding his/her involvement with students, regular education students, and the curriculum (i.e. Intervention Specialist, Librarian, Reading Coach, etc.)

**Marietta College**  
**Education 454**  
**AYA Special Methods – Social Studies**  
**Field Experience Activities Checklist *Continued***

Date	Teacher Initials	Activity
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons. All of these plans must use the template provided in LiveText and must be submitted on LiveText prior to instruction. Include all resources, materials, copies of students' work, assessments, and reflections. At least one lesson should be from the TPA style unit plan you are completing from the course and will feature the use of your academic language function, the TPA thinking tasks and the use of TCI teaching strategies.
		Collect and include student work that indicates the extent to which the students learned the material you presented. Collect pieces that reflect student mastery of your objectives at a variety of levels.
		*Videotape one lesson that features the TPA thinking task, the use of a TCI approach, and a focus on academic language. The video must be attached to your portfolio as well. <i>You will be analyzing this video using TPA prompts for your final exam.</i>
		*Obtain feedback from teacher on lessons taught and overall suggestions for growth.

List lessons taught below. Please indicate which lesson contains technology and which lesson was videotaped

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

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Teacher's Signature

---

Date

**Marietta College**  
**Education 455**  
**AYA Special Methods – Mathematics**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum 30 hours throughout the entire semester.
		Interact with students in a small group.
		Interact with the entire class.
		Work with an individual student one on one.
		Review textbooks, instruction materials, and teacher plans. Write an evaluation of a lesson presentation in the text or of other instructional materials used to teach a lesson.
		Confer with teacher regarding student demographics and individual learning characteristics. Turn in report on findings.
		Complete 3 of the following teacher tasks. _____ Take attendance _____ Grade student work _____ Record student grades _____ Prepare lesson materials _____ Use/discuss varied instructional technology _____ Create a bulletin board or display
		Review and discuss with your cooperating teacher the classroom management approach including rules, consequences, and procedures. Include a copy or summary of that approach. Reflect on that approach in your LiveText journal.
		Review and discuss with your cooperating teacher methods of assessment and feedback used in the classroom. Reflect in your LiveText journal.
		Conduct an item analysis of a test or quiz given by the cooperating teacher. Reflect on the results in your LiveText journal.
		Discuss methods for working with parents. Include a summary of that discussion.
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons involving individual students, small groups, or the entire class. One of the lessons must be videotaped and another must involve the use of technology in the presentation of the lesson.
		Video tape, evaluate and reflect upon one of the three lessons. Academic language must be observed. Turn in video and reflection.
		Discuss with cooperating teacher feedback about performance, particularly for the three teaching activities. Attach any written feedback received.
		Attend an after-hours school function or extracurricular activity. Activity _____

List lessons taught below. Indicate the lesson containing technology.

	Date	Teacher Initials	Topic/Activity
Lesson 1			
Lesson 2			
Lesson 3			

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College  
Education 455  
AYA Special Methods - Mathematics  
Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)



**Marietta College**  
**Education 456**  
**AYA Special Methods - Science**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Student in Educ 456 are required to complete a minimum of 25 hours in the science field experience, which should extend over the duration of the semester. The field experience should provide valuable experiences for the pre-service teacher in understanding the unique needs of the science classroom.

The following chart contains required and optional field activities to be documented by the MC student and initialed by the cooperating teacher. Students may participate in the same activity numerous times, but it is only necessary to check the item off once. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 25 hours.
		Assist the cooperating teacher in conducting class.
		Discuss the classroom dynamic and demographics with the cooperating teacher regarding student learning.
		Discuss the science curriculum with the cooperating teacher.
		Discuss the importance of laboratory safety with the cooperating teacher, specifically storage patterns and the GHS system for labeling and inventory.
		Discuss strategies for supporting diverse learners with the cooperating teacher.
		Discuss strategies to foster the use of academic language and literacy in the science classroom.
		Discuss formative and summative assessment strategies with the cooperating teacher.
		Discuss with your cooperating teacher how to create a supportive learning environment that meets the unique needs of today's student.
		Discuss the impact of technology in the science classroom with the classroom teacher.
		Discuss classroom management with the cooperating teacher.
		Create and co-teach/teach Lesson One with the cooperating teacher.
		Create and co-teach/teach Lesson Two with the cooperating teacher.
		Create and co-teach/teach Lesson Three with the cooperating teacher.
		Work with an individual student via tutoring or other activities.
		Work with a small group of students.
		Work with the class in a whole group setting.
		Assist the cooperating teacher in setting up, monitoring, and cleaning up a laboratory activity
		Discuss the components of the field notebook with the cooperating teacher.



**Marietta College**  
**Education 456**  
**AYA Special Methods - Science continued**

Date	Teacher Initials	Optional Activities
		Attend a team meeting (middle school) or a department meeting (high school)
		Attend a parent-teacher conference
		Interview an individual from the administrative/support team (with permission) regarding his/her work with middle level students. Such individuals include the counselor, librarian, principal, a social worker, special educator, or others
		Interview an administrator (with permission) regarding the school's mission statement, vision, organizational structure, and long-range goals.
		Assist with a school dance.
		Attend a school sporting event.
		Attend a school concert or play.
		Assist with a science fair.
		Other events with approval.

List lessons taught below.

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

---

Teacher's Signature

---

Date

**Marietta College**  
**Education 456**  
**AYA Special Methods - Science**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)



**Marietta College**  
**Education 463**  
**Middle Childhood Methods – Language Arts**  
**Field Experience Activities Checklist**

**Name:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

\*Submit a portfolio in LiveText in which you include reviews, reflections, lesson plans, a copy of field experience evaluation completed by the cooperating teacher. Those not necessarily done in class still need to be dated and initialed by the teacher to show compliance.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 25 hours.
		Interact with students in a small group.
		Interact with the entire class.
		Work with individual student.
		*Review texts, instructional materials, and teacher plans.
		*Write an evaluation of a lesson in the text or of other instructional material used.
		*Write and send out an introduction letter to parents.
		Assist the teacher in the daily conduct of the class. (e.g. grading, recording grades, taking attendance, making copies, etc.).
		Conduct a small group session, e.g. reading, spelling, grammar, current lesson, etc.
		Confer with the cooperating teacher regarding strategies for teaching special needs students or “at risk” students, and beliefs about teaching language arts in general.
		*Include a copy of the classroom rules and procedures.
		*Reflect and comment on the teacher’s management style and its effectiveness with students.
		*Take pictures of the classroom and students. (with permission). Evaluate the effectiveness of the room arrangement for different activities, e.g. whole class instruction, group work, learning centers, etc.
		*Create a worksheet, game, or other seatwork activity. (Submit)
		Complete <b>3</b> of the following teacher tasks. _____ Tutor a student or group of students. _____ Develop a bulletin board or display _____ Attend a faculty or department meeting. *Report on its purpose, structure & outcome. _____ Participate in an extracurricular activity at the school. *Write a reflection on it _____ Attend / participate in a parent/teacher conference. *Write a reflection on it.

**Marietta College**  
**Education 463**  
**Middle Childhood Methods – Language Arts**  
**Field Experience Activities Checklist *Continued***

Date	Teacher Initials	Activity
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons with individual students, small groups, or the entire class. All of these plans must use the template provided in LiveText and must be submitted in LiveText prior to instruction. Include all resources, materials, copies of students' work, assessments, and reflections. One lesson should include technology as a teaching / learning tool. All academic language within the plans must be highlighted or underlined to show your cognizance and use of it. (In keeping with the TPA criteria)
		Videotape one lesson and then evaluate and reflect upon the lesson. The evaluation/reflection must be posted in LiveText, using the prompts provided. (In keeping with the TPA criteria) A copy of the videotape must be provided for the instructor.
		*Obtain feedback from teacher on lessons taught and reflect on what was said.

List lessons taught below. Please indicate which lesson contains technology and which lesson was videotaped

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date

**Education 463**  
**Middle Childhood Methods – Language Arts**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	Unacceptable 1	Needs Improvement 2	Acceptable 3
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)



**Marietta College**  
**Education 464**  
**Middle School Methods – Social Studies**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

(\*)Indicates material to be submitted in a LiveText Field Experience portfolio in which you include reflections and lesson plans. Those not necessarily done in class still need to be dated and initialed by the teacher to show compliance.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 30 hours documented on a separate timesheet.
		Interact with students in various grouping-individually, small groups, & the entire class.
		*Write and send out an introduction letter to parents.
		Assist the teacher in the daily conduct of the class. (e.g. grading, recording grades, taking attendance, making copies, etc.). Analyze the procedures for these activities.
		Conduct a small group session, e.g. reading, spelling, grammar, current lesson, etc.
		Confer with the cooperating teacher regarding strategies for teaching special needs students or “at risk” students, and beliefs about teaching in general.
		*Include a copy of the classroom rules, consequences, and procedures. Analyze their effectiveness with students.
		*Create a worksheet, game, or other seatwork activity for the lesson you teach. (Submit)
		*Confer with cooperating teacher on instructional key topics. Summarize current practice in the classroom and respond to reflective questions on these topics. _____ The use of academic language and supports in the content area _____ The use of formative assessment and feedback in the class _____ Common summative assessment approaches in the class _____ Resources for lesson planning utilized by your teacher _____ The impact of standardized testing on planning _____ Methods for parental engagement and communication r.e. curriculum and progress _____ Approaches to differentiated instruction & accommodations for exceptional learners _____ Common instructional strategies in the content area _____ Questioning strategies
		* Complete <b>3</b> of the following teacher tasks and reflect on them in the Course Portfolio. _____ Tutor a student or group of students. _____ Attend a faculty or department meeting. Report on its purpose, structure & outcome. _____ Attend / participate in a parent/teacher conference. _____ Interview one person from the support team regarding his/her involvement with students, regular education students, and the curriculum (i.e. Intervention Specialist, Librarian, Reading Coach, etc.)



**Marietta College**  
**Education 464**  
**Middle School Methods – Social Studies**  
**Field Experience Activities Checklist *Continued***

Date	Teacher Initials	Activity
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons. All of these plans must use the template provided in LiveText and must be submitted on LiveText prior to instruction. Include all resources, materials, copies of students' work, assessments, and reflections. At least one lesson should be from the TPA style unit plan you are completing from the course and will feature the use of your academic language function, the TPA thinking tasks, and the use of TCI teaching strategies.
		Collect and include student work that indicates the extent to which the students learned the material you presented. Collect pieces that reflect student mastery of your objectives at a variety of levels.
		*Videotape one lesson that features the TPA thinking task, the use of a TCI approach, and a focus on academic language. The video must be attached to your portfolio as well. <i>You will be analyzing this video using TPA prompts for your final exam.</i>
		*Obtain feedback from teacher on lessons taught and overall suggestions for growth.

List lessons taught below. Please indicate which lesson contains technology and which lesson was videotaped

	Date	Teacher Initials	Topic/Activity
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date

**Marietta College**  
**Education 465**  
**Middle Childhood Methods – Mathematics**  
**Field Experience Activities Checklist**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

The cooperating teacher should initial and date this form as the candidate completes each activity. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum 30 hours throughout the entire semester.
		Interact with students in a small group.
		Interact with the entire class.
		Work with an individual student one on one.
		Review textbooks, instruction materials, and teacher plans. Write an evaluation of a lesson presentation in the text or of other instructional materials used to teach a lesson.
		Confer with teacher regarding student demographics and individual learning characteristics. Turn in report on findings.
		Complete 3 of the following teacher tasks. _____ Take attendance _____ Grade student work _____ Record student grades _____ Prepare lesson materials _____ Use/discuss varied instructional technology _____ Create a bulletin board or display
		Review and discuss with your cooperating teacher the classroom management approach including rules, consequences, and procedures. Include a copy or summary of that approach. Reflect on that approach in your LiveText journal.
		Review and discuss with your cooperating teacher methods of assessment and feedback used in the classroom. Reflect in your LiveText journal.
		Conduct an item analysis of a test or quiz given by the cooperating teacher. Reflect on the results in your LiveText journal.
		Discuss methods for working with parents. Include a summary of that discussion.
		With teacher guidance, conduct a <b>minimum of 3</b> teaching experiences/lessons involving individual students, small groups, or the entire class. One of the lessons must be videotaped and another must involve the use of technology in the presentation of the lesson.
		Video tape, evaluate and reflect upon one of the three lessons. Academic language must be observed. Turn in video and reflection.
		Discuss with cooperating teacher feedback about performance, particularly for the three teaching activities. Attach any written feedback received.
		Attend an after-hours school function or extracurricular activity. Activity: _____

List lesson taught below. Indicate the lesson containing technology.

	Date	Teacher Initials	Topic/Activity
Lesson 1			
Lesson 2			
Lesson 3			

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Date



**Marietta College**  
**Education 465**  
**Middle Childhood Methods - Mathematics**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)



**Marietta College**  
**Education 466**  
**Middle Childhood Methods - Science**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Student in Educ 466 are required to complete a minimum of 25 hours in the science field experience, which should extend over the duration of the semester. The field experience should provide valuable experiences for the pre-service teacher in understanding the unique needs of the science classroom.

The following chart contains required and optional field activities to be documented by the MC student and initialed by the cooperating teacher. Students may participate in the same activity numerous times, but it is only necessary to check the item off once. Any activity that cannot be completed for a valid reason must be noted as Not Applicable (NA) and include a signature from the cooperating teacher. This form should be returned with the field evaluation and record of hours completed.

**It is the responsibility of the field student to request permission to engage in these activities and to have the cooperating teacher confirm their completion by initialing each activity.**

Date	Teacher Initials	Activity
		Complete a minimum of 25 hours.
		Assist the cooperating teacher in conducting class.
		Discuss the classroom dynamic and demographics with the cooperating teacher regarding student learning.
		Discuss the science curriculum with the cooperating teacher.
		Discuss the importance of laboratory safety with the cooperating teacher, specifically storage patterns and the GHS system for labeling and inventory.
		Discuss strategies for supporting diverse learners with the cooperating teacher.
		Discuss strategies to foster the use of academic language and literacy in the science classroom.
		Discuss formative and summative assessment strategies with the cooperating teacher.
		Discuss with your cooperating teacher how to create a supportive learning environment that meets the unique needs of today's student.
		Discuss the impact of technology in the science classroom with the classroom teacher.
		Discuss classroom management with the cooperating teacher.
		Create and co-teach/teach Lesson One with the cooperating teacher.
		Create and co-teach/teach Lesson Two with the cooperating teacher.
		Create and co-teach/teach Lesson Three with the cooperating teacher.
		Work with an individual student via tutoring or other activities.
		Work with a small group of students.
		Work with the class in a whole group setting.
		Assist the cooperating teacher in setting up, monitoring, and cleaning up a laboratory activity
		Discuss the components of the field notebook with the cooperating teacher.

**Marietta College**  
**Education 466**  
**Middle Childhood Methods - Science continued**

<b>Date</b>	<b>Teacher Initials</b>	<b>Optional Activities</b>
		Attend a team meeting (middle school) or a department meeting (high school)
		Attend a parent-teacher conference
		Interview an individual from the administrative/support team (with permission) regarding his/her work with middle level students. Such individuals include the counselor, librarian, principal, a social worker, special educator, or others
		Interview an administrator (with permission) regarding the school's mission statement, vision, organizational structure, and long-range goals.
		Assist with a school dance.
		Attend a school sporting event.
		Attend a school concert or play.
		Assist with a science fair.
		Other events with approval.

List lessons taught below.

	<b>Date</b>	<b>Teacher Initials</b>	<b>Topic/Activity</b>
<b>Lesson 1</b>			
<b>Lesson 2</b>			
<b>Lesson 3</b>			

---

Teacher's Signature

---

Date

**Marietta College**  
**Education 456**  
**Middle Childhood Methods - Science**  
**Student Self-Assessment**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_

	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Acceptable 3</b>
<b>Class</b>			
I attend class regularly and arrive on time.			
I follow all rules regarding class disruptions.			
I actively participate in class discussions and activities.			
I take notes and keep necessary records during class discussions, learning experiences, and presentations			
I complete all assignments following all guidelines given and turn in all assignments on the date they are due.			
I demonstrate on all assignments the writing quality expected of a professional educator.			
I solicit input and suggestions from the instructor and fellow classmates when needed and remain open to the input and suggestions given.			
I demonstrate the communication skills (both speaking and listening) needed to successfully participate in small and large group discussions and activities.			
I ask questions that demonstrate my thinking on the topic under discussion.			
I contribute original ideas to class discussions and activities and use evidence to support my point of view.			
I am willing to try something new and share it with others.			
I respect the opinions of others in this class.			
<b>Field Experience</b>			
I apply ideas learned in class to my field experience.			
I follow all field experience guidelines given by my course instructor.			
I attend my field experience regularly and on time, and if an absence is necessary, I promptly notify all the appropriate people.			
I complete all tasks assigned to me by my cooperating teacher in a professional manner.			
I solicit input and suggestions from my cooperating teacher and remain open to the input and suggestions given.			
I reflect on lessons taught and activities led so that I can make adjustments and improvements.			
I take an active role in my field experience, interacting with my cooperating teacher and students in a positive manner.			
I follow all rules and regulations of my cooperating school, and I interact professionally with all school personnel.			
I dress in an appropriate, professional manner at all times during my field experience.			
Based on my self-assessment, if I were to assign myself a grade, it would be .....			

**Comments:** What evidence can you provide for support of your self-assessment? (Attach another sheet of paper if necessary.)