

# SHORT FIELD EXPERIENCES BINDER RUBRIC

	<b>Developing (1 Point)</b>	<b>Proficient (2 Points)</b>	<b>Accomplished (3 Points)</b>
<b>Visitation Checklist</b>	Less than four (4) required visits completed	Four (4) required visits for a total of ten (10) hours	Five (5) or more visits with ten (10) hours documented
<b>Activities Log</b>	Less than Five (5) activities included	Five (5) activities included	Six (6) activities or more included
<b>Observation 1: Focus on Learner Characteristics</b>	Observes selected student.	Completes the indicators for developing AND discusses the actual experience of this child within the classroom observed and the positive and negative aspects of what is observed.	Completes the indicators for proficiency AND correlates and reflects upon the learning environment which they wish to establish as a professional educator and discusses how they will address the various characteristics of the student in their own "future" classroom.
<b>Observation 2: Focus on Instruction and Classroom Dynamics</b>	Comments on teachers' interaction with special needs students.	Completes the indicators for developing AND acknowledges techniques used for special needs students and summarizes situations which might contribute to stereo-typing or bias.	Completes the indicators for proficiency AND describes and discusses techniques used with special needs students. Additionally discusses, describes classroom/school interactions that may lead to stereo-typing or bias.
<b>Observation 3: Classroom Observation focused on questioning</b>	Classify teachers' questions as low, intermediate, or higher order.	Completes the indicators for developing AND calculates percent of low, intermediate, or higher order questions and summarizes the findings.	Completes the indicators for proficiency AND after calculating percent of low, intermediate or higher order questions, summarizes these findings and implications for student success and makes recommendations for effective questioning based on data.
<b>Observation 4: Focus on Classroom Management</b>	Notes how the teacher responds to all classroom management issues.	Completes the indicators for developing AND writes a thoughtful, reflective summary of observation including insights about effective classroom management.	Completes the indicators for proficiency AND correlates this observation to personal future classroom usage.
<b>Observation 5: Focus on the Learning Environment</b>	Evaluates a lesson by the cooperating teacher	Completes the indicators for developing AND evaluates a lesson by the cooperating teacher including references to the five (5) questions listed for this component of the field experience.	Completes the indicators for proficiency AND correlates and reflects upon the learning environment which they wish to establish as professional educator.
<b>Interview/Reflective Summaries (Cooperating Teacher)</b>	Completes interview/no reflection	Overview of discussion/ Clarifies contribution of educator in facilitating learning for students	Completes the indicators for proficiency AND discusses personal impact of interview
<b>Interview/Reflective Summaries (SPED Faculty)</b>	Completes interview/no reflection	Overview of discussion/ Clarifies contribution of educator in facilitating learning for students	Completes the indicators for proficiency AND discusses personal impact of interview
<b>Interview/Reflective Summaries (Other)</b>	Completes interview/no reflection	Overview of discussion/ Clarifies contribution of educator in facilitating learning for students	Completes the indicators for proficiency AND discusses personal impact of interview
	<b>Developing (2 Point)</b>	<b>Proficient (4 Points)</b>	<b>Accomplished (6 Points)</b>
<b>Final Report on Short Field Experience</b>	Answers questions for final report	Details positive and negatives about each question related to actual observations during the short field experience	Completes the indicators for proficiency AND correlates and reflects upon the professional educator they wish to become in each questioned area. Provides specifics of intended future plans.
<b>33-36 points=A; 29-32 points=B, 26-28 points=C; 22-25 points=D</b>			

# SHORT FIELD EXPERIENCES BINDER RUBRIC

36 = 100

35 = 97

34 = 94

33 = 92

32 = 89

31 = 86

30 = 83

29 = 81

28 = 78

27 = 75

26 = 72

25 = 69

24 = 67

23 = 64

22 = 61