



# CABRINI COLLEGE

Senior Field  
and Pre-Student Teaching  
Workbook  
EDU 402

Elementary  
Early Childhood  
Special Education  
Secondary Education

Cabrini College  
Education Division  
610 King of Prussia Rd.  
Radnor, PA 19087  
610-902-8327  
Revised July, 2010

# TABLE OF CONTENTS

Table of Contents-----	2
Introduction-----	3
Supplementary Course Description-----	4
Contact Information-----	4
Policies and Procedures-----	5
Description of Assignments-----	6

## FIELD PLACEMENT ACTIVITIES

Activity 1: Building Rapport and Connections-----	7
Activity 2: Classroom Management-----	7
Activity 3: Lessons-----	8
Activity 4: Alternate/Supplemental Learning Activity-----	8
Activity 5: IEP-----	9
Activity 6: Technology-----	9
Activity 7: Differentiation/ESL-----	10
Activity 8: Interview-----	10
Activity 9: Instructional Materials-----	11
Activity 10: Student Development-----	12
Activity 11: Assessment-----	12
Activity 12: Philosophy of Education-----	13
Guidelines for Cooperating Teachers-----	14
Evaluation Guidelines-----	15-16
Senior Field Notebook Activities Rubric-----	17
Senior Field Notebook Competencies Rubric-----	18
Professional Behavior Competencies Rubric-----	19
Attendance-----	20

## EVALUATIONS

Summary Points Page-----	21
Midpoint Evaluation by Cooperating Teacher-----	22-23
Final Evaluation by Cooperating Teacher-----	24-25
Student Review of Field Experiences-----	26
Student's Evaluation of College Supervisor-----	27
Senior Field Binder/Participation Evaluation-----	28

## **INTRODUCTION:**

**Welcome to Senior Field! This is the final field experience prior to student teaching!**

**There are 12 Activities required in this workbook as well as a daily journal requirement.**

**This manual will serve as your guide during the senior year field-work experience(s). You are to complete the manual and submit it to your college supervisor.**

**This manual meets four objectives. It will:**

- 1. provide structure for the senior education major;**
- 2. provide a link between the senior field experience and the student teaching experience;**
- 3. offer guidance to the cooperating teacher; and**
- 4. serve as a vehicle for our evaluation.**

## **Supplementary Course Description EDU 402-Senior Field Experiences**

During the first semester of the senior year, Early Childhood, Elementary and Special Education majors must participate in a full-day session each Wednesday in those settings in which the student expects to student teach during the subsequent semester. Students are expected to become acquainted with school rules and policies, learn classroom schedules, observe management techniques and begin some teaching responsibilities by working with individuals and small groups. The cooperating teacher and the college supervisor must review each student's progress and make recommendations for the student's next semester.

Students must meet the Education Division's acceptance GPA and file a data sheet and a copy of PRAXIS scores six (6) months prior to the placement. All PPST exams and fundamental subjects (where required) must be passed and the student must be admitted into the Education Division as a certification student. See the Education Division Handbook for procedure for admission into the Division. Grading standards are published in the Field Experience Manual. Offered fall and spring. 2 credits.

### **Contact Information**

Cabrini College, Education Division  
610 King of Prussia Rd  
Radnor, PA 19087  
Office: 610-902-8327 Fax: 610-902-8520

Dr. Beverly Bryde  
Chair of the Education Department  
Coordinator of Elementary Education  
Office: 610-902-8331  
[bryde@cabrini.edu](mailto:bryde@cabrini.edu)

Dr. Thomas Stretton  
Coordinator of Secondary Education  
Office: 610-902-8328  
[ts723@cabrini.edu](mailto:ts723@cabrini.edu)

Dr. Carol Kessler  
Coordinator of Early Childhood Education  
Office: 610-902-8418  
[carol.kessler@cabrini.edu](mailto:carol.kessler@cabrini.edu)

Dr. Colleen Lelli  
Coordinator of Special Education  
Office: 610-902-8466  
[cl724@cabrini.edu](mailto:cl724@cabrini.edu)

Colleen Poole  
Field Experience Coordinator  
Office: 610-902-8326  
[cpoole@cabrini.edu](mailto:cpoole@cabrini.edu)

## **POLICIES AND PROCEDURES**

### **A. OVERVIEW:**

The Early Childhood, Elementary, Special, and Secondary Education students are required to participate in senior field experiences during the semester prior to their student teaching placements. Their field experiences occur in the same sites where they will complete their student teaching assignments. By using the same classrooms/children as well as the same cooperating teacher, the student teacher will already be familiar with the educational setting(s).

Students must complete these experiences, and receive satisfactory ratings from both the college supervisor and the cooperating teacher, in order to be considered eligible for student teaching. Failures of incompletes may be cause for dismissal from the program.

### **B. OBJECTIVE:**

The objective of having field placements is to provide an opportunity for education majors to observe and participate actively in educational experiences before student teaching. It is also an opportunity for schools to evaluate the prospective student teacher.

### **NOTES:**

Special Education majors are required to student teach in both a MILD SETTING and a MODERATE/SEVERE/PROFOUND SETTING; Elementary Education majors can request to split their placement between a PRIMARY SETTING and an INTERMEDIATE SETTING; and Early Childhood majors can request to split their student teaching between an EARLY CHILDHOOD SETTING and an ELEMENTARY SETTING. Secondary Education majors may request to split their student teaching between a JUNIOR HIGH/MIDDLE SCHOOL SETTING and a HIGH SCHOOL SETTING.

### **C. COMPETENCIES:**

Upon successful completion of this manual and its related experiences, each Cabrini senior student will have demonstrated:

1. The ability to describe the type and nature of the children with whom he/she is placed (in relation to normal growth patterns);
2. The ability to list programs and services which the school provides to its students;
3. The readiness to demonstrate procedures of instruction appropriate to the students with whom he/she is working;
4. The ability to operate within the structure of the school and/or agency setting;
5. The ability to identify the appropriate instructional goals of the students in relation to the required state standards
6. The ability to use effective personal interaction skills with his/her students and the professional staff;
7. The ability to behave in a professional manner including appropriate dress, attitude, attendance, punctuality and responsibility;
8. The ability to contrast the pros and cons of working with students in each setting (considerations must be given toward the diversity of the students) with a projection towards preparation for the respective student teaching experiences.

## Description of Assignments (Activities)

All **Senior Field assignments should be organized in a binder with dividers** for each assignment.

- The binder should be labeled with the student's name, course name, school and cooperating teacher's name, supervisor's name, semester and year.
- Binder sections should include Journals, each of the 12 assignments, and Evaluations.

During SENIOR FIELD, students will maintain a **DAILY JOURNAL**. The journal should reflect experiences the pre-service teacher has each day in the classroom. What activities did the pre-service teacher participate in? What went well? What needs improvement? Etc.

Pre-service teachers can request extra activities or documents. Any of these materials should be collected in a separate section in the binder.

### REMINDERS:

Your binder is to be handed in to your college supervisor before the last day of final exams.

You must pick-up your notebook within three weeks of the time that you submit it. Binders that are not picked-up will be disposed of.



## ACTIVITY 1: Building Rapport and Connections

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

In a 2-3 page essay format, describe how you

- a) Introduce yourself to the class
- b) Get to know your school – demographics, expectations
- c) Get to know the students – their backgrounds, culture, family structure
- d) Get to know your cooperating teacher
- e) Get to know the other staff and administrators



## ACTIVITY 2: Classroom Management

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

A) In a 2-3 page essay format, describe what you observe regarding the classroom management:

What are the classroom rules?

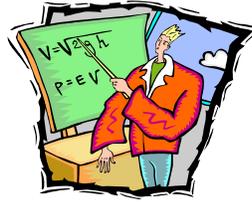
Rewards/Motivators?

Consequences?

Describe the flexibility of the management style.

How does the management style help/hinder learning?

B) In a 2-3 page essay format, describe at least 3 classroom management techniques used in the classroom. Discuss the level of effectiveness of each technique observed.



**ACTIVITY 3:  
Lessons**

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

- A) Write and teach at least 4 lessons over the course of your 10 day senior field experience. The lessons should be in at least two different content areas. The teaching experience can address a small group or whole class. Use the prescribed lesson plan format learned at Cabrini College (see Appendix).

Be sure to coordinate your plans with the cooperating teacher. It is up to the co-op what you can teach, how large the group will be, and how often you get to teach.

- B) Reflect on each lesson taught. Address the following questions in your reflection.  
What went well?  
What would you change about the lesson if you taught it again?  
How do you know the students learned?



**ACTIVITY 4:  
Alternate/ Supplemental Learning Activity**

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

An Alternate/supplemental learning activity is an organized set of materials and activities that have been selected to present and reinforce a skill or concept without the direct assistance of the teacher. All directions and materials necessary for the completion of the task should be contained within the packet. The task should be able to be completed at the site in which it is furnished. The packet should present the task sequentially and should include a method of providing feedback to the student regarding his/her progress. Alternate/supplemental learning activities may be designed for the individual student, small groups or whole class for use at a learning center.

- A) Create 1 alternative/learning packet that reflect/match what is currently being taught in your class and can be used in your class.
- B) In a 2-3 page essay format, write a description of the packet. Tell how it will be or was used. Described what worked well with the packet and what might need to be changed next time the packe t is used.



## ACTIVITY 5: IEP

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

In a 2-3 page essay format, describe at least ONE student who has an IEP or receives some sort of modifications or learning support.

In the essay,

- Describe the student
- Describe the modifications required
- Describe what the modifications look like in practice
- Describe the effectiveness of the modification
- Describe the support structures in place by the district and/or school to support these learners



## ACTIVITY 6: Technology

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

In a 2-3 page essay format, describe one piece of technology (software or internet) that is currently being used or could be used in the class.

In the essay:

- Describe the technology
- Describe how the technology is used in the class
- Describe how the students get to use the technology
- Describe how the technology integrated into the curriculum
- Describe how does technology enhances/deters learning in the classroom



**ACTIVITY 7:  
Differentiation/ESL**

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

In a 2-3 page essay format, describe how the classroom you are in addresses differentiation and/or the needs of ESL learners. Give examples.

In the essay

- Describe at least two examples of differentiation used by the teacher
  - Or describe at least two examples of differentiation that could be implemented in the classroom
- Describe how the teacher measures (or could measure) the effectiveness of the differentiation techniques



**ACTIVITY 8:  
Interview**

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

Interview your cooperating teacher. In a 2-3 page essay format, discuss the following questions and answers from the interview.

In the essay:

- Describe what the cooperating teacher sees as challenges to teaching
- Describe ideas the cooperating teacher and you have to address these challenges



## ACTIVITY 9: Instructional Materials

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

A) Review two sets of instructional materials. Create a report to document the following information about the materials and address the issues mentioned below.

### Information

- Title
- Author/s
- Date of Publication
- Publisher
- Grade
- Cost (if known)

B) In a 2-3 page format, include a description of the following issues for each of the two instructional materials reviewed.

- Describe any bias apparent in the material (cultural, gender, ethnic, etc.)
- Describe differentiation/ESL strategies present in the materials
- Consider the PA state standards for the content area addressed by the material – how well are the standards met?



## ACTIVITY 10: STUDENT DEVELOPMENT

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

In a 2-3 page essay format, evaluate the learning environment of your class and describe the following aspects.

- The social context for learning
- The best way to respond to the emotional communication between you and the student/s
- The developmentally appropriate motivation to use with this group of learners



**ACTIVITY 11:  
Assessment**

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

**A) In a 2-3 page essay format, describe at least one form of each of the following types of assessment that are being used in your classroom: preliminary, formative and summative assessments.**

**Include in the essay:**

- Description of each type of assessment
- Description of how the assessments are designed, administered and scored.
- Describe how the assessment do or do not become a part of the student's grade (or if not, how the score/data is used).

**B) Set up a grade book. Use the grade book to record grades for any lessons you teach during senior field.**

**You will continue to use the grade book for recording grades during student teaching.**

**C) Discuss with the cooperating teacher one instructional unit that you will be teaching during student teaching. Create a preliminary assessment for the unit.**

**In a 1-2 page essay,**

- Briefly describe the unit you are planning to teach during student teaching
- Describe the preliminary assessment you will incorporate and how the results will impact the unit
- Describe how you will use formative and summative assessments in the unit.



**ACTIVITY 12:  
Philosophy of Education**

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

Initials: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Student/ Co-op/ Supervisor

**In a 1-2 page essay format, describe how your philosophy of education has changed over the course of your teacher preparation program. What impacted/influenced these changes?**

**REMEMBER TO JOURNAL EACH DAY!**



## GUIDELINES FOR COOPERATING TEACHERS

A. Types of activities which senior education majors can be expected to perform:

1. Observation of activities;
2. One-on-one activities with students;
3. Small group activities;
4. Experiences involving technology.

B. Responsibilities of the cooperating teachers:

1. Review and initial all completed manual activities each week;
2. Provide guidance and direction for students and act as a role model;
3. Be receptive to an interview concerning the classroom environment;
4. Assign and supervise appropriate tasks;
5. Evaluate the student's performance;
6. Note any absences or lateness in reference to field placement students  
(NOTE: students are required to make-up absences at the end of the semester—this will occur during their vacation days);
7. Complete the midpoint evaluation (in manual);
8. Complete final evaluation (in manual).

C. An additional responsibility of the cooperating teacher:

Cabrini College students should not be asked to supervise or teach pupils when the cooperating teacher is absent from the classroom. During field work, the certified teacher should be present whenever college seniors are working in the classroom/school.

During the actual student teaching experience, the cooperating teacher, after careful observation of competent student teacher performance levels, may leave the student teacher in a position of responsibility during limited periods of time

# Evaluation Forms- Directions

## 1) Evaluation Guidelines for Cooperating Teachers and College Supervisors

### 2) Supervisors Complete:

- a. Senior Field Notebook Activities Rubric
- b. Senior Field Notebook Competencies Rubric
- c. Professional Behavior Competencies Rubric
- d. Senior Field Summary Points

### 3) Cooperating Teacher Completes:

- a. Midpoint Evaluation by Cooperating Teacher
- b. Final Evaluation by Cooperating Teacher

### 4) Senior Field Student Completes:

- a. Student Review of Field Experience
  - i. Complete and give to Cabrini supervisor
- b. Senior Field Student's Evaluation of Supervisor
  - i. Completed forms should be submitted via email, mail or fax to the Director of Student Teaching at the end of the Senior Field experience.

## EVALUATION GUIDELINES FOR COOPERATING TEACHERS AND COLLEGE SUPERVISORS



When evaluating the progress of the student completing field experience, please use the following guidelines:

- 5- The student is **exceptional**. The student consistently exceeds the expectations of field experience students and is among the most outstanding pre-service teachers in your certification area.
- 4- The student is **above average**. The student sometimes exceeds the expectations of field experience students.
- 3- The student is **average**. The student met the expectations of field experience students.
- 2- The student is **fair**. The student almost always met the expectations of field experience students.
- 1- The student is **below average**. The student infrequently met the expectations of field experience students.
- 0- The student has failed. The student has not met the minimum expectations of field experience students.

**SENIOR FIELD  
NOTEBOOK ACTIVITIES RUBRIC**  
(To be completed by college supervisor)

1. Building Rapport and Connections	5	4	3	2	1	0
2. Classroom Management	5	4	3	2	1	0
3. Lessons	5	4	3	2	1	0
4. Alternate/Supplemental Learning Activity	5	4	3	2	1	0
5. IEP	5	4	3	2	1	0
6. Technology	5	4	3	2	1	0
7. Differentiation/ESL	5	4	3	2	1	0
8. Interview	5	4	3	2	1	0
9. Instructional Materials	5	4	3	2	1	0
10. Student Development	5	4	3	2	1	0
11. Assessment	5	4	3	2	1	0
12. Philosophy of Education	5	4	3	2	1	0

Points Earned\_\_\_\_\_

**SENIOR FIELD  
NOTEBOOK COMPETENCIES RUBRIC**  
(To be completed by college supervisor)

1. The student will write neatly in the standard form of manuscript or cursive writing used by the students in the classroom.

5            4            3            2            1            0

2. The student will prepare detailed lesson plans for the workbook activities.

5            4            3            2            1            0

3. The student will demonstrate organizational skills in the completion of the notebook.

5            4            3            2            1            0

4. The student will document the activities by attaching all necessary information plus examples of the students' work whenever available.

5            4            3            2            1            0

5. The student will complete all assignments on time.

5            4            3            2            1            0

6. The student will use proper written English in the completion of the workbook (Spelling Grammar, Vocabulary and Punctuation).

5            4            3            2            1            0

Points Earned\_\_\_\_\_

# PROFESSIONAL BEHAVIOR COMPETENCIES RUBRIC

(To be completed by college supervisor)

1. The student will dress appropriately in neat, conservative clothes following the professional the dress code for the school.

5            4            3            2            1            0

2. The student will observe the hours of the cooperating teacher and school.

5            4            3            2            1            0

3. The student will maintain a professional attitude at all times during the field experience.

5            4            3            2            1            0

4. The student will demonstrate a professional rapport with the cooperating teacher.

5            4            3            2            1            0

5. The student will demonstrate a professional rapport with the students in the classroom.

5            4            3            2            1            0

6. The student will demonstrate a professional rapport with the other faculty and support personnel in the school.

5            4            3            2            1            0

7. The student will demonstrate a professional rapport with the college supervisor.

5            4            3            2            1            0

**Points Earned** \_\_\_\_\_

## ATTENDANCE

(To be completed by college supervisor)



- 25 POINTS** - Perfect Attendance  
One excused absence\*\* with Doctor/School Nurse  
excuse with make-up session for absence  
Follows appropriate procedure\* for absence  
Adheres to faculty schedule
- 20 POINTS** - More than 2 (two) excused absences\*\* with make-up Follows appropriate  
procedure\* for absence  
Adheres to faculty schedule
- 15 POINTS** - One (1) excused absence\*\* without make-up session Follows appropriate  
procedure\* for absence  
Adheres to faculty schedule
- 10 POINTS** - Two (2) excused absences\*\* without make-up sessions Follows appropriate  
procedure\* for absence  
Adheres to faculty schedule
- 0 POINTS** - Unexcused absence or absences without make-up  
Failure to follow procedure for absence  
Failure to adhere to faculty schedule

Contact the school prior to the start of the school day.  
Leave a message for the cooperating teacher.

Call the college supervisor at home between 7:00 & 8:00 AM.

\*\*Attach doctor/nurse excuse to this sheet.

**Points Earned** \_\_\_\_\_

# SENIOR FIELD SUMMARY POINTS PAGE

STUDENT'S NAME \_\_\_\_\_

CLASS \_\_\_\_\_ SEMESTER/YEAR \_\_\_\_\_

COOPERATING SCHOOL \_\_\_\_\_

COOPERATING TEACHER \_\_\_\_\_

GRADE/ LEVEL \_\_\_\_\_

## SUMMARY OF POINTS EARNED

(To be completed by college supervisor)

Notebook Activities \_\_\_\_\_ out of 60

Notebook Competencies \_\_\_\_\_ out of 30

Professional Behavior \_\_\_\_\_ out of 35

Attendance \_\_\_\_\_ out of 25

Cooperating Teacher's Evaluation Midpoint \_\_\_\_\_ out of 10

10 pts for a score of 90-95

8 pts for a score of 85-89

6 pts for a score of 80-84

4 pts for a score of 75-79

2 pts for a score of 70-75

0 pts for a score of 0-69

Final \_\_\_\_\_ out of 10

Total Points Earned \_\_\_\_\_ out of 170

Grade \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

A	=	160 to 170pts.
A-	=	153 to 159 pts.
B+	=	148 to 152pts.
B	=	143 to 147 pts.
B-	=	136 to 142 pts.
C+	=	131 to 135 pts.
C	=	126 to 130 pts.
C-	=	119 to 125 pts.
D	=	102 to 118 pts.
F	=	0 to 101 pts.

## MIDPOINT EVALUATION BY COOPERATING TEACHER SENIOR FIELD PLACEMENT

EDUCATION MAJOR'S NAME: \_\_\_\_\_

To be completed and signed by the Cooperating Teacher: \_\_\_\_\_

**RUBRIC SCALE:**    *1=POOR*                      *5=SUPERIOR*                      *NA=NOT APPLICABLE*

The education major:

- Is demonstrating appropriate attendance/punctuality.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Uses the appropriate tone of voice in the classroom.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Establishes positive, realistic expectations before working with a student.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Uses praise—sincerely and appropriately.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Manages a small-group situation.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Is respectful of school regulations, schedules, policies, etc.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Takes initiative to help students when appropriate.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrates the ability to identify student strengths/weaknesses.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrates a professional interest in each/every child.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrates the ability to collect and record data.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrates a professional interest in available resources for students and is aware of available support services for students (i.e. nurse, psychologist, PT, OT, speech, etc).  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrates an awareness of the STATE STANDARDS for the grade level.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_



**FINAL EVALUATION BY COOPERATING TEACHER  
SENIOR FIELD PLACEMENT**

EDUCATION MAJOR'S NAME: \_\_\_\_\_

To be completed and signed by the Cooperating Teacher: \_\_\_\_\_

**RUBRIC SCALE:    1=POOR                      5=SUPERIOR                      NA=NOT APPLICABLE**

The education major:

- Has demonstrated appropriate attendance/punctuality.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Uses the appropriate tone of voice in the classroom.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Establishes positive, realistic expectations before working with a student.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Uses praise—sincerely and appropriately.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Managed a small-group situation.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Is respectful of school regulations, schedules, policies, etc.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Takes initiative to help students when appropriate.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Demonstrates the ability to identify student strengths/weaknesses.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Demonstrates a professional interest in each/every child.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Demonstrates the ability to collect and record data.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Demonstrates a professional interest in available resources for students and is aware of available support services for students (i.e. nurse, psychologist, PT, OT, speech, etc).  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_
  
- Demonstrates an awareness of the STATE STANDARDS for the grade level.  
◦ 1    2    3    4    5    NA    Comments: \_\_\_\_\_

- Planned and implemented activities for individual students.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Planned and implemented activities for small groups.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrated an awareness for the available technology in the classroom/school.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Adjusted to the daily routine in the classroom.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrated the ability to relate to students, individually, in the classroom.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrated the ability to relate to students, in small groups, in the classroom.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_
- Demonstrated the ability to relate to students, in large groups, in the classroom.
  - 1    2    3    4    5    NA    Comments: \_\_\_\_\_

**TOTAL points across 19 indicators: \_\_\_\_\_**

• Please describe any special abilities, demonstrated by the student, in your classroom:

• Please identify any special problems encountered by the student:

• Please indicate areas where the student needs improvement:

## STUDENT REVIEW OF FIELD EXPERIENCES

To be completed by the senior education major- (self-evaluation)

NAME: \_\_\_\_\_ PLACEMENT: \_\_\_\_\_  
DATE: \_\_\_\_\_ TEACHER/GRADE: \_\_\_\_\_

Please circle the “bullets” to indicate items which apply to your situation.

- All of the field experience requirements are completed.
- My attendance was perfect.
  - Number of times tardy: \_\_\_\_\_
  - Number of days missed: \_\_\_\_\_
  - Number of days made-up: \_\_\_\_\_
- I know all of the names of my students.
  - I know most of the names of my students.
- My immediate plans for the student teaching experience, at this field site, are already progressing.
- A photocopy of my **NEGATIVE TUBERCULIN TEST** has been provided to this school and is ‘on file’ with the education division.
- Photocopies of both the **PA ACT 151** (Child Abuse) and **PA ACT 34** (Police Background Check) have been provided to this school and are ‘on file’ with the education division.
  - If the **FBI FINGERPRINT FORM** (Background Check) was required, it has also been completed and provided to all parties.
- Arrangements have been made, by me, for adequate personal **LIABILITY INSURANCE** coverage or I have provided documentation of student membership to PSEA.
- The ‘snow number’ of my school is in my records.
- I have exchanged telephone numbers with both my school and co-op teacher.
- All my required course work has been satisfactorily completed.
  - I have attained the required **GPA**.
  - All required **PRAXIS TESTS** have been passed.
- I have copies of the **STATE STANDARDS** (all subject areas) for this grade level.

STUDENT’S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## Senior Field Student's Evaluation of College Supervisor

*This form should be submitted directly to the Director of Student Teaching either by mail, email or fax. Please see the front of the manual for contact information.*

Supervisor's Name: \_\_\_\_\_

Actual Dates of Supervision: \_\_\_\_\_

### Part I:

- Did your supervisor make at least 3 visits? YES NO
- Did you feel that the length of the visits were appropriate? YES NO
- Were the supervisor's comments helpful? YES NO

Please comment: \_\_\_\_\_

- Which areas did you feel that you needed help from your supervisor?  
e.g. curriculum, materials, behavior controls, professional relations, etc.

Please comment: \_\_\_\_\_

- Did you specifically request the supervisor's help? YES NO
- Was the supervisor able to provide help in these areas? YES NO
- If you were the supervisor, what would you have done differently to help the student teacher? Please comment: \_\_\_\_\_

### Part II:

- Did you find this manual helpful? YES NO  
Please comment: \_\_\_\_\_
- What manual improvements for the next year could you suggest?  
Please comment: \_\_\_\_\_

How do you think that you could have been better prepared for the senior field experience? Please comment:

\_\_\_\_\_

\_\_\_\_\_

(402 St Eval of Super)

**Senior Field Binder/Participation Evaluation**

*(Completed by Supervisor)*

**Cabrini College**

**EDU 402**

Education Major's Name: \_\_\_\_\_

Placement I: \_\_\_\_\_  
                     Dates                      School                      Coop Teacher

Placement II: \_\_\_\_\_  
                     Dates                      School                      Coop Teacher

*\*List dates of completion for each objective\**

<b>Objectives</b>	<b>Placement I</b>	<b>Placement II</b>
I. Building Rapport and Connections		
II. Classroom Management		
III. Lessons		
IV. Alternate/Supplemental Learning Activity		
V. IEP		
VI. Technology		
VII. Differentiation/ESL		
VIII. Interview		
IX. Instructional Materials		
X. Student Development		
XI. Assessment		
XII. Philosophy of Education		

**Final grade for Education Major:** \_\_\_\_\_

**Comments:**

**Signature of College Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_