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Have No FEAR: Developing a Field Experience Assessment Rubric that Really Works!

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Have no **FEAR**?!?

Developing an effective
Field **E**xperience **A**ssessment **R**ubric
that really works!

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- How can we make sure that candidates are completing field placements in diverse environments?

FES rubric

How we will track the results?
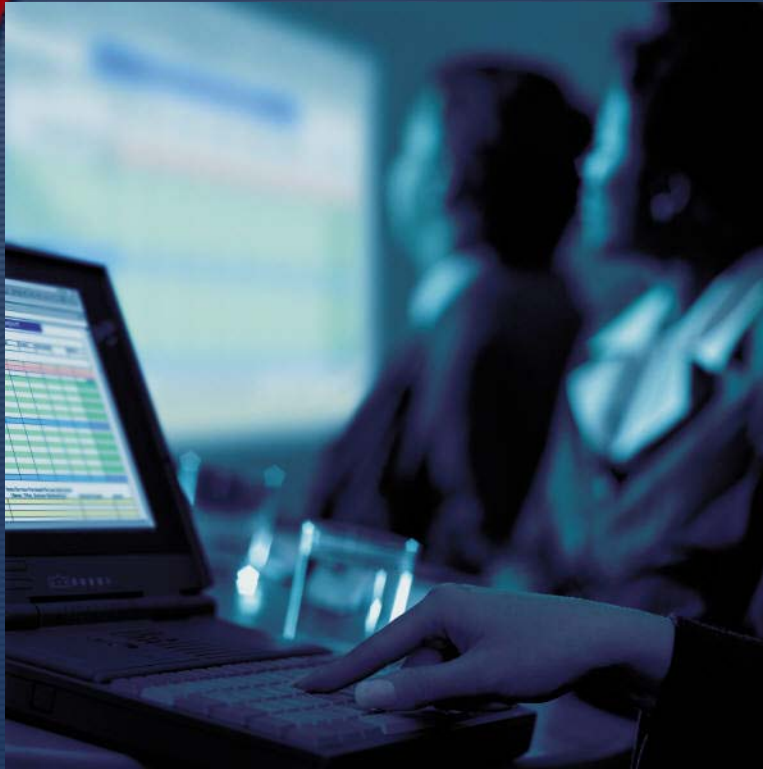
- Students submit the FES in their portfolio to Livetext and the Student Teaching supervisor "grades" the FES.

Yeah! We are done! ☺ NOT!!!

- "OK, now please explain to me how these senior students are failing their practicum course ? Did we miss some warning signs?"

- "How are you assessing dispositions all throughout the entire program?" – NCATE evaluator

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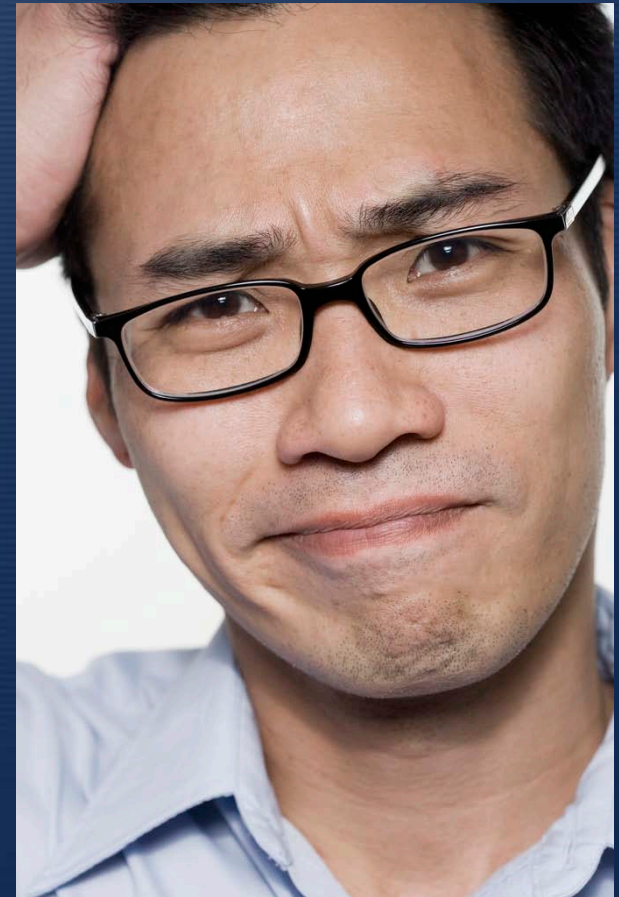
Collaboration Among Faculty

- **Initial meeting** - Faculty which oversee practicum experiences shared their current "tool"
- **Sharepoint site** created for the project
- **Articles** collected

Collaboration Among Faculty

- Base the tool on the Conceptual Framework and stated dispositions in the TCA.

THE SUCCESSFUL CANDIDATE:

KNOWS
- General Knowledge
- Content Knowledge & Curriculum Goals
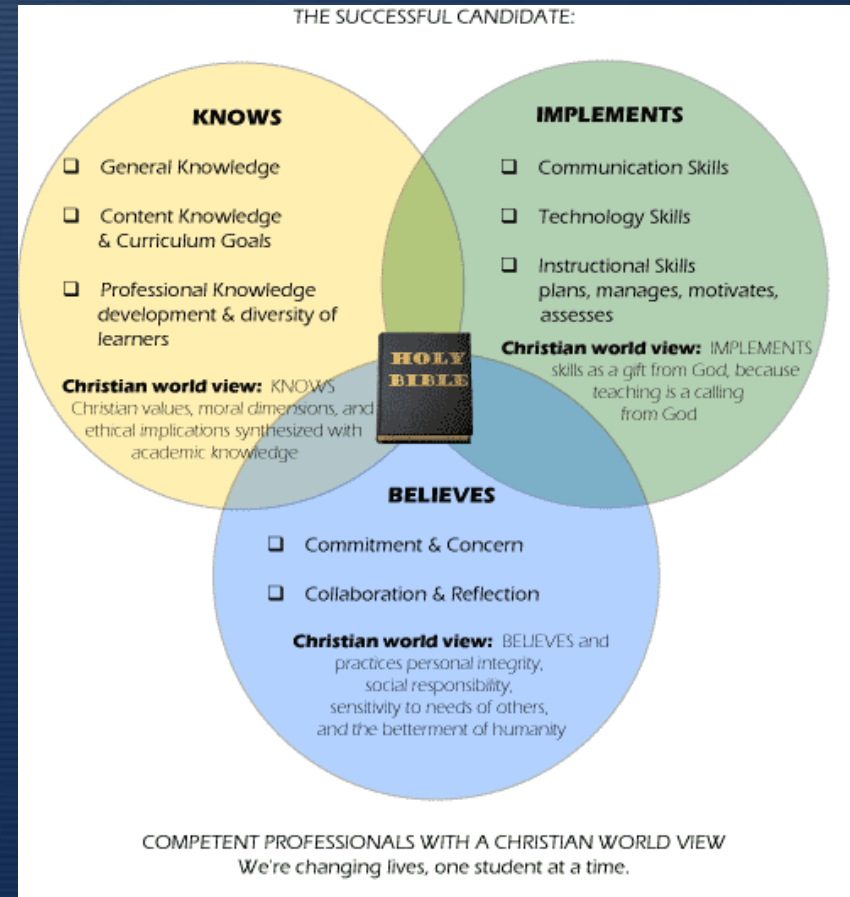- Professional Knowledge development & diversity of learners

Christian world view: KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

IMPLEMENTS
- Communication Skills
- Technology Skills
- Instructional Skills plans, manages, motivates, assesses

Christian world view: IMPLEMENTS skills as a gift from God, because teaching is a calling from God

HOLY BIBLE

BELIEVES
- Commitment & Concern
- Collaboration & Reflection

Christian world view: BELIEVES and practices personal integrity, social responsibility, sensitivity to needs of others, and the betterment of humanity

COMPETENT PROFESSIONALS WITH A CHRISTIAN WORLD VIEW
We're changing lives, one student at a time.

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- **1.1 General and professional knowledge**

- **1.2 Communication**

- **1.3 Planning**

- **1.4 Curriculum**

- **1.5 Human relations**

- **1.6 Diversity**

- **1.7 Classroom management**

- **1.8 Assessment**

- **1.9 Technology and resources**

- **1.10 Professionalism**

- **1.11 Content knowledge**

- **1.12 Candidate's impact on K-12 student learning**

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The New "Uniform" FEAR Tool

- Broken into 3 categories of

- Knowledge
- Skills
- Dispositions

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Initial Hurdles with Logistics

- Electronic survey in Livetext? Who wants to be responsible for getting all email addresses for all Host Teachers? Who wants to field tech complaints or questions?

- OK, paper copy it is!

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Initial Hurdles with Logistics

- OK, Livetext is how we are collecting data. How will we get the data input?

- Candidates scan the completed forms and submit them to Livetext. Student workers input the data by filling out the rubric.

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Initial Findings

- FEAR data findings in Livetext for Fall 08 semester.

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Future Details to Iron Out!

- **Manipulating data** (eg. Easily pulling all FEAR data for one student)

- **Data entry** - for EDUC 125 practicum.

- **Streamlined process** for reporting "red flag" candidates. If intervention is needed, who will do it?

- **Consistent** meetings of our FEAR faculty to <u>use</u> the data findings.

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