



HOFSTRA UNIVERSITY®

**SCHOOL OF EDUCATION
DEPARTMENT OF TEACHING, LEARNING &
TECHNOLOGY**



**GUIDELINES FOR
PARTICIPATION/OBSERVATION
IN METHODS COURSES**

**ELED 128/129; 130; 131; 135/136; 231/232
ALL LAB SECTIONS**

**UNDERGRADUATE
EARLY CHILDHOOD/ELEMENTARY
EDUCATION DUAL PROGRAMS**

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CONCEPTUAL FRAMEWORK

Reflective Activist Scholar-Practitioners

We seek to prepare reflective scholar-practitioners who can create socially just, democratic classrooms in which teaching and learning unfold within an ethic of care, with diverse students participating equitably and intellectually as citizens of the classroom community. Our program integrates supervised field participation and observation with readings, discussions, activities, and assignments that are driven by research on how people learn and based on theoretical principles of practice. Teaching is an interactive art, science and craft that, in its most developed form, requires advocacy and activism. Thus, we seek to prepare teachers who are master learners.

The primary purpose of the program is the preparation of teachers who are artists and scholars; who are activists with a special concern for public education; who reflect on their practice; and who are dedicated to their students, their disciplines, and to teaching and learning. We value a pedagogy that is participatory, dialogical and reciprocal.

Our curriculum and pedagogies draw upon appropriate technologies and reflect critical perspectives on issues such as race, class, gender, ability, ethnicity, and language. We expect our degree candidates to value diversity.

Our goal is to foster degree candidates' abilities to create inclusive and supportive learning environments for all learners, critically examine their practices in order to influence education and educational institutions, and seek development of students who are active, informed, thoughtful citizens, capable of participating fully as moral and responsible members of a democratic, diverse society, and global community.

Our faculty supports a convergence of current educational research, theory, and practice through collaboration with our students and the educational community. Departmental programs stress participatory processes, inquiry, and experiences that enable our students to be lifelong learners.

These dispositions are fostered by the integration of field-based observation-participation with class-based reading, discussion and reflection, and authentic learning activities.

COLLABORATION BETWEEN UNIVERSITY AND SCHOOL PARTNERS

In accordance with the requirements of Hofstra's accrediting organization, the *Association for Advancing Quality in Education Programs (AAQEP)*, the parties agree to construct a mutually beneficial partnership for clinical preparation and share responsibility for the continuous improvement of candidate preparation. The parties agree to regularly discuss collaboration in establishing mutually agreeable expectation for candidates' entry, preparation and exit; ensuring that theory and practice are linked; maintaining coherence across clinical and academic components of preparation; and the sharing of accountability for candidate outcomes. The parties also agree to regularly discuss selection criteria for high quality cooperating teachers and supervisors as well as collaborating on their preparation to serve in the role and supporting them during their service. These activities promote the retention of high quality cooperating teachers and university supervisors for the purpose of providing the best possible training of pre-service aspiring teachers.

TEACHER EDUCATION PROGRAM MODEL

Cognizant of the historic responsibility of schools to develop active, informed, thoughtful citizens capable of participating fully as moral and responsible members of a democratic community, our programs promote the development of teachers who are reflective scholar-activist-practitioners, capable of fulfilling this responsibility. To this end the School of Education provides a four-faceted model consisting of: the liberal arts and sciences, professional education, knowledge of the learner within sociocultural contexts, and self-reflection. This program model ensures that graduates of our programs obtain:

- A discipline-based, liberal arts education, focused on scholarly activities and concerns.
- An array of pedagogical, curriculum and assessment strategies focused on significant educational practice.
- A knowledge of students as learners from multiple perspectives and sociocultural contexts.
- Numerous opportunities to engage in self-reflection and evaluation of their own teaching.

Consonant with the Teacher Education Program Model, the Participation/Observation Program provides opportunities for elementary education students to explore the relationship between theory and practice, through active participation and guided observation, in exemplary classrooms.

The Participation/Observation Program emphasizes:

- development of reflective scholar-practitioners who apply their learning creatively in language arts, mathematics, science and social studies as they make informed curricular and instructional decisions;
- collaboration within the classroom, schools, community, and organizations in the community;
- multicultural perspectives that acquaint students with diverse populations;
- development of reflective practitioners who think critically about what they have learned and are open to new ideas.

FIELD WORK SUMMARY

Field placements for participant-observers begin approximately one month after the beginning of the semester. During the month before field work begins, course instructors and Hofstra students prepare for the field component by focusing on particular pedagogical skills that Hofstra students will employ with elementary school children; the pedagogical field work assignments represent the concepts that are stressed in courses in the program. University faculty will provide coaching within course work as well as during the process of field supervision.

Each field-based course in the Hofstra model is designed to prepare Hofstra students to teach within the content area from interdisciplinary perspectives. Therefore, our students will develop competence and expertise in a variety of pedagogical skills relevant to the course and the children with whom they work.

Timeline:

First month: There will be on-campus preparation in Methods courses to complete the field-based assignment.

Next nine weeks: Attendance in schools is required at least five hours per week, totaling 45 clock hours for EACH course. Attendance is required at least three (3) days per week.

- (a) Participant-observers engage in field-based activities for about 20 minutes with small groups of children, across time, as frequently as possible to fulfill the Hofstra assignment.
- (b) Participant-observers at other times will assist their cooperating teachers across the curriculum. It is recommended that cooperating teachers share with the participant-observers the general plans, topics, and projects that are forthcoming for the class.
- (c) The field supervisor will provide direct observation and coaching, with pre- and post-observation conferences, during a minimum of two lessons for EACH course.

NOTE: In the case of disrupted instruction that leads to partial or fully online instruction, participant observers will continue to participate in whatever modes are utilized by the school and cooperating teacher.

THE PARTICIPANT-OBSERVER

While in the classroom setting the students will:

- expand their knowledge of curriculum concepts associated with language arts, mathematics, science and social studies.
- design and implement a sequence of activities, with the same group of children.
- demonstrate a variety of teaching methods using materials associated with language arts, mathematics, science and social studies.
- work in school environments with children of differing ages, cultures, and stages of growth and development, supporting the cooperating teacher's work.
- participate in individual and small group teaching activities.
- analyze, reflect, discuss and evaluate educational experiences with peers, cooperating teachers, university field supervisors, and university faculty.
- interact respectfully with teachers, school administrators, parents and students in the school setting.

Students are responsible for:

- spending a minimum of five (5) hours per week, PER COURSE, for at least nine (9) weeks in a classroom field experience (minimum total: 90 hours);
- arriving on time; signing in daily at the assigned school; maintaining an agreed upon schedule of attendance;
- notifying the cooperating classroom teacher and school administration of any personal absence;
- providing the cooperating classroom teacher with a copy of the *Guidelines for Participant/Observation Program*;
- maintaining regular communication with the university field supervisor;
- scheduling observations for the university field supervisor in consultation with the cooperating classroom teacher;
- submitting lesson plans to the university field supervisor and to the cooperating teacher;
- engaging in pre-observation conferences with the university field supervisor a minimum of 48-72 hours prior to the observation;
- meeting to discuss and reflectively self-evaluate the lesson with the university field supervisor after each observation, using data collected through such forms as transcription, audiotape, and videotape;
- treating all conferences and classroom events confidentially and professionally;
- uploading all required documents [i.e., *Context for Learning, Formal Lesson Plans, Weekly Lesson Plans, Reflections, and Commentaries* (for one lesson during the 128L/129L or 231L/232L only)] to the appropriate Tk20 binder prior to being issued a grade for the clinical experience.

THE COOPERATING CLASSROOM TEACHER

Our Teacher Education Model is dependent upon the efforts of dedicated cooperating teachers. Cooperating teachers ensure the success of our program by providing students with an appropriate initiation into the culture of the school and the classroom. Modeling exemplary classroom practice, cooperating teachers offer students opportunities to creatively apply theories and principles studied in the university setting.

Successful cooperating classroom teachers:

- provide opportunities for the education student to design a sequence of learning experiences with the same small group of children, and implement this part of the curriculum in fulfillment of their Hofstra University assignments to practice constructivism.
- provide the student with daily interaction with children in the classroom setting. These experiences may include individual and small group, student-oriented, instructional activities that support the cooperating teacher's work;
- share curriculum and instructional ideas, materials and suggestions with the student, University field supervisor and course instructor;
- model positive language and positive classroom management.

The cooperating teacher is responsible for:

- orienting the student to the school and school personnel;
- acquainting the student with classroom routines and procedures;
- establishing time for regular conferencing with the student;
- consulting with the student on the development of lesson plans, particularly for the two lessons that will be observed by the university field supervisor;
- conferring regularly with the university field supervisor on the student's progress;
- submitting the *Tk20 Sign-Off Sheet*, *Time Report*, *Early Progress Report*, *Summary of Student Teacher Placement*, and the *Summative Assessment* report in a timely manner at the end of the placement. Vouchers in recognition of service as a cooperating teacher will not be distributed until all required work is completed.
- providing supervision to the participant-observer at all times while the participant-observer is teaching and present in the classroom.

THE UNIVERSITY FIELD SUPERVISOR

University field supervisors, by linking the education program, the school classroom, and the education student, help guarantee the development of a reflective scholar-practitioner. University field supervisors share responsibility with cooperating teachers by enabling students to develop pedagogical, curriculum and evaluation strategies focused on significant educational practice. University field supervisors also provide opportunities for students to engage in critical self-reflection and evaluation of their teaching.

University field supervisors:

- are conversant and maintain currency with the appropriate curriculum concepts;
- are familiar with a repertoire of instructional strategies;
- represent the university in the field experience setting;
- maintain open supportive communication with the student and the cooperating teacher.

University field supervisors are responsible for:

- meeting with the principal and the cooperating teacher prior to the first observation to review the philosophy and goals of the program as well as the routines for student observations;
- observing the student a minimum of four times, two times for each course.
- pre-conferencing with the student a few days before each scheduled observation to review plans and the context of instruction, as well as establish a focus for the observed lesson;
- conferring with the student directly after each observation, using a reflective clinical approach consonant with criteria included on the self-evaluation form and supervisor's evaluation form, and using data collection formats (running records, audio/video tapes, etc.)
- conferring regularly with the cooperating classroom teacher concerning the student's progress;
- attending methods course sessions that deal with field assignments and participating in scheduled meetings with methods course professors;
- monitoring the student's progress during the course of the field placement, including the completion of all required work being posted on the student's Tk20 account;
- completing the student's *Summative Rubric* on Tk20. NOTE: A hard copy of this rubric is to be placed in the student's file in the Department Teaching, Literacy and Leadership.
- Completing the *Supervisor's Field Placement Summary* on Tk20.

ORIENTATION CONTRACT

Welcome to the field component of your methods courses. As participant/observers this semester, you will have several roles in the classroom. As OBSERVERS, you will have daily opportunities to reflect on the learning environment, and the dynamics in your classroom. You are in a unique position, however, in that you are also PARTICIPANTS in that environment, engaging children in the learning process by implementing the lessons that you prepare.

Therefore, as PARTICIPANT/OBSERVERS you will have opportunities to “step outside the setting” and look at both your classroom and your role in it, as would a teacher-researcher.

For your reference, the protocols involved in the field component are listed below.

BASIC REQUIREMENTS

1. You are **REQUIRED** to satisfy a **MINIMUM** of 90 classroom hours of participation/observation (45 hours per course/content), in assigned schools (not including lunch). All students will spend a **MINIMUM** of nine weeks in the field.
2. You are **REQUIRED** to maintain a Weekly Record of Field Experiences to verify your hours and the lessons you observe and teach. This log should be signed by your cooperating teacher each week and maintained in a notebook that your supervisor will review during each visit. A duplicate copy will be submitted to your course professor, as directed.
3. When you schedule your hours, make sure that you will be present in your field placement when your course subjects are being taught.
4. Students will observe/participate **THREE to FIVE DAYS a week, for a minimum of ten hours a week.**
5. Students who do not complete the required field component of the course will be given an **INComplete** until their hours are satisfied.

TEACHING TIME

6. Field supervisors will periodically meet and/or conference with cooperating teachers to discuss program objectives and procedures. Supervisors are the first line of communication in the field.
7. Participant/Observers should teach every day in the field. Supervisors will communicate this priority to the cooperating teachers.
8. Our program is basically designed to have you work with a small group of children, daily, for a 20-30 minute lesson that you have planned, based on activities developed and modeled in your methods classes.
9. The cooperating teacher in collaboration with you and your university supervisor may decide that occasionally a lesson can involve a large group of learners, or even the whole class. There are occasions when a lesson may run longer than 20 minutes. The content of the lesson, your readiness, and the cooperating teacher’s program in the classroom are all variables in this configuration. **FLEXIBILITY** is the key.

10. We do not require that you teach in unit blocks and we do not require that you engage in whole class instruction. These are experiences that generally follow during the student teaching semester.

OBSERVATIONS

11. Supervisors will observe students a minimum of four (4) times (two times per course/content).
12. Supervisors should be given a written lesson plan, following the departmental lesson plan format, for each observed lesson.
13. We hope that you will have the freedom to plan lessons that reflect the on-campus methods course experiences in which you are engaged. The field should represent a learning laboratory where you can try new things, take risks and innovate.
14. Supervisor and student will pre-conference a few days before the observed lesson, and then post-conference after the observation to review the lesson. The primary purpose of supervision is to facilitate your professional growth, with an emphasis on reflection and the development and refinement of self-evaluation skills.

ASSESSMENT

15. At the end of the semester, a rubric-based field observation report will be prepared by the cooperating teacher and the supervisor regarding your performance. The university field supervisor assigns grades for the field work.

Participant-Observers are expressly forbidden from sharing the electronic addresses of any and all personal social media accounts with students or employees of the school or school district where placed for participant observing. In addition, any personal posts on social media sites that might be considered controversial should be removed. Failure to follow these clear directives could lead to dismissal from the placement and possibly the program.

I understand that I must upload all required documents and work to my Tk20 binder for this clinical experience prior to being issued a final grade.

I have read the protocol above and understand my responsibilities as a Participant/Observer this semester.

NAME (Print) _____ DATE _____

SIGNATURE _____

POLICY ON ACCIDENTS

A student teacher or participant-observer should be very prudent in all matters and especially where safety is involved. Emphasis should be placed on accident prevention when planning and conducting activities. The student teacher should know in advance the local policies, procedures, and limitations relative to safety and accidents. Any school accident involving the student teacher must be reported not only to appropriate cooperating school personnel, and the university supervisor, but also directly to the Assistant Dean at the earliest opportunity, and certainly before the next school day. Students are reminded that it is important to have appropriate medical insurance. For students who do not otherwise have coverage, Hofstra provides access to a voluntary plan available for purchase.”



COOPERATING TEACHERS

Information on how to assess student teachers and view student work in Tk20

To complete assessments in Tk20, you must first log into the system by clicking on the Tk20 Access Link which will be sent to you via email with the Subject Title - Field Assessment for Student's Name ". [NOTE: Tk20 no longer requires a USER NAME and PASSWORD.]

I. Viewing student Assignments in Tk20

1. When you receive the email containing the Tk20 Access Link, **SAVE IT and DO NOT DELETE IT**. When you are ready to evaluate your student, click on the Tk20 Access LINK, and you will immediately see your student's Binder with a split screen, and a Vertical Line running down roughly the middle of the screen. To the left of the Vertical Line you will the student's Assignment Tabs. To the right of the Vertical Line you will see your evaluation Rubrics.
2. Select and click on one of the Assignment Tabs.
3. **Students will be submitting weekly lesson plans, unit plans, and other documents for your review.** A split screen will appear with the student's Assignment Tabs artifacts on the left side of the screen and a list of all relevant assessment instruments on the right side of the screen. On the left side, the binder is divided into multiple tabs; each tab contains different assignments artifacts that have been submitted by the student.
 - a. Select the appropriate assignment tab, and then toggle down to the bottom of the screen and click on one of the student assignments. To view an assignment, click on **DOWNLOAD**, and then click on **OK**. After viewing the assignment you can exit by then clicking on the X in the upper right hand corner of the screen.
 - b. Follow this example for all of the artifacts you need to review.

II. Completing assessments in Tk20

1. Once you have finished reviewing the student's artifact(s), you are ready to begin completing the four assessment tool(s).
2. To complete an assessment, select the name of the assessment tool on the right side of the screen. In order to give yourself more room on your screen, the vertical line can be moved to the left by placing your cursor on the line, THEN LEFT CLICK, AND WHILE HOLDING THE LEFT CLICK, DRAG TO THE LEFT
3. Depending on how the assessment tool was configured, you might see a rubric format with radio buttons or you might see text boxes with spaces for comments, or a combination of both. Complete the assessment tool as required.
4. Once you are finished filling out the assessment tool, select **Save, or, SAVE DRAFT**. . Tk20 will not let you **Submit** the assessment until you have completed all questions/all boxes in all assessments. However, once you select **Save, or, SAVE DRAFT**, the student will be able to see the assessments you have completed so far.

5. In addition to the student work, you will be required to complete the following four assessments:
 - a. Week 2 early evaluation form
 - b. Final week of the placement summative assessment form
 - c. Sign-off sheets (week 1)
 - d. and the attendance sheet (final week)

6. **Complete this process during the term of the Placement** finishing all assessments. When you have completed the last assessment tool, select **Submit**.
 - a. Please note that Tk20 will not let you **Submit** the assessment until you have completed *all* assessments, so be sure that you have clicked on a score (or N/A) on all rubric questions, made any relevant comments in the comment box, and indicated a grade **of either PASS, or, FAIL for each of the four assessment rubrics**.
 - b. If you think the student did at least passable work, enter a P. If not, **a FAIL is required**. This will not necessarily be the final course grade for the student – that is assigned by the Field Supervisor – but the system requires all fields to be completed before you can eventually **submit**.
 - c. After you select **Submit**, the evaluations will lock, so please ensure that they are complete!

III. Help Resources

- A. Additional Hofstra-specific information:

Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers). [Please note that your university supervisor will be sending you detailed instructions on how to navigate within Tk20.]

- B. You may also contact your campus Tk20 Unit Administrators for assistance.

Administrator: John Adomavicius, Assessment Systems Coordinator

Email: John.Adomavicius@hofstra.edu

Phone: 516-463-7115

Administrator: John R. Lewis, Associate Dean

Email: John.R.Lewis@hofstra.edu

Phone: 516-463-5389

Administrator: Stacy L. Zalewski, Senior Associate Dean

Email: Stacy.L.Zalewski@hofstra.edu

Phone: 516-463-5743

Online tutorials are available at <https://hofstra.tk20.com>. **BEFORE** you log in on the left part of the page, select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.



STUDENT
Field Experience Information Sheet
Completing a Field Experience Binder in Tk20

To complete a Field Experience Binder in Tk20, you must go to www.hofstra.edu and log into your portal. Once logged in, look for my apps and then select Tk20 assessment ICON. If you have paid for your account, you will go directly into your Tk20 home page; if you have not yet purchased your account, you will be prompted to do so.

I. Viewing the Binder

1. Find the **Pending Tasks** section in the **Home** tab.
2. Select the link that says, “**Please start the Field Experience (name of Binder).**” Or, you click on the **Field experience Tab and then click on your Binder.**
3. You will see the following tabs that appear with the Binder:
 - **<Binder Name - e.g., SPED Inclusive - first placement>** will appear as the title of this sub-tab. This tab shows the name of the course to which the binder is tied, the binder's due date, and instructions for completing the binder. It will also show the school site information where you will be doing your field placement.
 - **Tabs:** The Field Experience Binder is divided into different tabs. Each tab contains directions explaining what artifact templates must be created and attached in the Field Experience Binder. Depending on your discipline, the tabs may list different items, but common to most are tabs for Site Summary, Mini-Lesson Plans, Mini-Lesson Plan Reflections, Formal Lesson Plans and Reflections, and Evaluation of Clinical Supervision Experience.
 - **Assessments:** In this tab, you can view the assessment instrument(s) that the assessors will use to evaluate the binder.
 - **Standards:** This tab allows you to view the standards that you must meet in this assignment (*currently not being used*)
 - **Extensions:** This tab provides information on any extensions that have been granted to you by your assessors.
 - **Feedback:** This tab contains any feedback that has been given by any of your assessors. It is a good idea to check here periodically for comments that may assist you in completing your binder.
4. Once you view the Field Experience Binder details and understand what is required, you are ready to create your artifacts.

II. Creating and Attaching an Artifact

1. After logging into Tk20 you will see your WELCOME PAGE.
2. Please click on the Field Experience Tab and then find and click on the Binder that you wish to work on, OR, click on the Pending Tasks Tab and then find and click on the Binder that you wish to work on.
3. Then please click on one of the black assignment Tabs and you will see one or more SELECT BUTTONS.
4. In order to upload and save assignments, click on the first SELECT BUTTON and you see two BLACK TABS, namely, **CREATE FILE** and **SELECT EXISTING FILE.**
5. In choosing SELECT EXISTING FILE, please then click on the radio button for an already created file, then ADD, and then SAVE DRAFT.

6. If the desired file does not exist, then you need to create an assignment file on your workstation and give it a NAME.
7. Then please click on the appropriate Binder Assignment Tab, click on create file, EDIT FILE, CLICK ON SELECT FILE, find the File that you created on your workstation. CLICK ON **SELECT ADD** and then SAVE DRAFT.

III. Submitting/Completing the Binder

1. Each time you attach artifacts to your Field Experience Binder, **CLICK ON SAVE DRAFT.** at the bottom of the page. Do not select **SUBMIT** until the Field Experience Binder has been completed in its entirety and you are ready to submit it for final review and assessment.
2. Keep in mind that you can add and delete items at any time during the semester up until you are ready to **SUBMIT** the Field Experience Binder.
3. Your assessors will be able to monitor your progress and give feedback throughout the semester as you update your binder.
4. If any of your assessors have completed an assessment form, the *completed* form will be visible to you under the Assessments tab of the binder. Incomplete assessment forms will merely show as blank.
5. Once you click **SUBMIT**, you will not be able to go back and make any changes to the binder. If you clicked **SUBMIT** too early, the only way to open up your binder is for your University Supervisor to grant you an extension.
6. **PLEASE NOTE: VERY SPECIFIC STUDENT DIRECTIONS WILL BE SENT TO YOUR ATTENTION VIA EMAIL AT THE BEGINNING OF THE SEMESTER.**

IV. Reminder about important distinctions between Field Experience Binders and Course-Based Assessment submissions

By the time you reach student teaching, you will have likely submitted several class assignments through Tk20. There is an important distinction in how you save and submit your work.

- For **COURSE-BASED** assignments prior to field experiences, your professor was not able to see your work until you clicked **SUBMIT**.
- For documents (lesson plans, reflections, etc.) as part of an entire field experience binder, your professor **WILL** be able to see what you have uploaded along the way, but only if you click **SAVE DRAFT** a second time. You will only click **SUBMIT** (as indicated above) when you are totally finished with everything.

V. Help Resources

- A. Additional Hofstra-specific information:
Go to www.hofstra.edu/Tk20 for detailed instruction sheets (many including screen shots). Look at the bottom of the page for your relevant section (categorized by Student, Faculty and Cooperating Teachers).
- B. You may also contact your campus Tk20 Unit Administrators for assistance.
 - **Administrator:** John Adomavicius, Assessment Systems Coordinator
Email: John.Adomavicius@hofstra.edu
Phone: 516-463-7115 **[For Student Teaching Courses]**
 - **Administrator:** John R. Lewis, Associate Dean
Email: John.R.Lewis@hofstra.edu
Phone: 516-463-5389
 - **Administrator:** Stacy L. Zalewski, Senior Associate Dean
Email: Stacy.L.Zalewski@hofstra.edu
Phone: 516-463-5743 **[For Course Based Assessment Courses]**
- C. Online tutorials are available at <https://hofstra.tk20.com>. Do NOT try to log in on the left part of the page, but instead select the **Tutorials** tab in the center of the page, and use the table of contents to locate the tutorial you wish to view.

APPENDIX A

RUBRICS FOR FIELD OBSERVATION of Participating/Observers in Early Childhood Methods Courses

The Summative Assessment Rubrics that follow are utilized by the university field supervisor when observing the participant-observer working with a small group of children in the classroom setting. The rubrics are also intended to provide evaluation guidelines for the cooperating teacher and self-assessment criteria for the participant-observer. The summative rubric evaluation is to be submitted electronically on Tk20 by **cooperating teachers** and **supervisors** at the end of each participant-observer placement.

NOTE: These rubrics are used for *Early Childhood* and *Dual* participant-observers.

APPENDIX B

RUBRICS FOR FIELD OBSERVATION of Participating/Observers in Elementary Education Methods Courses

The Summative Assessment Rubrics that follow are utilized by the university field supervisor when observing the participant-observer working with a small group of children in the classroom setting. The rubrics are also intended to provide evaluation guidelines for the cooperating teacher and self-assessment criteria for the participant-observer. The summative rubric evaluation is to be submitted electronically on Tk20 by **cooperating teachers** and **supervisors** at the end of each participant-observer placement.

NOTE: These rubrics are used for *Elementary Education* participant-observers.