

Handout #3

Proposed Changes to Field
Experience Rubric
(clean version and
track changes version)

Proposed Changes to Field Experience Rubric

Criteria	Not Addressed	Partially Addressed	Addressed
Depth and Breadth	Field experiences do not provide opportunities for candidates to engage with students and others in different grade levels and content areas within the specific teaching field <u>Or</u> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific instructional support program .	Field experiences provide some opportunities for candidates to engage with students and others in different grade levels and content areas within the specific teaching field <u>Or</u> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific instructional support program .	Field experiences ensure opportunities for candidates to engage with students and others in different grade levels and content areas within the specific teaching field <u>Or</u> For candidates to engage with multiple constituencies across areas of responsibilities in appropriate grade levels for the specific instructional support program .
Diversity	Field experiences provide no opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture.)	Field experiences provide evidence of some opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture).	Field experiences provide opportunities to engage with diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture.)
Sequence	There is no logical or required sequence.	There is some sequence of field experiences; it is not clear how some experiences build upon each other.	There is a logical, required sequence of field experiences.
Impact on Student Learning	No required activity includes measuring candidates' impact on student learning.	At least one required activity includes measuring candidates' impact on student learning.	At least one required activity includes measuring and analyzing candidates' impact on student learning.
Technology	Field experiences do not require technology for any clear purpose.	Field experiences require using technology for instruction, assessment, <u>or</u> management.	Field experiences require using technology for instruction, assessment, <u>and</u> management.
Development of Knowledge, Skills, and Dispositions	Assignments are not aligned to teaching field standards <u>Or</u> Instructional support program standards.	Assignments are aligned to some teaching field standards <u>Or</u> Instructional support program standards.	Assignments are explicitly and accurately aligned to teaching field standards <u>Or</u> Instructional support program standards.

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Commented [IA1]: Took out "develop and assess essential knowledge, skills, and dispositions" "but there are significant gaps" and "do not require sufficient depth or breadth to develop.."

Commented [IA2]: Took out "lack sufficient depth or breadth to develop knowledge, skills, and dispositions, essential to teaching"

Commented [IA3]: Took out "develop some knowledge, skills, and dispositions essential to teaching diverse students, but there are significant gaps."

Commented [IA4]: Took out, "develop knowledge, skills, and dispositions essential to teaching."

Commented [IA5]: Took out "to the development of knowledge, skills, and dispositions."

Commented [IA7]: Took out "to the development of knowledge, skills, and dispositions in field experiences."

Commented [IA6]: Changed completely. May be better to say, "however, some experiences do not build upon each other..."

Commented [IA8]: Changed completely