

**ETT 569/586/670/686—( IT Generalist: Business, Higher Education) Field Experience Assessment**

**Context**

**Not for LIS field experiences.** At the end of the field experience period, the ETRA field experience coordinator evaluates all documentation presented by the student and the field experience site supervisor.

**Purpose**

To assess the value of the field experience for each student and assign a grade.

**Assessor**

Assessor is the ETRA faculty member assigned to supervise the field experience.

**Performance Assessment**

	<b>Target</b> (4 pts)	<b>Acceptable</b> (3 pts)	<b>Marginally Acceptable</b> (2 pts)	<b>Unacceptable</b> (1pt)
<b>Goals</b> (1, 25%) AECT-INI.1 AECT-INI.2 AECT-INI.3 AECT-INI.4 AECT-INI.5	Field experience goals are met and exceeded.	Field experience goals are met.	Some Field experience goals are met, some are not met without extenuating experiences.	Field experience goals are not met.
<b>Field Experience Portfolio</b> (1, 25%) AECT-INI.1 AECT-INI.2 AECT-INI.3 AECT-INI.4 AECT-INI.5	Portfolio presents a written and visual/audio view of the field experience. No errors in presentation. Exceptional writing, grammar, formatting, layout, organization. Reviewer has a complete view of the learning provided by the experience.	Portfolio presents a written and visual/audio view of the field experience. Few errors in presentation, complete (no or few minor omissions). Clear and acceptable writing, grammar, formatting, layout, organization.	Portfolio presents a written and visual/audio view of the field experience. Moderate errors in presentation, complete (some omissions). Marginally acceptable writing, grammar, formatting, layout, organization.	Portfolio is not complete (has one major or several minor omissions) or has many errors (one major or several minor inaccuracies). Unclear and poor writing, grammar, formatting, layout, organization.
<b>Site Supervisor's Evaluation</b> (1, 25%) AECT-INI.1 AECT-INI.2 AECT-INI.3 AECT-INI.4 AECT-INI.5	Student's performance is positively evaluated and indicates a readiness to take a role in the professional community.	Student's performance is positively evaluated and indicates a readiness to take an entry role in the professional community.	Student's performance has positive and negative evaluation and indicates a readiness to take an entry role in the professional	Student's performance indicates the need for further development before taking a professional role.

		Student is encouraged to strengthen areas of remaining weakness.	community with on the job coaching. Student is encouraged to strengthen areas of remaining weakness.	
<b>Reflection</b> (1, 25%)	Reflection and summary has depth, no mechanical errors, and uses good reflection techniques.	Reflection and summary has depth, few mechanical errors, and uses good reflection techniques.	Reflection and summary has little depth, mechanical errors, and lacks good reflection techniques.	Reflection and summary has no depth and many errors.

## Standards

**AECT.INI.1** STANDARD—DESIGN. Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional system design, message design, instructional strategies, and learner characteristics. Supporting Explanations:

**AECT.INI.1.1** Instructional Systems Design (ISD).

**AECT.INI.1.4** Learner Characteristics

**AECT.INI.2** STANDARD—DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies. Supporting Explanation:

**AECT.INI.2.1** Print Technologies

**AECT.INI.2.2** Audiovisual Technologies

**AECT.INI.2.3** Computer-Based Technologies

**AECT.INI.2.4** Integrated Technologies

**AECT.INI.3** STANDARD—UTILIZATION. Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making. Supporting Explanations.

**AECT.INI.3.2** Diffusion of Innovations.

**AECT.INI.3.4** Policies and Regulations.

**AECT.INI.4** STANDARD—MANAGEMENT. Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management. Supporting Explanations:

**AECT.INI.4.1** Project Management.

**AECT.INI.4.2** Resource Management.

**AECT.INI.4.3** Delivery System Management.

**AECT.INI.4.4** Information Management.

**AECT. INI.5** STANDARD—EVALUATION. Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. Supporting Explanations:

**AECT.INI.5.1** Problem Analysis.

**AECT.INI.5.2** Criterion-Referenced Measurement.

**AECT.INI.5.3** Formative and Summative Evaluation.

**AECT.INI.5.4** Long-Range Planning. Long-range planning that focuses on the organization as a whole is strategic planning. Long range is usually defined as a future period of about three to five years or longer. During strategic planning, managers are trying to decide in the present what must be done to ensure organizational success in the future.