

ETT 569/586/770/786— TS (Technology Specialist) Field Experience Assessment

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

	Target 3	Acceptable 2	Unacceptable 1
<p>Goals (K)</p> <p>(1, 25%) ISTE-E(1a), ISTE-E(2b), ISTE-E(2c), ISTE-E(3c), ISTE-E (4a), ISTE-E(4b), ISTE-E(4d), ISTE-E(5a), ISTE-E(5b), ISTE-E(5c), ISTE-E(6a), ISTE-E(6b), ISTE-E(6c), ISTE-E(7a), ISTE-C(1a), ISTE-C(1e), ISTE-C(1d), ISTE-C(2a), ISTE-C(2b), ISTE-C(2c), ISTE-C(3a), ISTE-C(3b) ISTE-C(3c),ISTE-C(3d), ISTE-C(4a), ISTE-C(4c), ISTE-E(4d), ISTE-C(5b), ISTE-C(5c),ISTE-C(7b), ISTE-C(7d)</p>	Field experience goals are met and exceeded.	Field experience goals are met.	Field experience goals are not met.
<p>Field Experience Portfolio (K,P,R)</p> <p>(1, 25%) ISTE-E(1a), ISTE-E(2b), ISTE-E(2c), ISTE-E(3c), ISTE-E(4a), ISTE-E(4b), ISTE-E(4d), ISTE-E(5a), ISTE-E(5b),ISTE-E(5c), ISTE-E(6a), ISTE-</p>	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	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,	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,

<p>E(6b), ISTE-E(6c), ISTE-E(7a), ISTE-E(1a), ISTE-C(1d), ISTE-C(1e), ISTE-C(2a), ISTE-C(2b), ISTE-C(2c), ISTE-C(3a), ISTE-C(3b), ISTE-C(3c), ISTE-C(3d), ISTE-C(4a), ISTE-C(4c), ISTE-E(4d), ISTE-C(5b), ISTE-C(5c), ISTE-C(7b), ISTE-C(7d)</p>	<p>learning provided by the experience.</p> <p>Diversity experience is documented</p> <p>Field experience activities and hours are reported in a log</p> <p>Strong artifacts based on student's internship learning goals are aligned with ISTE standards</p> <p>Context in which artifacts were created is described</p> <p>Explanation about construction and use of artifacts is provided</p> <p>Strong connections that demonstrate how artifacts contribute to student's learning are clearly articulated</p>	<p>grammar, formatting, layout, organization.</p> <p>Diversity experience is somewhat documented</p> <p>Field experience activities and hours are somewhat reported in a log</p> <p>Artifacts are somewhat based on student's internship learning goals and somewhat aligned with ISTE standards</p> <p>Context in which artifacts were created is somewhat described</p> <p>Some explanation about construction and use of artifacts is provided</p> <p>Connections that demonstrate how artifacts contribute to student's learning are somewhat articulated</p>	<p>grammar, formatting, layout, organization.</p> <p>No documentation of the diversity experience</p> <p>Field experience activities and hours are not reported in a log</p> <p>Artifacts are not based on student's internship goals and are not aligned with ISTE standards</p> <p>Context in which artifacts were created is not described</p> <p>No explanation about construction and use of artifacts</p> <p>Connections of the artifacts to student's learning are not articulated</p>
<p>Site Supervisor's Evaluation</p> <p>(1, 25%) ISTE-E(1a), ISTE-E(2a), ISTE-E(2c), ISTE-E(3c), ISTE-E(4a), ISTE-E(4b), ISTE-E(4d), ISTE-E (5a), ISTE-E(5b), ISTE-E(5c), ISTE-E(6a), ISTE-E(6b), ISTE-E(6c), ISTE-E(7a), ISTE-C(1a), ISTE-C(1d), ISTE-C(1e), ISTE-C(2a), ISTE-C(2b), ISTE-C(2c),</p>	<p>Student's performance is positively evaluated and indicates a readiness to take a role in the professional community.</p>	<p>Student's performance is positively evaluated and indicates a readiness to take an entry role in the professional community. Student is encouraged to strengthen areas of remaining weakness.</p>	<p>Student's performance indicates the need for further development before taking a professional role.</p>

<p>ISTE-C(3a), ISTE-C(3b) ISTE-C(3c),ISTE-C(3d), ISTE-C(4a), ISTE-C(4c), ISTE-E(4d), ISTE-C(5b), ISTE-C(5c),ISTE-C(7b),ISTE-C(7d)</p>			
<p>Student Reflection (R)</p> <p>(1, 25%) ISTE-E(1a), ISTE-E(2b), ISTE-E(2c), ISTE-E(3c), ISTE-E(4a), ISTE-E(4b), ISTE-E(4d), ISTE-E(5a), ISTE-E(5b),ISTE-E(5c), ISTE-E(6a), ISTE-E(6b), ISTE-E(6c), ISTE-E(7a), ISTE-C(1a), ISTE-C(1d), ISTE-C(1e),ISTE-C(2a), ISTE-C(2b), ISTE-C(2c), ISTE-C(3a), ISTE-C(3b) ISTE-C(3c),ISTE-C(3d), ISTE-C(4a), ISTE-C(4c), ISTE-E(4d), ISTE-C(5b),ISTE-C(5c), ISTE-C(7b), ISTE-C(7d).</p>	<p>Completed reflection indicates strengths in knowledge and practice as well as readiness to assume a professional role.</p> <p>Evaluates depth of learning experience, connections, evidence of understanding and integration of ideas</p> <p>Supports stated perspectives using examples from student's own experience</p>	<p>Completed reflection indicates areas of weakness in practice but strong knowledge</p> <p>Somewhat evaluates learning experience, provides some connections and some evidence of understanding and integration of ideas</p> <p>Provides some support of perspectives using some examples from student's own experience</p>	<p>Not completed and/or indicates major gaps in knowledge or practice.</p> <p>Learning experience is not evaluated and connections, evidence of understanding and integration of ideas are not discussed</p> <p>No support of perspectives from student's own experience is provided</p>