

**SOURCE: Kimberly Foster-Osceola Campus**

<b>First Name</b>	<b>DFE Grade (out of 15)</b>
1	14
2	15
3	15
4	15
5	15
6	15
7	15
8	14
9	15
10	15
11	15
12	12
13	0
14	15
15	15
16	15
17	15
18	15
19	15
20	15
21	14
22	15



**SOURCE: Molly McIntire-West Campus**

### **Grade Information**

<b>Item</b>	<b>Grade</b>	<b>Description</b>	<b>Average</b>	<b>Median</b>
Field Experience Proposal	20.00		22.50	25.00
Field Experience Time Log	25.00		25.00	25.00
Field Experience Paper	200.00		200.00	200.00

Report Generated: May 10, 2012

201210 Int to the Teaching Profession EDF-2005-10992( 201210-EDF-2005-10992 )

Page Break

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<b>Item</b>	<b>Grade</b>	<b>Description</b>	<b>Average</b>	<b>Median</b>
Field Experience Proposal	15.00		22.50	25.00
Field Experience Time Log	25.00		25.00	25.00
Field Experience Paper	200.00		200.00	200.00

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## EDF 2005 – Final Reflection Paper Rubric

This grading form will be used to evaluate the final reflection paper for your 15 hour Field Experience observation.

Objective/Criteria	Performance Indicators		
	Unsatisfactory	Needs Improvement	Satisfactory
<b>Content</b>	(0 points) Reflection did not address the appropriate content.	(40 points) Reflection addressed the appropriate content only superficially.	(75 points) Reflection addressed the appropriate content thoroughly (Classroom Management, Instructional Strategies, Technology, Learning Theories, and classroom observations/reflections).
<b>Support</b>	(0 points) Reflection did not include supporting information.	(40 points) Reflection included only weak supporting information.	(75 points) Reflection included strong supporting information for the content.
<b>Format, Length, Spelling and Grammar</b>	(0 points) Format and length of the paper were incorrect, or there were many spelling and grammar errors.	(25 points) Format and length of the paper were correct, but there were some spelling and grammar errors.	(50 points) Paper is formatted correctly, is the appropriate length and has no spelling or grammar errors.
			out of 200

SOURCE: Lisa Bugden (West Campus)

# EDF2005 Bugden Spring, 2012

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## Grade Information

Item	Grade
Field Experience Reflection Journal	150.00

## Grade Information

Item	Grade
Field Experience Reflection Journal	150.00

## Grade Information

Item	Grade
Field Experience Reflection Journal	150.00

## Grade Information

Item	Grade
Field Experience Reflection Journal	130.00

## Grade Information

Item	Grade
Field Experience Reflection Journal	150.00

## Grade Information

Item	Grade
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## Grade Information

Item	Grade
Field Experience Reflection Journal	130.00

## Grade Information

Item	Grade
Field Experience Reflection Journal	150.00

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<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	150.00

## **Grade Information**

<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	130.00

## **Grade Information**

<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	150.00

## **Grade Information**

<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	150.00

## **Grade Information**

<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	110.00

## **Grade Information**

<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	110.00

## **Grade Information**

<b>Item</b>	<b>Grade</b>
Field Experience Reflection Journal	130.00

**Field Experience Reflection Journal Rubric  
EDF2005**

Objective/Criteria	Performance Indicators		
	Unsatisfactory	Needs Improvement	Satisfactory
<b>Journal Entry 1</b>	(0 points) Entry was not well written. It was not reflective and thoughtful.	(5 points) Entry was somewhat well written. It was somewhat reflective and thoughtful.	(10 points) Entry was very well written. It was very reflective and thoughtful.
<b>Classroom Arrangement Entry</b>	(0 points) Entry was not well written. It was not reflective and thoughtful.	(10 points) Entry was somewhat well written. It was somewhat reflective and thoughtful.	(20 points) Entry was very well written. It was very reflective and thoughtful.
<b>Classroom and Behavior Management Entry</b>	(0 points) Entry was not well written. It was not reflective and thoughtful.	(10 points) Entry was somewhat well written. It was somewhat reflective and thoughtful.	(20 points) Entry was very well written. It was very reflective and thoughtful.
<b>Instructional Strategies Entry</b>	(0 points) Entry was not well written. It was not reflective and thoughtful.	(10 points) Entry was somewhat well written. It was somewhat reflective and thoughtful.	(20 points) Entry was very well written. It was very reflective and thoughtful.
<b>Technology Entry</b>	(0 points) Entry was not well written. It was not reflective and thoughtful.	(10 points) Entry was somewhat well written. It was somewhat reflective and thoughtful.	(20 points) Entry was very well written. It was very reflective and thoughtful.
<b>Administrator Interview</b>	(0 points) Interview was not completed.	(10 points) Interview was in Q and A format but the reflection was only somewhat reflective and thoughtful.	(20 points) Interview was in Q and A format followed by a reflection that was very reflective and thoughtful.
<b>On Time</b>	(0 points) 3 or more entries were posted late.	(8 points) 1 or 2 entries were posted late.	(15 points) All entries were posted on time.
<b>Spelling and Grammar</b>	(0 points) There were more than 3 spelling and/or grammar errors.	(5 points) There were 1-3 spelling and/or grammar errors.	(10 points) There were no spelling or grammar errors.
<b>Observation Log</b>	(0 points) Observations were not completed and no log was handed in.	(0 points)	(15 points) Observations were completed and log was completed properly and posted handed in on time.



Objective/Criteria	Performance Indicators		
	Unsatisfactory	Needs Improvement	Satisfactory
			out of 150

Field Observation & Portfolio Scores  
Introduction to the Teaching Profession  
Spring 2012 – EDF 2005 Hybrid Course  
Dr. Yasmeeen Qadri, East

<b>Student</b>	<b>Field Observations PowerPoint</b>	<b>Field Observations Reflection Essay</b>
1	100	100
2	100	90
3	100	100
4	0	0
5	90	90
6	0	0
7	95	100
8	100	100
9	100	100
10	90	100
11	0	0
12	100	100
13	0	0
14	100	100
15	100	100
16	100	100
17	100	100
18	100	100
19	100	100
20	0	0
21	0	0
22	90	90
23	100	100

**Valencia College, East**  
**EDF 2005: Introduction to the Teaching Profession**  
**Field Observations Portfolio Rubric (100 points)**

For this assignment students will be **observing** teachers in full time K-12 public schools. The purpose of the observations is to connect theory into practice---- text book knowledge to the real classroom experience. Tutoring, assisting teachers or substitute teaching will not be accepted. A minimum of 3 hours of observations are required to compile this PowerPoint.

**If you are in an online class** the portfolio should be submitted as one document utilizing PowerPoint and then uploaded to the web or another e-portfolio software. The recommended website to use is yolasite (tutorial and sample portfolio can be found by visiting <http://futureeducatorportfolio.yolasite.com/>). Not utilizing the e-portfolio or submitting attachments will result in a loss of points and/or having to redo your entire portfolio. For a full credit, please comply by the tutorial and the sample portfolio format provided specifically to guide you through the development of this very important assignment.

**If you are in an onsite or hybrid class you will be presenting it in class and not post it on yolasite.**

**Slide 1:** This includes the picture of the school you observed, course title and CRN with instructor's name, and your name.

**Slide 2-4:** Each artifact should be on a separate slide with a brief description of the artifact listed underneath. You need a minimum of 3 artifacts demonstrating any 3 factors from What Makes a School Effective (refer to page 176 of your text book). Examples of good artifacts can be brochure, newsletter, classroom policies etc.

**Slide 5:** Lesson Plan from the day you observed (this is not the same as the agenda for the day and should include objectives and teaching tools. If you are unable to secure a plan you may borrow one from the internet but make sure you modify it to match your observation and quote the website address.

**Slide 6-8:** Each picture should be on a separate slide with a brief description of the picture listed underneath. Best pictures demonstrate best teaching practices, classroom environment, bulletin boards, and students at work. Some schools have the policy of not allowing pictures; so that you do not miss points in such circumstances try to take pictures that do not show the faces of the children. You need a minimum of 3 pictures making sure that your pictures, once again demonstrate the factors listed under What Makes a School Effective.

**Slide 9:** This slide of the portfolio should include the interview. Please include the questions and provide the answers underneath using a different color. If you need to utilize additional slides for the interview, that is acceptable. Avoid one word responses, you can elaborate on them. You can choose one specific teacher to interview.

**Slide 10:** Scan the Verification Form which should be filled completely and signed in ink (form should include AVID and 3 hours of observations to a total of 15 hours).

**Slide 11 & 12:** Include your reflection about the observations using 10 key terms from your text book. (key terms are provided at the end of each chapter and you may use words from several chapters) **10 key terms should be highlighted.**

Use correct spelling & grammar. Be cautious about your power-point rules do not make your slides overcrowded, or the script and font too hard to read. **Total points = 100 points.**

PLEASE NOTE THAT YOU ARE THE ONE RECEIVING THE GRADE NOT THE TEACHER, HENCE IF YOU ARE NOT ABLE TO FIND THE BEST ARTIFACTS OR LESSON PLAN FROM THE TEACHER YOU OBSERVED, FEEL FREE TO DESIGN YOUR OWN OR BORROW FROM THE INTERNET. MAKE SURE YOU GIVE THE REFERENCE OF THE WEBSITE. Verification Form for all 15 hours is required – No Form, No Credit. Please use the attached form from the syllabus only.

## Field Observation Essay EDF 2005 (100 Points)

Students are encouraged to complete their field observations in an AVID program or in any of the public schools listed on the Orange County Public Schools website. To earn full credit in this assignment it is important that you refer to page numbers or quotes from the chapters provided below for each question. In addition add one or two websites or software for each of the questions you answer that you can use in your future classrooms. Feel free to use Internet resources but make sure you cite references.

Based on your hours of field experience, prepare a reflection report in the format of an essay no less than three pages in length and no more than four pages in length (12 size font and font type Times New Roman, double spaced). Divide your reflection into five paragraphs making each paragraph a response to each of the following questions:

**1. What were your observations with reference to the following?** (Refer to Ch 6 to answer these questions)

- a. What was the invisible curriculum that the teacher used to influence learning?
- b. List the ways computers are used in the classroom to increase student achievement.
- c. Using Bloom's Taxonomy on pg 397 describe some of the ways the teacher used her instructional skills effectively.

**2. Was this experience helpful in teaching you the skills to be a successful teacher?** (Refer to Ch 2 and 3 to answer these questions)

- a. List the kind of multiple intelligences you observed in the students and explain how you she used them to make them better students.
- b. How did she respond to their different learning styles?
- c. Use any one theory from Why Some Groups Succeed and Others Do Not from page 64 and explain which one the teacher applied or could have applied to make students successful.

**3. What philosophy of teaching do you prefer?**

Refer to Ch 8 and describe the philosophy of teaching the teacher used and explain how her philosophy impacted the classroom environment, teaching strategies, discipline, and resources.

**4. What role did you play as a mentor in this program?** (Refer to Ch 12 to answer this question)

- a. How did you feel about being a mentor to another student?
- b. Recall any of your mentors who helped you get where you are today and write a few sentences to describe their mentoring skills and relationship they had with you.

**5. Was the teacher you observed an effective teacher? Why or Why not? Using the Stages of Teacher Development on page 419 on what level would you place the teacher? Support your answer with examples.**