EDUC 2401
Field Experience I: The School and Classroom
1 Credit

Professor:
Phone:
E-mail:
Office Hours: TBA

I. COURSE DESCRIPTION
On-site field experience (30 hours) in public schools and classrooms, focusing on their function, structure and curricula. Concurrent with freshman educational seminar EDUC 1108, Seminar in Professional Practice I: Teacher’s role in school and Community.

II. NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

Students are encouraged to become very familiar with these standards because they provide a means of guiding and assessing professional performance. The standards are available at http://www.state.nj.us/njded/profdev/standards/.

III. COURSE OBJECTIVES:
Objective 1: (Standards 2, 3, 4, 6, 7, 8): Drawing upon their EDUC 1108 (Seminar In Professional Practice I) content as well as other relevant sources, students will identify, analyze, reflect upon the roles of personnel in the district and school.

Objective 2: (Standards 2, 3, 4, 6, 7, 8): Drawing upon their EDUC 1108 (Seminar In Professional Practice I) content as well as other relevant sources-such as the NJCCCS, students will observe analyze, reflect upon and explain the means by which classroom teachers develop and maintain a healthy classroom environment for all students.

IV. Required Texts (same as for Seminar I – as reference only)
V. Course Outline

<table>
<thead>
<tr>
<th>Field Experience Element</th>
<th>Description</th>
<th>Date - Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Field Experience Orientation</td>
<td></td>
<td>Preparation for Completing Tasks</td>
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<tr>
<td>Session 2</td>
<td>Post-Field Experience Placement Cohort Meeting</td>
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<td>Debriefing</td>
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<td></td>
<td>ELEMENTARY ONLY</td>
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<tr>
<td></td>
<td>Post-Field Experience Placement Cohort Meeting</td>
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<td>Debriefing</td>
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<td></td>
<td>MIDDLE SCHOOL ONLY</td>
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<tr>
<td></td>
<td>Post-Field Experience Placement Cohort Meeting</td>
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<td>Debriefing</td>
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<tr>
<td></td>
<td>SECONDARY ONLY</td>
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</tr>
<tr>
<td>Session 3</td>
<td>Submission of Performance Tasks</td>
<td>All Binders are due in the SOE office on Friday March 7th.</td>
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</tr>
</tbody>
</table>

VI  **COURSE REQUIREMENTS:** Participants will:

1. familiarize themselves with school/district issues, prior to beginning the field experience, by reviewing internet resources such as:
   a. School Report Cards available at the New Jersey Department of Education website;
   b. School and/or district websites.
2. complete 30 hours of various planned activities in a school, including but not limited to, classroom observations, observing/participating in meetings and staff development workshops, staff formal/informal interactions, observations of non-instructional settings/activities (lunch, playground, etc.) and co-curricular activities involving students;
   - Note: Students are encouraged to discuss with the school principal/staff how they can be most profitably and appropriately engaged in a broad range of experiences. All student activities must be in accordance with the schedule developed by the school;
3. collect work products from the field experience for inclusion in a professional portfolio that will be further developed in subsequent courses and field experiences;
4. complete all Performance Tasks associated with the course on time using the proper format;
5. students who cannot complete the field work during winter break MUST notify their professor in advance. If an extension is granted by the professor, then an Incomplete Contract must be submitted by the due date. Failure to submit this contract will result in a reduction of the final grade.

VII. PERFORMANCE TASKS:

Preparation of Performance Tasks For Submission:

- use a loose leaf binder (no more than 2 inches) with a front pocket to consolidate and arrange performance tasks;
- use a Cover Page (at the front of the loose leaf binder) that shows:
  - Name:
  - Address:
  - Phone:
  - E-mail:
  - Major:
  - QUEST education/specialization area:
  - QUEST Field Experience I professor:
  - Cooperating Teacher:
  - School:
  - District:
  - Dates of Field Placement:
  - Date of submission
- use a Table of Contents that includes page numbers;
- use dividers with labels to separate sections/tasks;
- retain the binder for use in consolidating and arranging performance tasks required in future field experiences. Thus, over time, the binder will reflect all field experiences and related tasks.
- first section after the Table of Contents should include the Attendance Record (time log) and the Cooperating Teacher Report form.
**Task 1: Learning Goals – 10% of Final Grade**

Prior to entering your Field Experience Placement, you will need to develop 5 goals. You will use the template below to write out your goals. The goals should reflect what you would like to learn over the course of the 30 hours. These may include, but are not limited to:

- new insights about the grade level you thought you wanted to teach
- insights about the interactions between teachers and students or teachers and administration or teachers and other teachers
- new instructional/assessment ideas.
- interactions between schools/communities/parents-guardians

After you write your goals, you will write 2-3 things you will have to do (Pathway) in order to achieve each of them. You should follow the template below. NOTE: These are expected to be detailed – do not simply list 1-2 word responses.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PATHWAYS TO ACCOMPLISH GOALS</th>
<th>POSSIBLE OBSTACLES</th>
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</thead>
<tbody>
<tr>
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<td>5.</td>
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</tbody>
</table>
# Rubric for Task 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Thoughts are not organized in a coherent manner.</td>
<td>Thoughts have a clear and logical sequencing.</td>
<td>Thoughts are well organized. The reader can follow with ease.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Reflection is limited in scope and insight. One or more aspects is missing and/or incomplete.</td>
<td>Reflection demonstrates insight with regard to professional growth. Plausible follow up information is provided. All information is complete.</td>
<td>Reflection demonstrates outstanding insight with regard to professional growth. Follow up activities are clearly outlined and defined. All information is complete.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2-3</td>
<td>4</td>
</tr>
<tr>
<td>Spelling/Grammar</td>
<td>There are 3 or more errors in spelling, grammar, punctuation and/or syntax.</td>
<td>There are fewer than 3 errors in spelling, grammar, punctuation and/or syntax.</td>
<td>There are no errors in spelling, grammar, punctuation and syntax.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

**Exceeds Standards - >9-10**

**Meets Standards - >8**

**Below Standards – 7 and below**
Task 2: Daily Learning Log – 30% of Final Grade

1. Daily Log
Keep a daily diary of your learning and observations relative to your coursework thus far. This includes, but is not limited to daily thoughts related to instruction, classroom management, interaction between faculty, students, administration, etc. You should also think about your working knowledge of educational philosophies, theorists, etc. that you have learned about and make connections to your practical classroom experience. You can use a “stream of consciousness approach” or order your diary in any way that makes sense to you. You will keep this for the entire week you are in the classroom.

2. Re-Reflection
As a part of this log, you should plan to reflect daily on your progress achieving your stated goals. For example, you might realize on day 2 that there is no way you will be able to achieve this goal. What helped you to come to that realization, are there things that might not be in place that you assumed would be?

3. Unfamiliar Vocabulary Heard
You should also keep a running list of vocabulary terms/phrases that you hear and do not fully understand. For example, if your teacher mentions a 504 Plan, and you do not know what that means, you need to write down that term and later will define it. This list of words/phrases, along with a definition (in your own words) should be typed as well. You need a minimum of eight (8) new words or phrases.

**You should plan to take written notes during the day and then spend time each night reflecting and typing your log. This assignment should be typed in a 12-point conventional font and each section should be clearly marked in this section of your binder.
### Rubric for Task 2

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
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<tbody>
<tr>
<td><strong>Observations of classrooms</strong></td>
<td>Observations are limited in scope and insight. Reflection of the observations is not present.</td>
<td>Observations and subsequent reflections are complete. All information is provided.</td>
<td>Observations and reflections demonstrate critical thought. All information is included.</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-6</td>
<td>7-8</td>
</tr>
<tr>
<td><strong>Goal Reflection</strong></td>
<td>Reflection is limited in scope and insight. One or more aspects is missing and/or incomplete. Reflection of daily goals is missing and/or incomplete.</td>
<td>Reflection demonstrates thought given to daily goal progress. All information is complete.</td>
<td>Reflection demonstrates outstanding insight with regard to professional growth. Follow up activities are clearly outlined and defined. All information is complete.</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-6</td>
<td>7-8</td>
</tr>
<tr>
<td><strong>New Vocabulary</strong></td>
<td>Information provided is limited or missing.</td>
<td>Information provided shows active participation in listening and understanding of new information. Student met a minimum of 8 words/phrases.</td>
<td>Information provided shows exemplary participation in listening and understanding of new information. Student included more than the required amount.</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-6</td>
<td>7-8</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Thoughts are not organized in a coherent manner.</td>
<td>Thoughts have a clear and logical sequencing.</td>
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</tr>
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<td>3</td>
</tr>
<tr>
<td><strong>Spelling/ Grammar</strong></td>
<td>There are 3 or more errors in spelling, grammar, punctuation and/or syntax.</td>
<td>There are fewer than 3 errors in spelling, grammar, punctuation and/or syntax.</td>
<td>There are no errors in spelling, grammar, punctuation and syntax.</td>
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<td>1</td>
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<td>3</td>
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</tbody>
</table>

**Exceeds Standards - >27-30**

**Meets Standards - >18-26**

**Below Standards – 17 and below**
Task 3: Contextual Information and Learning Environment – 40% of Final Grade

ENVIRONMENTAL FACTORS (community/district/school/classroom)

Your job on this task is to discover everything there is to know about your school environment and the people who work in that environment. You will also analyze the classroom environment and teacher/student interactions. You should follow this format and label each section as outlined below. This assignment should be typed in a 12-point font.

Name: 
School 
Grade Level:

PART 1

1. **Community** – include information about type of community (urban, rural, etc.), population, location, size, industry – predominant employment
2. **District** – number of students, number of schools (elementary, middle, high), Ethnic Make-up, Languages spoken, SES information if possible.
3. **School** – number of classrooms, grades, special programs, % of ESL, % of SPED (includes gifted), gender make-up, SES information if possible.
4. **Classroom** – number of students, gender, identified special needs, ethnic/cultural make-up.
5. **Teacher Information** – gender, ethnicity, years experience, other grades taught, degrees held
6. **Administrators** - gender, ethnicity, years experience, degrees held
7. **Other Personnel** (Speech Pathologist, Occupational Therapist, Instructional Coordinator etc) – titles, years experience, degrees held. For this section, you need to provide a brief job description for each of the aforementioned personnel. You also need to briefly discuss who they work with in the building.

PART 2 – The Classroom

1. Describe specific elements in your classroom that makes it conducive to a positive learning environment. These elements include but are not limited to:
   - Classroom environment – overall aesthetic nature of the classroom (e.g. Is the classroom neat and orderly or are there materials all over the room).
   - Classroom setup – How is the classroom organized? Is it conducive to peer interaction?
   - Individual motivation strategies for behavior (questions to consider include: are there clear classroom rules; who developed them; is there a behavior chart; if so, is it easy to read and follow, etc.)
   - Group motivation strategies
   - How does the teacher communicate with the students? Positive and negative verbal and nonverbal communication skills you observed.
   - Techniques used to communicate with parents and other professionals about decisions regarding student learning and assessment.
Rubric for Task 3

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Info</strong></td>
<td>More than 1 component is not included and/or remainders are limited in scope.</td>
<td>No more than 1 component is missing and/or incomplete. Components are discussed in general terms. If information is not included, a valid explanation is provided.</td>
<td>Components are all included and are fully discussed. If information is not included, a valid explanation is provided.</td>
</tr>
<tr>
<td></td>
<td>0-7</td>
<td>8-12</td>
<td>13-15</td>
</tr>
<tr>
<td><strong>Classroom Info</strong></td>
<td>More than 1 component is not included and/or remainders are limited in scope.</td>
<td>No more than 1 component is missing and/or incomplete. Components are discussed in general terms. If information is not included, a valid explanation is provided.</td>
<td>All components are included. Additional information not specifically stated is also included and all are fully discussed. If information is not included, a valid explanation is provided.</td>
</tr>
<tr>
<td></td>
<td>0-7</td>
<td>8-12</td>
<td>13-15</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Thoughts are not organized in a coherent manner. Format is not followed and/or is not clearly labeled.</td>
<td>Thoughts have a clear and logical sequencing. Format is followed and is clearly labeled.</td>
<td>Thoughts are well organized. The reader can follow with ease. Format is followed and clearly labeled.</td>
</tr>
<tr>
<td></td>
<td>0-2</td>
<td>3-4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Spelling/ Grammar</strong></td>
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<td>3-4</td>
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**Exceeds Standards** - >36-40  
**Meets Standards** - >22-34  
**Below Standards** – 22 and below
### VIII ASSESSMENT AND EVALUATION

#### OVERALL COURSE RUBRIC - ASSESSMENT AND EVALUATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Possible Points</th>
<th>Earned Points</th>
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</thead>
<tbody>
<tr>
<td>Completed 30 hours of Field Experience.</td>
<td>10%</td>
<td>10</td>
<td></td>
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<tr>
<td>Cooperating Teacher Rating</td>
<td>10%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Task 1: Goal Setting</td>
<td>10%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Task 2: Daily Journal</td>
<td>30%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Task 3: Final Written Report</td>
<td>40%</td>
<td>40</td>
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<tr>
<td>Final Grade</td>
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</tbody>
</table>

**Final Grade:**

- 93-100  A
- 90-92   A-
- 88-89   B+
- 83-87   B
- 80-82   B-
- 78-79   C+
- 73-77   C
- 70-72   C-

Note: Up to 5 points may be deducted for poor grammar, mechanics, and spelling errors.

Note: Students who receive below a 75% may be required to repeat Field Experience I.

**Note: Failure to attend the Post-Field Experience Placement Cohort Meeting will result in a ½ grade reduction of a student’s final grade.**

**Evaluation and Grading**

These criteria weigh heavily in assessing and grading student performance:

- Demonstrated grasp of relevant theory and concepts;
- Demonstrated ability to think critically;
- Demonstrated creativity;
- Demonstrated grasp of the teaching/learning process;
- Demonstrated written and verbal communication skills.
Rating Scale:

- A = exemplary performance, excellence, and demonstrated mastery of the knowledge and skills presented.
- B = above average performance, good understanding of the knowledge and skills presented.
- C = average/adequate performance, understanding, and demonstration of the knowledge and skills presented.
- F = Failure to demonstrate an understanding of the content of the course; missing or incomplete assignments; poor class attendance.
- I = Incomplete.

Note: This designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the “I” will automatically become an “F”. The “F” is a letter grade and will count in the student’s CGPA. (FDU, 2002, p. 5)

IX. FDU, School of Education, and Instructor policies

**Attendance**

Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

- **a.** Attendance is required in all our classes
- **b.** 3 absences, grade drops by a half a grade
- **c.** 4 absences, grade drops by one full grade
- **d.** 5 absences, the student fails or withdraws from the class

**Academic integrity**

Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future (FDU, 1966, p. 5).

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

**Undergraduate Programs – Grading and similar policies**
1. Grades
   
a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

2. Degree Requirements and Academic Probation:
   
a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c. An undergraduate program of study must be completed within a period of ten years.

X. Student Academic Services
   
a. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

b. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

XI. Policy on course completion
   
a. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)
b. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

XII. **Student responsibilities regarding fulfilling course requirements**

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

XIII. **Picking up graded papers**

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison or Teaneck) by the end of the semester. All work not retrieved by the end of the semester will be discarded.

XIV. **Disclaimer**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

XV. **References**


Peter Sammartino School of Education

QUEST PROGRAM

ATTENDANCE RECORD

Pre-service Teacher’s name: ………………………….……. ……   Campus: [ ] Madison [ ] Teaneck
Partner/ Cooperating School: ………………………….…….  District: ………………………………..
Address: ………………………………………………… ....Telephone #: ……………………………………..

COURSE NUMBER
EDUC 2401   EDUC 2402   EDUC 3403   EDUC 3404

<table>
<thead>
<tr>
<th>DATE</th>
<th>NUMBER OF HOURS</th>
<th>SCHOOL CONTACT PERSON</th>
<th>MENTOR TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Total Number of Hours</td>
<td>Signature</td>
<td>Date</td>
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</tbody>
</table>

At the end of the Field Experience, this Attendance Record and Pre-Service Teacher Evaluation Form should be returned to the student or mailed to:

School of Education
Fairleigh Dickinson University
285 Madison Avenue, M-MSO-09
Madison, New Jersey 07940
FDU Student Name: ................................................................. Course # ........................................
School Contact Person ........................................................................................................
School District ........................................... Dates of Assignment ........................................
Address ............................................................... Phone # ........................................

Please take this opportunity to comment on your impressions of the pre-service teacher’s performance during his/her placement in your school. Thank you.

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Very Good</th>
<th>Good</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Initiative</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>3. Ability to Relate to others</td>
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<tr>
<td>4. Sense of Responsibility</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>(attendance, follow through on</td>
<td>attendance, follow through on</td>
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<td>commitments, punctuality)</td>
<td>attendance, follow through on</td>
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<td>5. Appearance (neatness, dress,</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>hair, etc.)</td>
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<tr>
<td>6. Communication Skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>7. Completed Work as Required</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Went Beyond Requirements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>9. Overall General Evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

General Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Cooperating Teacher: _______________________ Print Name:______________________
Date: _______
INCOMPLETE STATUS CONTRACT

Incomplete Policy – Incompletes (not a grade but a temporary status) can be given only in exceptional or emergency circumstances that will prevent the student from completing the required coursework on time. Students have the responsibility to complete all work in a course in the prescribed term. The student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete can be conferred in exceptional situations at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester to complete the requirements for the course or the incomplete automatically will change to a failure.

The INCOMPLETE STATUS CONTRACT is to be used by the student initiating the request for an extension of time to complete the requirements of a course in a given semester or summer period. The instructor will be able to use the form to outline an action plan for course work completion by the student and the date when the work is will be accepted for grading and processing.

To Be Completed by the Student (or by the instructor if the student is unable to present this request in person).

Student Name _____________________________ Student ID Number____________________

Full Course Number ________________ Course Name_________________________

Semester: Fall 20____ Winter 20____ Spring 20____ Summer 20____

Instructor  __________________________________ Date of Contract:  __________________

Reason for Incomplete:
_________________________________________________________________________________

Plan for Removal of Incomplete (specification of work to be completed)
_________________________________________________________________________________

Date by which work must be completed

Signatures:  Student________________________ Instructor______________________

FDU Policy on Incompletes:
Incompletes are to be conferred in rare cases and an agreement between the parties involved is needed to ensure the completion of the work required in a timely fashion. The contract spells out the reason for the work completion delay and it would incorporate a plan of action to complete the given tasks.

A copy of the agreement (contract) would be given to the student and placed in his/her file. The instructor would keep a copy and another copy would be sent to the Director and the records clerk at enrollment services. Thus, everyone would be aware of the process to be followed and hopefully, the plan of action would encourage a rapid completion of the tasks by the student.

The contract approach will make the circumstances surrounding the conferral of an incomplete clear and readily accessible to anyone who needs the information about a delayed grade. The contract would serve as a quality control measure and hopefully resolve some of the difficulties presented after the close of semester when an incomplete turns to an “F” from failure to submit the work in the specified period of time. Please note exceptions to the 3-week rule must be specified in the “Plan of action”.
