

Field Experience Packet for the Teacher Cadet



Field Experience Preference Form for Placement
--

Teacher Cadet Name: _____

Class Block: _____ Email address _____

Which is most important to you? Number 1-4 with 1 being most and 4 being least.

List your preference, if any, for each category below.

_____ School	_____
_____ Grade	_____
_____ Teacher	_____
_____ Subject	_____

Do you plan to drive yourself to Field Experience?

- _____ Yes, I have a car and all permission forms completed.
- _____ Yes, I have a car, but I have not completed all permission forms.
- _____ No, I do not have transportation.

What are your **goals** for Field Experience?

What are your **concerns** about Field Experience?

What are your **questions** about Field Experience?

Field Experience Packet - Teacher Cadet

Field Experience Placement

Fill in these blanks as directed by your high school Teacher Cadet Instructor.

My Field Experience school is

with (Teacher): _____ in
_____ grade.

Field Experience will officially begin on October 14th 2019 and end on May 27th 2020.

Cadets will arrive at their Field Experience placement school no later than 12:20pm and will leave no earlier than 2:20pm without prior approval.

Days I will not go to Field Experience but instead return to my Teacher Cadet class are:

Field Experience Packet - Teacher Cadet

Non-Negotiable Rules for Field Experience Conduct

1. Dress professionally, as a professional teacher does. Clothes should be clean and ironed, if necessary. Attire should fit appropriately (not baggy, not tight). Ladies should be conservative with their necklines, midriffs, and hemlines. Shoes and outfits should not be too casual (e.g., flip flops). Good grooming is expected for hair, make-up, and shaving. Exceptions to professional dress would include placement in P.E. classrooms or with Pre-K programs. Follow the lead of your Cooperating Teacher, and dress as he/she does.
2. Report on time. Sign in at the front (main) office of the school using whatever sign-in system the school and your high school instructor require.
3. Wear Teacher Cadet ID/nametag. Some schools require that you also wear a visitor's sticker that will be given to you when you sign in.
4. Be warm and inviting toward your Cooperating Teacher. Smile. Offer to help him/her and the students in any way. Thank him/her at the end of each class and offer reminders of when you will be back.
5. Show respect for your Cooperating Teacher's methods. Be receptive to his/her suggestions. Since you are a guest in this teacher's classroom, adhere to the discipline code and classroom management strategies already in place.
6. Observe! As soon as possible, learn the students' names. Be aware of classroom rules and procedures so that you can support them.
7. Get clear instructions from your Cooperating Teacher about your specific duties. If you make handouts, do so ahead of time so that you will have time for peer editing and your Cooperating Teacher's approval.
8. When you have something, you want your Teacher Cadet instructor to see you do in the classroom, make sure you tell him/her beforehand. Remember that he/she is scheduling site visits for everyone in your Cadet class, so make your requests as early as possible to increase the likelihood that scheduling will permit him/her to visit you at times you prefer.
9. Leave a product for the class (e.g., a bulletin board, a poster, a game, a book, flashcards, handouts, etc.) Instructional materials that you design yourself mean the most to the Cooperating Teacher and students.
10. Show gratitude to your Cooperating Teacher at the end of the Field Experience. Your high school instructor may coordinate a common gift for everyone to give, but, if not, purchase or make an inexpensive gift yourself. Ideas include markers, picture frame, flowers, candy, special pens, etc. If you plan to take anything for the students, especially food items, get permission from your Cooperating Teacher beforehand and make sure you are aware of any food allergies. Do not take gum.
11. Attendance is still the responsibility of your high school teacher, so follow whatever procedure your teacher tells you so that he/she can keep accurate attendance. This may include signing in at the teacher's room or stopping by for check in.
12. Let your Cooperating Teacher and Teacher Cadet instructor know when you are going to be absent. If your absence is due to unforeseen illness, call/text/email your Cooperating

Field Experience Packet - Teacher Cadet

Teacher AND your high school TC instructor BEFORE school is scheduled to begin for the day. If you know in advance that you will be absent, let both teachers know as soon as possible.

13. Remember that you are a model for your new students. Everything that you say and do—and don't say and don't do—sends messages. Be acutely aware of this and discuss any concerns with your teacher(s) immediately.
14. Don't try to be your students' friend. Be inviting and kind but remember that your role is on the teacher side of the desk this time. Good classroom management depends on the teacher's ability to have students respect their authority. Once the line has been crossed between teacher and friend, students will not take you as seriously as is necessary and appropriate.
15. Stand up to teach unless it is more appropriate to sit. Students will frequently equate sitting with surrender.
16. Maintain an attentive engagement with students: eye contact, body language, regularly looking around room to check-in on students.
17. Be assertive, but not aggressive. Avoid sarcasm. Do not use language that is not appropriate or allowed at the level you are teaching.
18. Do not chew gum, eat candy, or drink soft drinks in front of the students.
19. NEVER use your cell phone in your classroom unless you are taking pictures and have obtained the teacher's permission to do so. Be aware of which students might be on a "do not photograph" list for the school.
20. Show respect for your Cooperating Teacher, the school, the administration, the parents, other teachers, and your students. Show respect for student property and students' rights.
21. You will be in the classroom for only a short time, but your "legacy" may remain forever. Your students will see you not as a teenager, but as one of their teachers. Many students eventually want to take the Teacher Cadet course in high school because they have such a positive experience with Teacher Cadets working with them in a class. Some even decide they want to choose teaching as a career after watching and learning from you. Your presence can lift the morale of others in your school building. You can provide priceless assistance to overworked teachers and special needs students.
22. Under no circumstances should Teacher Cadets post confidential information on social media from the Field Experience classroom, including information about students, their work, their conduct or information or comments about their teacher or school.

Field Experience Packet - Teacher Cadet

Guidelines for Field Experience for Teacher Cadets

Cooperating Teachers will receive this set of guidelines written directly to them. This version of those same guidelines addressed to you will help you know what they will be expecting from the Field Experience.

Observing the Class

Initially, you may address these questions to your Cooperating Teacher (CT) as you observe in the classroom, all of which are presented in your continual curricular preparation for the Field Experience.

- ❖ What routine procedures does the teacher have for the classroom?
- ❖ What procedures are in place in the event of an emergency (weather, medical, threat, disaster, etc.)
- ❖ How is the lesson started?
- ❖ How are interruptions handled?
- ❖ What happens if a student is not paying attention?
- ❖ What special instructional methods or strategies does the teacher use?
- ❖ What are classroom rules and consequences (Classroom Management Plan)?
- ❖ What is being taught?
- ❖ What books, materials, equipment, handouts, etc., are being used in the instruction?
- ❖ Are students working in cooperative groups, full class, or individually? If groups, what cooperative learning strategies are being used? How did the teacher choose the groups?
- ❖ How does the teacher know the students are learning? Is the teacher using formative or summative assessment?
- ❖ What levels of Bloom's Taxonomy and Webb's Depth of Knowledge do you observe?

Getting Some Experience

For the first few days of the Field Experience, you should observe and learn students' names. However, your CT may see fit for you to take on a few minor tasks during this time.

After an initial period of adjustment and observation, you and your CT should confer to implement those things that will give you as much experience as possible. Individual tutoring, reading, assisting with math, or working with small groups or conducting morning meetings are great ways to start. You can also help students who have been absent or missed instruction for pull-out programs. The following is a list of suggestions of things you could do to help your CT:

- ❖ Correct sets of papers
- ❖ Take roll or lunch orders
- ❖ Copy and staple worksheets

Field Experience Packet - Teacher Cadet

- ❖ Tutor individuals or small groups
- ❖ Set up classroom equipment for presentations
- ❖ Create a bulletin board
- ❖ Escort children to recess, health room, related arts, cafeteria, office, etc.
- ❖ Introduce a segment of a lesson
- ❖ Assist individual students during “seat work” (e.g., moving around and monitoring work)
- ❖ Read a story to a group
- ❖ Perform any task you see that is appropriate and helpful

Teaching the Students

Throughout your year in Teacher Cadet, you have and will continue to learn about teaching and learning. You will learn about formative and summative assessment, categories of special education/supportive learning and accommodations, learning style and differentiation, BRIDGES and Journeys curriculum, to name a few. During class instruction, and during the Field Experience, you will have multiple opportunities to practice teaching before the observed mini-lesson during second semester. Of course, you are still a high school student, not a college student teacher. However, you will benefit strongly from providing instruction involving more than one student (either small group or whole class). Plan with your CT the topic/unit/method to be presented to students. You should not be given total creative control but should plan the lesson with your Cooperating Teacher’s guidance. Understand the need to be flexible so that you are never an interrupting force in the classroom. Hopefully, you will have time and opportunity to teach **at least two full (30-45 minutes) lessons** to the class, one of which is observed by the Teacher Cadet Instructor.

(Not) Being in Charge

Remember that you are not an adult, so you have no authority to serve in the classroom as a substitute for the teacher. Neither should you be left in charge of the room for the teacher to leave for any reason other than to step in the hall for a consultation. If this happens, you need to report it to your high school Teacher Cadet instructor immediately.

Documenting the Experience

You will be giving several documents to your Cooperating Teacher requesting information or for documentation of the Field Experience. The following list contains some of the items you will be giving to the teacher and expected to complete, most of which will be put in your portfolio at the end of the experience.

- ❖ Attendance record to be signed daily or weekly and returned to you for your portfolio
- ❖ Letter of introduction you have written to your CT and the class. This should be proofread by your Teacher Cadet instructor before sending. Remember this is your first impression, so it is very important that it is clear and error-free.

Field Experience Packet - Teacher Cadet

- ❖ Contact sheet with times, emails, and phone numbers to help in planning and communication
- ❖ Calendar indicating dates you will be in the CT's classroom (Please check this carefully and let the Teacher Cadet instructor know immediately if there are testing or field trip conflicts.)
- ❖ Evaluations for your performance and for lessons. NOTE: These may be provided digitally but should be printed to provide a copy for the Teacher Cadet's portfolio.

Visiting the Classroom

Occasionally during the Field Experience, the Teacher Cadet instructor will stop by your classroom for an informal observation. If there are specific instructions for visiting classrooms in your school, please share them with the Teacher Cadet Instructor. The instructor will schedule a specific time to formally observe the Teacher Cadet teaching a lesson. Please consult the Teacher Cadet calendar for specific dates assigned to each school.

Spending a Full Day in the Classroom

Teacher Cadets are required to spend one full day during the Field Experience with the teacher. This will count as a job shadow day, and you should have the full experience of the teacher during the day. If your teacher has morning, lunch, recess, or afternoon duty, you will go, too. The only exceptions to this would be a parent conference or IEP meeting. This full day will give you more insight into the job as a teacher than anything else you can do. It is also good for you to see children in the afternoon if you have only seen them in the morning, etc. The Teacher Cadet instructor will make arrangements to schedule this full day. While it would be a fun experience for you to accompany your class on a planned field trip during Field Experience time, this cannot count as the full day, as it is not an ordinary day in the classroom.

Making a Change After Field Experience Begins

Occasionally, a Cadet will realize after placement that the situation is not ideal. Sometimes, too, the teacher will have something to happen which will change their ability to have a Teacher Cadet. If this happens, you must talk to your high school Teacher Cadet instructor immediately. Changes in placement are only made for extenuating circumstances, but they can be made. Communication is critical if you see a problem, and your high school instructor can help. For example, if your CT never asks you to do anything or refuses your offers to help, and you spend the entire time sitting and observing after the first week, ***you need to tell your instructor.***

To provide the most meaningful experience for all participants, it is always the discretion of the Teacher Cadet Instructor to make any necessary changes/modifications in a Cadet's Field Experience. If a change or modification is necessary, then Cooperating Teacher, Field Experience Principal, High School Administration and the Teacher Cadet will receive an alert with an appropriate timeframe regarding the change/modification.

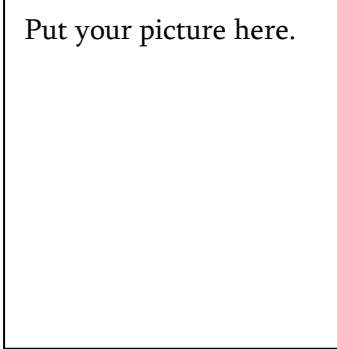
Field Experience Packet - Teacher Cadet

Letter of Introduction from Teacher Cadet to Cooperating Teacher & Students

Dear _____

I am a Teacher Cadet at _____ High School.

Let me introduce myself!



Field Experience Packet - Teacher Cadet

<p>Contact Sheet from Teacher Cadet to Cooperating Teacher</p>

In case you need to contact your Teacher Cadet with questions or concerns, the Teacher Cadet has provided you the following information:

Teacher Cadet's Name: _____

Home Phone: _____

Cell Phone: _____

Email Address: _____

If you need to contact my high school Teacher Cadet instructor:

Teacher Cadet Instructor's Name: Rebecca Kiel

School Name: Chippewa Valley High School

School Telephone Number: (586) 723-2560

Cell Phone Number: (586) 864-7557

Email Address: rkiel@cvs.k12.mi.us

Field Experience Packet - Teacher Cadet

Weekly Summary Sheet

Teacher Cadet: _____

Dates of Days Addressed in Summary Sheet: _____

Cooperating Teacher: _____ School: _____

The best thing that happened this week during my Field Experience:

The worst thing that happened this week during my Field Experience:

Things I saw in practice that I learned about in theory during my Teacher Cadet class:

Questions/Concerns I have:

Yes No I would like a visit by my Teacher Cadet instructor next week.

Field Experience Packet - Teacher Cadet

Lesson Plan: Form A

Cadet's Name: _____ Date: _____

Field Experience School: _____ Teacher: _____

Grade: _____ Subject Taught: _____ Time: _____

1. Objective:
2. Standard(s) and/or Essential Question:
3. Instructional Plan/Process (outline of what you plan to do during the lesson, beginning with set or hook and ending with closure activity):
4. Materials and Equipment
5. Accommodations (for special needs, learning preferences, multiple intelligences, Bloom's, DoK)
6. Assessment - Formative? Summative? Explain your strategy.
7. Time required to teach the lesson:

Field Experience Packet - Teacher Cadet

Lesson Plan: Form B

Cadet's Name: _____ Date: _____

Field Experience School: _____ Teacher: _____

Grade: _____ Subject Taught: _____ Time: _____

Objective State the observable skill that you want the learner to learn.	
Materials List the materials and equipment that you will use in the lesson.	
Set Use a hook to engage the learner and relate the learning to the learner.	
Accommodations Provide for learners with physical, social, or personal challenges OR provide for various learning preferences, etc.	
Questioning What question stems will you use to increase the level of student thinking? (Bloom's/Webb's DoK)	
Closure Provide a logical ending for your lesson that helps students see the "big picture" of the lesson.	
Assessment How will you know what your students have learned? Will you use formative or summative assessment?	

Field Experience Packet - Teacher Cadet

Self-Evaluation of Lesson

*(For lesson(s) you presented to the class or small group of students.)

Cadet's Name: _____ Date: _____

Field Experience School: _____ Teacher: _____

Grade: _____ Subject Taught: _____ Time: _____

Was the objective specific enough for you to have a focus?

Did the outline of instructional plans work as anticipated? Explain.

How well did you plan for materials? Any problems? Adjustments needed once you began?

How effective was the assessment you chose to use?

Do you feel confident that the lesson was a success? Explain.

Did you spend enough time preparing for this lesson? Explain.

If you could do this lesson again with the same students, what would you do differently, if anything?

Field Experience Packet - Teacher Cadet

Self-Evaluation of Lesson Taught

Cadet's Name: _____ Date: _____

Field Experience School: _____ Teacher: _____

Grade: _____ Subject Taught: _____ Time: _____

1. How did the objective help focus your instruction?
2. What parts of the instructional plan worked as you anticipated? Explain.
3. How well did you anticipate materials needed?
4. What, if any, adjustments were needed once you began?
5. How effective was the assessment you chose to use?
6. What evidence do you have that the lesson was a success?
7. How did the time you spent preparing your lesson contribute to your success?
8. If you could do this lesson again with the same students, would you do anything differently? Explain.

Field Experience Packet - Teacher Cadet

Field Experience Portfolio Requirements

Note: Refer to the Portfolio Rubric for additional information about point values, requirements, and options.

Date Due: _____

Requirements:

1. Your portfolio may be a three-ring hardback binder or another method of presentation determined by your Teacher Cadet instructor (i.e., PowerPoint). The portfolio format must be user-friendly and durable.
2. Your portfolio cover and title page must be attractively decorated. Be sure it includes your name, high school, Cooperating Teacher's name, school where you are doing your Field Experience, and grade/subject that you are teaching.
3. Your portfolio must be presented in an organized manner and include a table of contents.
4. You must include a complete journal and/or the "Teacher Cadet Weekly Summary Sheet" of your daily experiences. If you are absent, your absence must be noted and explained. You should have reflections for days of Field Experience. Your journal must describe the events of each day in detail (what was taught, what the teacher did, what the students did, what you did), but more importantly, it must reveal your reactions, impressions, inferences, questions, concerns, and conclusions. It is best to complete journal entries each day after you have left your class. (Note: The required length of journal entries is left to the discretion of the Teacher Cadet instructor.)
5. Include at least ___ lesson plans and self-evaluations of the lessons on the appropriate forms. These plans should represent lessons you actually taught to a small group or the whole class.
6. Add to the portfolio some evidence of work that you have done. Examples may include the following:
 - a. Tests
 - b. Worksheets
 - c. Study guides
 - d. Sketch of pictures of a bulletin board you designed
 - e. Picture(s) of you teaching/assisting the class
7. Include a reflection paper on how the Teacher Cadet Field Experience has changed you, your attitudes, ideas, skills, awareness, and prejudices.
8. All notebook entries must be neat, grammatically correct, and readable. Typing is required.
9. Place the "Teacher Cadet Field Experience Portfolio Evaluation Sheet" at the beginning of your portfolio.

Field Experience Packet - Teacher Cadet

Features of the Portfolio (TC Instructor may add or alter this list):

1. Draw or design a computer-generated floor plan of your classroom. You may add a seating chart with the names of your students. Include a reaction on how the classroom environment enhanced or hindered the learning process.
2. In an essay, profile the class as a whole academically, socio-economically, by gender, and by race. Or, profile a few students in some detail--perhaps your favorites, those who "touched" you, those who concerned you.
3. Profile your Cooperating Teacher, including both description and analysis. Include his/her effective strategies and explain why you think they work. This portrayal should include the following:
 - a. Teaching Style
 - b. Classroom Management Plan or Style
 - c. Classroom Culture (atmosphere teacher creates in the classroom)
 - d. Attitude
4. Describe your school. This description may include the following:
 - a. Degree that it is inviting
 - b. Socio-economic level(s)
 - c. Discipline procedures
 - d. Attitude of faculty and staff (friendly, professional, etc.)
 - e. Physical building
 - f. Administration
 - g. Special programs (e.g., music, art, reading, gifted, labs, special needs)
5. Write an essay on your worst experience.
6. Write an essay on your best experience.
7. List "Hints" or "Good Ideas" you got from your Field Experience that you will use yourself one day, or ones you would share with others who may be interested in being a teacher.
8. The following additional items/information sources are not only acceptable, but also encouraged:
 - a. Work by your students
 - b. Notes from students
 - c. Photos
 - d. An overall theme or motif
9. Technology –Try to include photos, slides, videos, or create a PowerPoint

Field Experience Packet - Teacher Cadet

presentation. Include narrations and descriptions of how you used technology in your Field Experience. You may use these visuals to meet any of the other portfolio requirements. If you decide to use a video, you may use music and/or narration to accompany the footage. Photos can be displayed in your portfolio or on posters (or other ideas you may have). For example, you can take a photo of each student and include that photo with the profile of the student.

If you choose to create a digital, rather than physical, portfolio, be aware that as technology changes, access to your portfolio may be limited. Consider printing a hard copy to keep in the event you wish to access it in the future and do not have the ability to do so.

Note: One way to show the students your appreciation is to have double prints made if you take individual pictures of them, and give each one a photo as a parting gift. However, sometimes parents have signed forms requesting that their son or daughter not be photographed or filmed; therefore, each Teacher Cadet needs to check with his/her Cooperating Teacher to see if this situation exists in the classroom and then adhere to the photo and/or media release policy.

Make your portfolio as special as you can. This product will probably be one of the unique and most memorable ones that you create. It will contain some very special moments, so do your BEST work, not only for a major grade, but also for your personal and professional satisfaction. Sometimes these portfolios are shown to college deans (for college credit), to scholarship committees (who want tangible evidence of your outstanding work), and to potential employers (after-school programs, summer jobs, tutoring positions). The content of the portfolio also serves as a valuable reference tool and record of events.

Field Experience Portfolio Format/Requirements Checklist

- Binder with an attractively decorated cover with the following information:**

Portfolio
Teacher Cadet Field Experience
[Date Submitted]
XYZ Elementary School
Jane Doe

- Title Page**

Portfolio
Teacher Cadet Field Experience
Spring, 2019
XYZ Elementary School
Principal: XXX
Grade Level: XXX
Cooperating Teacher: XXX
Teacher Cadet: Miss Jane Doe or Mr. John Smith

- Contact Sheet (From Cooperating Teacher to Teacher Cadet)**

- Field Experience Table of Contents**

- General School Information
- Classroom Information
- Lesson Plans/Lesson Plan Self-Evaluations
- Observations
- Essays
- Photos
- Children's Work/Samples of Work
- Sign-In/Sign-Out Sheets
- Journal Entries (See topics below)
- Teaching Ideas to Remember
- Evaluations
- Notes/Other

- General School Information**

Glean information from the school's website, through the orientation visit, and full day experience

- Classroom Information**

- Teacher, Grade Level, Age Range
- Number of Students, #Girls, #Boys, Names of Students, etc.
- Schedule of activities/lessons for a typical day
- Schedule of activities during your scheduled time period that you are with the class

Field Experience Packet - Teacher Cadet

Lesson Plans/Lesson Plan Self-Evaluations

- One formal written lesson plan and self-evaluation (Complete after the lesson with the class.)
- Two informal lessons (may be small group activities, may not have been planned ahead of time)

Observations

- Sketch of the classroom floor plan and a description of the learning centers, if elementary school; resource or special areas if middle or high school
- Teacher observation of your Cooperating Teacher from the full day experience
- Seating chart labeled with names of your students
- Student profiles on each student--observations about their strengths, weaknesses, behaviors, what you enjoyed about them, ideas for working with them, physical, social, moral, and cognitive development. (Note: Do not use last names or provide information that is confidential.)

Essays

- Essay that profiles your cooperating teacher, including teaching style, classroom management plan or style, tone, atmosphere, appearance, attitudes. This should include both description and analysis, good points and bad points.
- Essay that describes your school: Is it "inviting"? Socioeconomic level? Attention to discipline? Attitude toward faculty and staff? Physical building and grounds? Administration? Special Programs?

Photos

Students, your school, you and your teacher, classroom, projects you worked on such as bulletin board, etc.

Children's work/sample(s) of student work where you were involved with instruction

Sign-In/Out Sheet

(Signed by cooperating teacher at the end of Field Experience)

Journal

- on your worst experience
- Entry on your best experience
- Entry on how the Teacher Cadet Field Experience has changed you.... your attitudes, ideas, prejudices...
- Teaching Ideas to Remember
- Hints or good ideas: suggestions for future Cadets in this classroom-management, motivation, discipline ideas

Evaluations (1-2 from your Cooperating Teacher; 1 from Teacher Cadet Teacher)

Notes/Interviews/Other

Field Experience Packet - Teacher Cadet

Ex., If you presented a gift to your teacher or something special for your students, explain. Also, if you received a gift or something special from your teacher or students, please explain.

Use binder dividers for an organized portfolio. Make this portfolio a special record of your experience. You may be able to use this in college as a continued portfolio of teacher preparation or in a job interview, so make sure it is well-done and not just a scrapbook.

Field Experience Packet - Teacher Cadet

Field Experience Portfolio Evaluation

Teacher Cadet _____

Date _____

The following will constitute 50% of the portfolio grade. All of these are worth 1 to 10 points.

- _____ Portfolio format (cover, notebook, table of contents, completeness, organization, creativity, neatness)
- _____ Evaluation(s) by Cooperating Teacher (include completed evaluation(s))
- _____ Evaluation(s) by Teacher Cadet instructor (include completed forms)
- _____ Complete daily journal of Field Experience
- _____ Teacher Cadet's lesson plans and self-evaluations of lesson (number of lessons to be determined by the Teacher Cadet instructor)

The following will constitute the other 50% of the portfolio grade.

Choose nine of the options on this page and the next. Each entry is worth 1-5 points. Each response should be approximately one full typed page, double-spaced (12 pt.). The last entry ("How the Field Experience changed you") is required and should be the last entry of your portfolio. It is counted as one of the ten "five-point" entries.

Classroom floor plan and explanation (e.g. doors, windows, furnishings)	1	2	3	4	5
Seating chart (with first names) and explanation (rationale of desk arrangement)	1	2	3	4	5
Whole class profile (behavior, academics, diversity, socio-economic backgrounds)	1	2	3	4	5
Profile of Cooperating Teacher	1	2	3	4	5
Profile of school	1	2	3	4	5
Worst experience during Field Experience	1	2	3	4	5
Best experience during Field Experience	1	2	3	4	5
Explanation of Teacher Cadet gift given to teacher and/or class	1	2	3	4	5
Sample(s) of student work and explanation(s)	1	2	3	4	5
Time spent beyond class time (e.g., PTA, field trip, faculty meetings, tutoring)	1	2	3	4	5
Interaction with other school personnel (e.g., custodians, media specialists)	1	2	3	4	5
"If I'd Only Known..." Essay	1	2	3	4	5
Account of thank you gift/note from class/teacher (if applicable)	1	2	3	4	5
Photos or videos of students/self-teaching and explanations	1	2	3	4	5
Profile of one student (worried, ignored, inspired ... you)	1	2	3	4	5

Field Experience Packet - Teacher Cadet

Page 2 of 2

"If I Could Change One Thing..." essay	1	2	3	4	5
Classroom management/discipline techniques	1	2	3	4	5
Summary of news article or professional educational article related to Field Experience	1	2	3	4	5
Notes from principal, parents, other staff members and explanation	1	2	3	4	5
Equipment/Technology used (e.g., software, copier, projection devices)	1	2	3	4	5
"Wish List": What class/school/teacher needs most	1	2	3	4	5
"Prize Award" (e.g., best idea, person, product, achievement)	1	2	3	4	5
Anything Goes (Cadet choice of entry)	1	2	3	4	5
Advice for future Teacher Cadets during Field Experience	1	2	3	4	5
How Field Experience Changed You (REQUIRED essay); last portfolio entry	1	2	3	4	5

Total Points Earned on Portfolio _____

Grade _____

Comments:

Questions: