

December, 2008

To Whom It May Concern,

It has been my pleasure to have Ms. Lauren Cleve do her field study in my second grade class this fall. I found Lauren to be very compassionate to the children. She was very aware of their needs both socially and academically and was able to produce lessons that would meet their needs and their individual learning styles.

Ms. Cleve also spent time getting to know the staff in the lower el wing and was well received.

In the time that she was in my class, Lauren exhibited a natural gift for working with the children and staff. I believe that if she continues in this positive manner for the remainder of her undergrad work, she will be an asset to your school and district.

Sincerely,

Carole Miller
Second Grade Teacher
Indian Hills Elementary
Romeo Community Schools

COOPERATING TEACHER ASSESSMENT OF ELEMENTARY EDUCATION FIELD EXPERIENCE

Student Lauren Cleve Field Experience #3 #4 #5 #6 #7 #8 Semester Fall 08 Year _____
 School District Romeo School Indian Hills Grade 2nd Teacher Mrs. Miller

Please rate the following items by circling 5,4,3,2,1: RUBRIC GUIDELINES

5	4	3	2
<i>Student demonstrates this at a level exceeding expectations for a student in this level field.</i>	<i>Student proficiently demonstrates this practice at a level expected for a student in this level field.</i>	<i>Student generally demonstrates this practice.</i>	<i>Student demonstrates this practice but with inconsistency.</i>

PERSONAL ATTRIBUTES:

5	4	3	2	1
5				
1. Field student carries out tasks effectively and on time. Views tasks as a worthwhile challenge rather than a chore.		Field student carries out tasks effectively and on time.		Field student does not carry out tasks effectively or on time. Student may be negative about required tasks or duties.
5				
2. Field student exhibits consistent energy, vitality and enthusiasm in completing duties.		Field student generally exhibits energy in the performance of duties.		Field student does not exhibit energy in the performance of duties.
5				
3. Field student consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.		Field student generally dresses appropriately for the school environment and is generally well groomed.		Field student repeatedly dresses inappropriately or is not well groomed.

RELATIONSHIP WITH OTHERS:

5	4	3	2	1
5				
1. Field student establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals.		Field student generally maintains adult behaviors when working with students, but may exhibit occasional inconsistencies or favoritism.		Field student does not exhibit respect for students. *relates with some students in a negative, demeaning, or sarcastic manner or *in a manner inappropriate to the student's developmental stage, culture.
5				
2. Field student seeks and utilizes suggestions from school staff and administrators.		Field student uses suggestions from school staff and administrators when they are given.		Field student does not use suggestions from school staff and administrators.

ATTENDANCE:

5	4	3	2	1
5				
Field student attends all scheduled days or makes up days absent. Arrives early or stays late to complete necessary preparations.		Field student attends most scheduled days but has not made up days absent. Is generally prompt.		Field student cannot be depended upon. Repeatedly late or repeatedly left early, and/or repeatedly missed scheduled days.

TEACHING SKILLS:

5	4	3	2	1
1. Field student displays enthusiasm for the content and exhibits sound content knowledge.		Field student conveys the importance of the work but without great enthusiasm and/or exhibits some lapses in sound content knowledge.		Field student may convey a negative attitude toward the content suggesting that the content is not important or is required by others and/or exhibits many lapses in sound content knowledge.
2. Field student establishes a climate of courtesy and cooperation.		Field student applies rules consistently and fairly and encourages slow/reluctant students.		Field student applies rules inconsistently or unfairly.
3. Field student displays an understanding of the developmental characteristics of the age group as evidenced by inclusion of developmentally appropriate activities.		Field student is somewhat sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.		Field student does not exhibit an understanding of the developmental characteristics of the age group.
4. Field student's lesson has a clearly defined structure that activities are organized around.		Field student's lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: Appropriate intro, sequence, relating content to prior learning, description of concepts, critical attributes, application, closure.		Field student's lesson does not have a recognizable structure or sequence.
5. Assessment criteria and standards are clear, including such examples as rubrics and are clearly communicated to students.		Assessment criteria and standards have been developed but they are not clear or have not been clearly communicated to students.		Clear criteria or standards are not included in the proposed approach.
6. Field student directions and procedures are clear to students and minimal student confusion is apparent.		Field student's directions and procedures are clarified after initial student confusion or are excessively detailed.		Field student's directions and procedures are unclear to students.

When did the student bring you this form? 9/26/08 Did they bring you a resume also? Yes

COMMENTS: Please include your perception of this student as a candidate for the teaching profession and any recommendations which you might have for their growth toward this goal.

I was very impressed with Lauren's professional demeanor and her intuitiveness of the children's strengths & weaknesses. I believe she will be an asset to the education community.

Cooperating Teacher's Signature Carole Miller Date 11-21-08
 Student's Signature Lauren Cole Date 11-21-08

The student's signature indicates that the assessment was read and discussed, and does not necessarily imply agreement.
 The student is to return this to the OFFICE OF SCHOOL & FIELD SERVICES COORDINATOR at the post field seminar along with the required log and reflective summary.