

CSULB ED TECH
SUMMATIVE EVALUATION OF FIELD EXPERIENCE

Student: Marilyn Equihua Term: Fall 2016
Supervisor: Angelique Patterson Site: Signal Hill Elementary/Whittier Elementary

The field experience reflects the knowledge, skills, and dispositions that the educational technology candidate possesses by the end of his/her field experience. It provides clear evidence that the new professional is well into the process of becoming a reflective practitioner.

I. Narrative evaluation of candidate’s performance in terms of knowledge, skills, and dispositions

A. Please comment on the candidate’s field experience performance, including strengths and weaknesses.

Marilyn demonstrated a high level of professionalism during her field experience. During the course of her fieldwork, her abilities as a self-starter were evident in her excellent organizational skills (i.e. shelving and appropriately rearranging library materials). Additionally, she was always ready and willing to take on a multitude of tasks asked of her and even went beyond expectations. Since she is currently a teacher, she was able to transfer her teaching skills and strategies over to the elementary library setting with much ease, however, some areas of improvement include using more ways to regularly check for understanding as well as increasing wait time between transitions to ensure students are actively engaged and paying attention during the lesson/learning activities.

B. How did the candidate impact clientele learning?

Marilyn impacted students’ learning several ways. Her lesson enforced previously taught information seeking skills on how to appropriately evaluate websites for validity and reliability when conducting research both for personal use as well as for academic purposes. Before her lesson began, she set up her expectations for student responses and behavior. She also effectively linked students’ prior knowledge to the new information she was going to expose the students to for her particular lesson. By assigning jobs to each student at each table, Marilin was able to actively engage students during independent group work; thus providing clear responsibilities for each team member. Throughout her lesson, she ensured active participation by rolling dice to randomly pick students to share their responses when applicable, resulting in raising students’ level of concern. Finally, she closed her lesson by posing a question in which students responded to in writing in the form of exit ticket. The use of exit slips allowed her to see what the students learned and what she would need to reteach if provided the opportunity to do so.

C. Would you recommend this candidate for employment as an educational technology professional in your organization?

Yes I would confidently recommend Marilyn Equihua for employment as educational technology professional in Long Beach Unified School District. She possesses the knowledge and leadership skills necessary to perform such duties in the realm of educational technology in the educational setting.

Signature of Supervisor

Date

Signature of Candidate

Date

II. Holistic evaluation of demonstration of competence on Ed Tech standards

The degree to which the entries clearly demonstrate mastery of each program /state standard at the level expected of a beginning professional is evaluated. Each of the relevant standards is holistically assessed and rated on the following scale.

- 1 - Evidence in this area is rudimentary; gives very limited or incomplete information relating to skills in this area.
- 2 - Basic evidence in this area is clearly presented, but it demonstrates the need for skill development.
- 3 - Evidence is clearly presented which demonstrates a level of skill consistent with expectations for completing the candidate's field experience semester and implement effective professional practice.
- 4 - Evidence demonstration a high degree of mastery in this area, and the candidate can independently implement effective professional practice.

1. Apply knowledge of multicultural, ethical, and legal issues pertaining to using educational technologies and communication within the global community.

1 2 3 4

2. Synthesize leadership principles within the practice of information and educational technology.

1 2 3 4

3. Apply instructional design principles to locate, evaluate and develop electronic materials.

1 2 3 4

4. Integrate theoretical perspectives to review, interpret, and apply research in learning technologies.

1 2 3 4

5. Demonstrate effective written, electronic, and oral communications that reflect crucial thinking and information literacy.

1 2 3 4

6. Design, develop, implement, and assess learning experiences.

1 2 3 4

Additional outcomes for librarians:

7. Promote reading for learning, personal growth and enjoyment.

1 2 3 4

8. Organize collections according to standard library cataloging and classification principles.

1 2 3 4