

Host Teacher Field Experience Guide for Student Learning & Licensure (formerly Via)

****Use Chrome or Firefox as your Internet browser!****

1. Login to your Via account: sll.watermarkinsights.com. If you are logging in for the first time:
 - o Enter your school email and “Livetext17” as the password (you will need to reset your password) OR
 - o Use the “Forgot Your Password” option.
2. When you login, you will see the courses for which you are hosting an early clinical field student.
 - o You can click on the Log to approve time. The candidates may be required to log the hours they spend in your classroom with a general description of what they did.

Field MUST590 002 Prin Teaching Music: Elementar Fall 2021

Internship

CLOSE GROUP

VIEW DETAILS


Fall 2021

08/23/2021 — 12/14/2021

NEW STUDENT LOGS

- o When you click on “Log,” you will see the list of your candidate(s) and if they have made an entry. You can click on the student to see the entry.



Student Logs

NAME	TOTAL ENTRIES (TIME)	AWAITING APPROVAL	APPROVED ENTRIES (TIME)	REJECTED ENTRIES (TIME)	LAST UPDATED
 Elder, Kimberly	2 (03 : 10)	1	1 (01 : 10)	0	Kimberly Elder Updated 09/14/2021

- o Read the entry and the time recorded. If you agree that the information is correct, simply click the check mark. If you determine the candidate needs to adjust the time or information, click the “X” and it will be returned to the candidate.

REVIEW STUDENT LOGS

Kimberly Elder, Field MUST590 002 Prin Teaching Music: Elementar Fall 2021

DATE	CATEGORY	TIME LOGGED	DESCRIPTION	STATUS	COMMENTS	OPERATION
09/14/2021		01 : 10	Observation	Pending		 

Total Entries (Time) - 1 (01:10)
Approved Entries (Time) - 0 (00:00)

3. When the candidate has finished the majority of the field work, they will submit a short reflection, which prompts the system to let you know it is time to complete the rubric. You will know a candidate is ready for assessment when you click on “View Details.”

Field MUST590 002 Prin Teaching Music: Elementar Fall 2021 Internship CLOSE GROUP VIEW DETAILS

Fall 2021
08/23/2021 — 12/14/2021 STUDENT LOGS

Instructors (2)
 Dia Hablutzel Julia McCallum

- You will see this screen and can click on “View Details” to see those “Awaiting Assessment.”

Field Experience Allow withdraw Required LINK TO LMS VIEW DETAILS

Submissions by Status
■ Awaiting Submission (6/7) ■ Awaiting Assessment (1/7) ■ Done (0/7)

Visible on: 09/14/2021 Template : Field Experience 202080/Internship workflow

4. You will then see a chart with candidates listed – just click on the candidate you are ready to assess. You can click on the student or the submission information.

Submissions by Status
■ Awaiting Submission (6/7) ■ Awaiting Assessment (1/7)

Progress by Student Filter by Status

STUDENT NAME	AWAITING SUBMISSION	AWAITING ASSESSMENT	DONE
Casper, Dale	Not modified		
Elder, Kimberly		0/0 Submitted at: 09/15/2021 8:03 AM	
Glapinski, Joelle	Not modified		

5. The activity template will appear with host teacher directions and the teacher candidate's short reflection.

ELDER, KIMBERLY | FIELD MUST590 002 PRIN TEACHING MUSIC: ELEMENTAR FALL 2021

Field Experience

ASSESSMENTS HISTORY | REQUEST REVISION | **SUBMIT** | SAVE | CANCEL

Field Experience

Purpose: The Early Clinical Field Rubric provides an assessment instrument for the partner host teacher to provide input on teacher candidate field performance; more specifically, developing skills in instruction, environment, and professionalism.

Description: The Early Clinical Field Rubric addresses three domains: instruction, environment, and professionalism. The associated outcomes are aligned with the final capstone assessment, yet crafted as the beginning skills that will lead to eventual mastery.


Scoring: While the specific point value and weighting of the Early Clinical Rubric may vary by course, teacher candidates must successfully pass the rubric (at least 80% of outcomes scored at or above "Meets Expectations") in order to pass the course.

Candidates score at one of three rubric levels: exceeds, meets, or below expectations. **Exceeds Expectations** is typically characteristic of the **top 8-10%** of candidates. Host teachers should include evidence in the comment section beneath the specific competency if the candidate is displaying these actions. If candidates perform **Below Expectations** on any competency of the rubric, host teachers should add specific comments on the rubric identifying recommended areas for growth.

To begin scoring, click on **"Detail"** in the right panel to expand the rubric. **Please disregard the points affixed to this rubric, as they do not reflect the points in the course syllabus. Please read the scoring criteria and choose the one that most accurately describes the candidate.**

When scoring is complete, click **SUBMIT**.

Teacher Candidate Information*

 Name: Kimberly Elder
Professional Title: student
Professional Email: elderk2@mailbox.winthrop.edu
Personal Phone:

Teacher Candidate: Upon completion of your field experience requirements, submit a short statement (this can be a list) describing your overall achievements. Include **two specific skills you developed/pieces of knowledge gained** AND **one goal for future field work**. Submit your confirmation to signify to your host teacher to complete your evaluation.

Field Work Reflection*

I learned a great deal from this experience. 1) Classrooms include many types of learners and 2) Teaching is hard work. My goal is to learn more about differentiated instruction.

Feedback

Field Experience*

View Rubric Details [↗](#)

0/0 - 0.00%

Elements	Belo...	Meet...	Exce...	N/A
1.1 Te...	✓	✓	✓	✓
1.2 Te...	✓	✓	✓	✓
1.3 Te...	✓	✓	✓	✓
2.1 TC...	✓	✓	✓	✓
2.2 Te...	✓	✓	✓	✓
2.3 TC...	✓	✓	✓	✓
2.4 Te...	✓	✓	✓	✓
3.1 Te...	✓	✓	✓	✓
3.2 Te...	✓	✓	✓	✓
*4.1 T...	✓	✓	✓	✓
4.2 Te...	✓	✓	✓	✓
*4.3 T...	✓	✓	✓	✓
4.4 Te...	✓	✓	✓	✓
4.5 Te...	✓	✓	✓	✓
*4.6 T...	✓	✓	✓	✓

Clear Selection

Teacher Candidate Information*

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Field Work Reflection* Teacher Candidate Reflection

I learned a great deal from this experience. 1) Classrooms include many types of learners and 2) Teaching is hard work. My goal is to learn more about differentiated instruction.

6. Click on “View Rubric Details” to display the rubric descriptions and comment boxes. Click in the description box for the level that best describes the candidate’s performance.

- For any indicator for which you select “Below” or “Exceeds Expectations,” PLEASE include short comments to support your rating so the candidate knows how to improve or continue certain behaviors.

ELDER, KIMBERLY | FIELD EXPERIENCE
Field Experience 202080 CLOSE

Show all standards

Total Score: 0/0 - 0.00% - Mean 0.00 CLEAR SELECTION

ELEMENTS	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	N/A
1.1 Teacher candidate plans developmentally appropriate standardsbased lessons in accordance with the requirements of the discipline.	1 Point Lesson plan objectives lack measurability. Some instructional strategies included in the lessons do not meet any identified objectives or are developmentally inappropriate. Lesson plans do not meet expectations of the discipline.	2 Points Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives. These plans meet expectations of the discipline.	3 Points Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives, and provide some differentiation for individual learners. These plans meet expectations of the discipline.	N/A
Comment	Click and type comments – especially for any “Below” or “Exceeds” rating.			
1.2 Teacher candidate designs, selects, or modifies assessments aligned with lesson objectives.	1 Point Assessments do not align with lesson objectives, or TC does not identify assessments.	2 Points Lesson plans include assessments of P-12 learning that align with lesson objectives and occur at least once during the lesson.	3 Points Lesson plans include assessments of P-12 learning that are meaningful, align with lesson objectives, and occur at least once during the lesson.	N/A
Comment				
1.3 Teacher candidate plans to assess prior learning.	1 Point TC plans without information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.	2 Points TC plans to use information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.	3 Points TC plans to use information on student performance derived from pre-testing or student records to determine lesson objectives and instructional strategies.	N/A
Comment				

- This is what your rubric will show as you select a level and add comments. When you are finished, simply click “Close.”

ELDER, KIMBERLY | FIELD EXPERIENCE
Field Experience 202080 CLOSE

Show all standards

Total Score: 30/45 - 66.67% - Mean 2.00 CLEAR SELECTION

ELEMENTS	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	N/A
1.1 Teacher candidate plans developmentally appropriate standardsbased lessons in accordance with the requirements of the discipline.	1 Point Lesson plan objectives lack measurability. Some instructional strategies included in the lessons do not meet any identified objectives or are developmentally inappropriate. Lesson plans do not meet expectations of the discipline.	2 Points Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives. These plans meet expectations of the discipline.	3 Points Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives, and provide some differentiation for individual learners. These plans meet expectations of the discipline.	N/A
Comment	TC was professional			
1.2 Teacher candidate designs, selects, or modifies assessments aligned with lesson objectives.	1 Point Assessments do not align with lesson objectives, or TC does not identify assessments.	2 Points Lesson plans include assessments of P-12 learning that align with lesson objectives and occur at least once during the lesson.	3 Points Lesson plans include assessments of P-12 learning that are meaningful, align with lesson objectives, and occur at least once during the lesson.	N/A
Comment				

7. Final step – SAVE then SUBMIT!

ELDER, KIMBERLY | FIELD MUST590 002 PRIN TEACHING MUSIC: ELEMENTAR FALL 2021

Field Experience

ASSESSMENTS HISTORY | REQUEST REVIEW | **SUBMIT** | SAVE | CANCEL

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Field Experience*

[View Rubric Details](#)

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2.4 Te...	✓	✓	✓	✓
3.1 Te...	✓	✓	✓	✓
3.2 Te...	✓	✓	✓	✓
*4.1 T...	✓	✓	✓	✓
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*4.3 T...	✓	✓	✓	✓
4.4 Te...	✓	✓	✓	✓
4.5 Te...	✓	✓	✓	✓
*4.6 T...	✓	✓	✓	✓

Clear Selection

- Now the completed rubric goes to the Winthrop instructor to review. The instructor may contact you if questions arise about a specific rubric level selected or comments included (or possibly need comments that are missing). We hold candidates to high expectations for field performance and since the assessment is part of the course grade, the instructors may need to discuss an evaluation before it is final. The assessment will show as "Done" after the Winthrop instructor submits.

watermark Student Learning & Licensure | formerly Via

ACTIVITY DETAILS






Field Experience

Instruction: Motivating Students, SCTS 4.0 Inst: TKS-Instruction: Teacher Knowledge of Students, INTASC.6-INTASC.6, INTASC.7-INTASC.7, CAEP IP S1.2-CAEP IP S1.2 Provider Responsibilities, SCTS 4.0 Plan: IP-Planning: Instructional Plans, SCTS 4.0 Plan: A-Planning: Assessment, INTASC.9-INTASC.9, SCTS 4.0 R on T 5-Reflecting on Teaching 5, SCTS 4.0 Inst: AF-Instruction: Academic Feedback, INTASC.3-INTASC.3, SCTS 4.0 Inst: A & M-Instruction: Activities and Materials, SCTS 4.0 Env: Exp-Environment: Expectations, SCTS 4.0 Env: MSB-Environment: Managing Student Behavior, INTASC.10-INTASC.10, SCTS 4.0 Inst: S&O-Instruction: Standards and Objectives, SCTS 4.0 G & DP 2-Growing and Developing Professionally 2, INTASC.4-INTASC.4, CAEP IP S1.3-CAEP IP S1.3 Provider Responsibilities, INTASC.2-INTASC.2, SCTS 4.0 Env: RC-Environment: Respectful Culture, SCTS 4.0 Inst: LS & P-Instruction: Lesson Structure and Pacing, SCTS 4.0 Inst: PIC-Instruction: Presenting Instructional Content

Submissions by Status

■ Awaiting Submission (6/7) ■ Awaiting Assessment (1/7)

Progress by Student Filter by Status: All

STUDENT NAME	AWAITING SUBMISSION	AWAITING ASSESSMENT	DONE
 Cospers, Dale	Not modified		
 Elder, Kimberly		0/0 Carol Adams Updated at: 09/15/2021 1:08 PM	
 Glapinski, Joelle	Not modified		
 Howard, Caitlyn	Not modified		
 Ortiz, Shaylah	Not modified		