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| **Field Experience Summary: MIDDLE GRADES EDUCATION (6-12)** | | | | | | | | | |
| * List all field experiences on this Field Experience Summary (FES) that you completed in your endorsement area through practicums and student teaching. Refer to the Field Experience Rubric below to review target goals for placement expectations. * You may also list experiences related to service in actual middle schools (i.e., after-school tutoring programs, substitute teaching, etc.) on this FES. * You may use your resume and portfolio to highlight all of your other experience with children (i.e., teaching Sunday school, summer camps, preschool/daycare, coaching, etc.), but those experiences should not be included on this FES. | | | | | | | | | |
| **Teacher Candidate:** | | | | | **LU ID: L** | | | | |
| **LU Email:** | | | | | | | | | |
|  | | **Hours**  *Indirect vs. Direct* | | **Placement Description**  *Provide a brief description for each category related to the placement.* | | | | | |
| **Course**  *Indicate N/A if not course-based experience* | **Date(s)** | **Indirect** *Observe* | **Direct** *Teach/*  *Assist* | **School Name/Location**  Ex:  Linkhorne Elementary School (Lynchburg, VA) | **Age/Grade/**  **Subject Area** | **Christian, Private, or Public School Education Setting** | **Cultural Diversity**  (ethnicity, race, SES, gender, language, urban, rural, etc.) | **Exceptionalities**  (ID, ED, gifted, etc.) | **Collaboration**  (colleagues, specialists, families, community resources, etc.) |
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| **Student Teaching Semester** [EDUC 476/477, EDUC 590, EDUC 591, EDUC 592, EDUC 593, or EDUC 599; ***or*** EDST 480, EDST 481, EDST 590, EDST 592, EDST 593, or EDST 599] | | | | | | | | | |
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| **TOTAL HOURS** | |  |  | *Minimum of 150 direct teaching hours must be included.* | | | | | |
| **Professional Organization Memberships** | | | | | | | | | |
| **Name of Organization**  See [recommended organizations](https://www.liberty.edu/education/professional-organizations/) | | | | | | **Initial Membership** | | **Renewal Date** | |
| **Month** | **Year** | **Month** | **Year** |
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**Field Experience Summary: MIDDLE GRADES (6-8) Endorsements**

Use this Field Experience Rubric as a guide in seeking diverse field experiences throughout your program. Your University Supervisor will use this rubric to evaluate your FES during your student teaching semester. Membership and participation in professional organization(s) is also expected. Current membership (valid through the end of the student teaching semester) is required in an organization for your endorsement area (e.g., PDK, KDP, ILA, NAEYC, NMSA, CEC, ASU, CEAI, other state and local organizations, etc.)

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| **Teacher Candidate:** | | | | **LU ID: L** | | |
| **CAEP** | **InTASC** | **Setting** | **2 = Target**  **Full credit** | **1 = Acceptable**  **Partial Credit** | **0 = Developing**  **No credit** | **Rating** |
| 1.1, 2.3, 2.3 | 2, 3 | **Christian School** | **One or more** field experiences in a Christian school setting (must be an in-person visit). | **One** field experience in a Christian school setting (may be virtual if an in-person visit is not available.) | **No** field experience in Christian school setting. |  |
| 1.1, 2.3 | 2, 3 | **Public School** | **Two or more** field experiences in public school setting. | **One** field experience in public school setting. | **No** field experience in public school setting. |  |
| 1.1, 1.4, 1.5, 2.3 | 2 | **Cultural diversity**  (ethnicity, SES, gender, language, urban, rural, etc.) | Combined field experiences include placements with middle grades students who represent **three or more** types of cultural diversity. | Combined field experiences include placements with middle grades students who represent **two** types of cultural diversity. | Combined field experiences include placements with middle grades students who represent **one or no** type of cultural diversity. |  |
| 1.1, 1.4, 1.5, 2.3 | 1, 2, 3 | **Exceptionalities:** (learning disability, autism, emotional disturbance, intellectual disability, other health impairment, developmental delay, multiple disabilities, traumatic brain injury, etc.) | Combined field experiences include placements with middle grades students who represent **four or more** types of exceptionalities. | Combined field experiences include placements with middle grades students who represent **three** types of exceptionalities. | Combined field experiences include placements with middle grades students who represent **two or fewer** types of exceptionality. |  |
| 1.1, 1.2, 2.3 | 10 | **Collaboration**  (colleagues/specialist, families, community resources) | **Two or more** collaborative experiences in field placement(s) that demonstrate *each* of the following categories:  - Collaboration with colleagues  - Collaboration with families  - Collaboration with community | **One** collaborative experience in field placement(s) that demonstrate *each* of the following categories:  - Collaboration with colleagues  - Collaboration with families  - Collaboration with community | **No** collaborative experiences in field placement(s) are evident. |  |
| 1.1 | 1, 2, 3 | **Grades 6-8** | T**wo or more** field experiences in grades 6-8. | **One** field experience in grades 6-8. | **No** field experiences in grades 6-8. |  |
| 3.6 | 9 | **Professional Organizations** | **Two or more** current memberships (valid through the end of the student teaching semester) in an educational professional organization. | **One** current membership (valid through the end of the student teaching semester) in an educational professional organization. | **No** membership was evident. |  |
| 1.1, 1.2, 1.4, 1.5, 2.1, 2.3 | 4, 5, 6, 7, 8 | **Student Teaching** | **Successfully completed** all required weeks of student teaching with **more than** 150 direct teaching hours. | **Successfully completed** all required weeks of student teaching with 150 direct teaching hours. | Student teaching was completed with **less than** 150 direct teaching hours **or** all weeks of required student teaching **were not completed.** |  |