

# HOPE COLLEGE EDUCATION DEPARTMENT



## “WHAT TO EXPECT”



### Level 1 Field Placements

Level 1 includes: Ed 221 – Educational Psychology, ED 226 – Exceptional Child, ED 242 – Introduction to Emotionally Impaired, ED 254 – Introduction to Learning Disabilities

- **Explanation:** Level 1 is the beginning of a teacher candidate’s experience in the education department at Hope College. Level 1 field placements coincide with the first two classes in the departmental sequence, which is designed to be developmental in nature, with increasing expectations with progression through the program. For many students in the program, the Level 1 field placements are the first times that they are in educational settings as an “adult” or as a “non-student.” Knowing this, students have basic expectations to meet while they are in the field placement setting.
- **Typical Expectations:**
  - teacher candidate takes initiative to work with students one-on-one or in small groups to complete tasks
  - teacher candidate is to be on time, dependable, respectful and appropriately dressed
  - teacher candidate listens and observes classroom; asks questions to clarify understanding and to seek direction
  - teacher candidate builds rapport with students and mentor teacher and demonstrates fairness
  - teacher candidate displays flexibility (e.g.- when schedules change)
  - teacher candidate responds in a professional manner, maintaining confidentiality and personal integrity
  - teacher candidate exhibits energy, enthusiasm, and willingness to participate
  - teacher candidate accepts feedback from the mentor teacher
  - teacher candidate evaluates his/her performance in the placement
- **Performance Expectations:**
  - The goal for teacher candidates in Level 1 field placements is to perform in the “proficient” and/or “excellent” ranges, acknowledging that students are in the beginning of their sequence of field placements;
  - Some indicators will not be observed and should be marked as such;
- **Performance Feedback:**
  - A final evaluation will be given at the end of the semester. It is helpful when final evaluations are shared directly with the candidate. This provides a model for the candidate while providing an opportunity for feedback, comments, and questions.
  - Reviews at midterm may be shared with the student and may be used to set professional or personal goals for the remainder of the semester. (This may not be feasible, however, in some placements, such as Special Education Ministries, CASA and Upward Bound.)
  - Inappropriate or unsatisfactory performance should be reported immediately to the college professor.