

HOPE COLLEGE EDUCATION DEPARTMENT



“WHAT TO EXPECT”

Level 2A Field Placements



Level 2A includes: Ed 281 – Literacy I, ED 283 – Literacy II,
ED 286 – Secondary Block

- **Explanation:** Level 2A begins a candidate's entrance into the Hope College Education Program. The program is designed to be developmental in nature, with increasing expectations through progression in the program. At Level 2A, candidates have completed at least 2 previous field placements, and should be ready to assume increasing responsibility.
- **Typical Expectations:**
 - teacher candidate takes initiative to work with students one-on-one, in small groups and full group instruction when appropriate
 - 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 takes responsibility for some planning of low level activities for lessons
 - teacher candidate prepares appropriate materials
 - teacher candidate seeks opportunities to instruct or support students
 - teacher candidate accepts feedback from the mentor teacher
 - teacher candidate evaluates his/her performance in the placement
- **Performance Expectations:**
 - The goal for candidates in Level 2A is to perform in the “proficient” and/or “excellent” ranges, acknowledging that candidates have some experience in the field placement setting, but are still at the beginning stages of lesson preparation and content area knowledge;
 - 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.
 - Inappropriate or unsatisfactory performance should be reported immediately to the college professor.