

LIB S 300 Students:

Please print one copy of these directions and place in a 1 inch, 3-ring notebook with a divider page to separate each of the four parts. Bring to LIB S 300 on the first day of class.

**Best wishes,
Your Instructors**

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Part 1: Overall Directions for the LIB S 300 Field Experiences

Welcome

This guide has been created to direct student observations to particular aspects of classroom and school life. It serves as a source of information about the Early Field Experience (EFE) for students and schools. If you need additional copies of any of the pages (in order to provide needed information to schools or to complete the tasks required for submission), please make photocopies.

Dale Spector
School of Teacher Education
EBA 219
San Diego State University
Phone Number: (619) 889-6036
E-mail: **dspector@mail.sdsu.edu**

Phoebe Roeder
Liberal Studies Coordinator
Division of Undergraduate Studies, Administration 103
San Diego State University
Phone Number: (619) 594-0597
To e-mail, use the e-mail button on the LIB S web site:
www-rohan.sdsu.edu/dept/libst

Introduction

The LIB S 300 Early Field Experience is designed to further acquaint you with California public elementary schools. This booklet provides guidelines for a set of directed experiences designed to help you learn more about the functions and activities in California public schools. It is expected that this experience will occur in grades K - 8 because these are the levels at which you are credentialed to teach when you attain your Multiple Subject Credential.

Understanding What You Need to Do

1. Carefully read the complete Early Field Experience Guide. Become familiar with all the parts and their purpose. You will be completing 21 hours of your field experience in one classroom with your first cooperating teacher. You will complete the other 9 hours of your field experience in a variety of settings and with more than one teacher.
2. Listen carefully to the advice your professor gives. He/she will help you understand the expectations for your field experience and give you advice on how to contact a school or specific teachers. Professors will guide student reflections and discussions regarding observations and experiences. The goal is to help students determine what they need to become effective teachers.

Instructors of LS 300 classes will establish contracts with each student regarding the observation/participation schedule for each classroom, location of experience, and due date of Early Field Experience write-ups. They will also monitor fulfillment of this contract.

Getting Started

1. As soon as possible, choose a public elementary school, preferably in the San Diego area.
2. Carefully, read the specific requirements at the beginning of Part 2 and Part 3 so you will be able to explain to the school secretary/site liaison/principal exactly what you are expected to do and what restrictions apply. (You may need to clarify that the requirements are now somewhat different for the LIB S 300 experience than they were prior to fall 2008.)
3. Contact the school office requesting an opportunity to have an early field experience at that site. If the school has a site liaison, inform him/her that you will need to do 21 hours with one cooperating teacher plus an additional nine hours of observations with other teachers. (The latter may be done at the same or different schools, depending upon availability.)
4. Contact your "21-hour cooperating teacher" to set up a meeting time. (You will follow this same procedure when you arrange to do the 9 additional hours. See Part 3.)
5. Obtain a TB test and be prepared to show the results prior to working at the school site.
6. You are advised to work with someone not personally connected with you; you need to enlarge your experience!

Please note: you cannot receive a passing grade in LS 300 without completing the EFE.

Professionalism

1. Dress appropriately. You are a role model for the students and want to leave a positive professional impression with the staff.
2. Act professionally on the school site.
 - * Check in at the front office every time you come to your field experience.
3. Demonstrate commitment to scheduling agreements.
 - * Communicate changes in schedule to teacher.
 - * Be punctual. (*Arrive at least 15 minutes early!*)
4. Establish and maintain effective rapport with teacher
 - * Respect and conform to the established classroom environment.
 - * Have constant communication with the teacher and ask for feedback on your experience
5. Consistently relate to students in a professional manner.
 - * Note that you should not be left alone with the class.

How to get the most out of your field experience

At least once, try to observe for a full day. If you do, you will see how the teacher uses transitions from one activity to the next, including recess, lunch, and other necessary activities.

A weekly schedule with some visits in the morning and others in the afternoon is best (but not required) because you will observe and participate in different types of activities. In your 21-hour experience, try to observe different subjects--ideally reading/language arts and math, plus three of the following: history/social studies, science, art/music/drama, physical education, and/or a special event.

Documenting and Verifying your Experiences

1. **Activity Logs:** Every time you visit a classroom, you will record on the appropriate Activity Log the time you spend observing, doing administrative work, and participating plus what you did. Duplicate the activity log as needed. When you have completed a 21-hour Activity Log sheet, have your cooperating teacher initial the page totals; when you have completed the 9 hour Activity Log sheets, have your cooperating teacher(s) sign it to verify your hours. You are encouraged to add extra paper to this notebook so that you can take more detailed notes on what you observe, what you do, and how you react.
2. **Classroom Activities Checklist:** In Part 2, you will find a form titled Classroom Activities Checklist. This form suggests types of activities you may complete and the maximum and minimum hours out of the 21 total you may spend on each. Discuss this list with your 21-hour cooperating teacher. Make notes beside the various activities as you do them. If you notice that you are always doing the same type of activity, ask your cooperating teacher how you might incorporate more variety. If you are accumulating too many hours of observation or administrative tasks, ask how you can gain more hours of participation. Note that you may need to complete extra hours in order to accumulate the required 16 hours of participation.
3. **Reflections:** During the semester, you will be writing a total of 3 two to four-page reflections (typed, double spaced). Reflections are most meaningful when completed immediately after the event; therefore, reflections will be due during the course of the semester. Reflections A and B will focus on the 21-hour experience. Reflection C will focus on the 9-hour experience. Due dates for the three reflections will be determined by individual instructors. Most will be due prior to the completion of the EFE. Keep the returned, graded reflections; you will include them in your final EFE Packet. (See Part 4.)
4. **Final Comprehensive Essay:** One additional essay (4-5 pages) will be completed at the end of the 30-hour experience. Periodically, review the questions posed in the directions for the final essay. Keep careful notes. Start writing answers as soon as you make necessary observations.

All of the above materials will be submitted in your complete EFE Packet at the time you submit the final comprehensive essay so that your instructor can give the official, overall score required by the School of Teacher Education if you apply to the regular SDSU credential program. The reflections will not be rescored for the purpose of the LIB S 300 course grade; however, their scores will be used in calculating the overall score for the official score sheet. (See Part 4.)

Prior to the end of each Experience

1. Make certain your **Activity Logs** are completed. Check that each sheet for your 21-hour experience is initialed by your cooperating teacher and each sheet for the 9-hour experience is signed (rather than initialed).
2. Have your 21-hour cooperating teacher complete your **Evaluation and Verification of Hours sheet**. Be certain both your signature and the teacher's signature appear on the form.
3. (Optional) Ask your 21-hour cooperating teacher for a letter of recommendation. Normally, you will need three letters of recommendation when you later apply to a credential program.

Part 2: 21-hour Experience

Specific Requirements

Teacher:

The teacher who supervises this 21-hour experience will be called the “21-hour cooperating” teacher. He/she will be your initial contact and supervisor at your school site.

With your assigned cooperating teacher, discuss and plan your schedule and responsibilities as outlined in this Early Field Experience Guide:

- * Using the Memo of Introduction as a guide, discuss the responsibilities of the teacher.
- * Explain that you need to progress from initially observing to working one-on-one and in small groups to ultimately leading the whole class in at least one activity. Use the Classroom Activities Checklist as a guide.
- * Using your Student Information Sheet, describe your background and experience.
- * Show how you will keep records on your Activity Log.
- * Show the teacher a copy of your Evaluation and Verification of Hours sheet. Discuss the verification procedure, including the number of hours you need to complete.
- * Check school dress code with your teacher.

Have your teacher complete and sign the Early Field Experience Contract. Give a photocopy to your Liberal Studies 300 instructor; keep the original for your final EFE Packet.

Timing and Location:

The 21 hours must be completed between the time you register for LS 300 and the deadline set by your LS 300 teacher, normally about 9-12 weeks after the beginning of the semester in which you take LS 300. The 21-hour field experience is normally done in San Diego County.

Type of classroom:

- * This experience must be done in a classroom appropriate for a future Multiple Subject Credential, kindergarten through 5th grade (in a regular elementary school).
- * The classroom must be in a public school (traditional, year-round, magnet, community, and charter are acceptable; no private schools, court schools, etc.) Special classrooms, such as bilingual or special education, may be chosen only for part of the 9-hour exploratory experience described below.
- * As part of the 21 hours, you may attend a PTA or faculty meeting or assist at a school-wide event (e.g. Halloween carnival). See the Classroom Activities Checklist for hour limitations.
- * To the greatest extent possible, the students in the classroom you choose should represent California’s diverse student population. School Profiles for San Diego County schools are available at <http://www.ed-data.K12.ca.us/>

Volunteer versus Paid Work:

- * You may use volunteer or paid aide work; however, if you use paid aide work, you can only use time spent doing the activities required. See the list of activities on the Classroom Activities Checklist.
- * Short-term aides (those who rotate between several classrooms) must accumulate all 21 hours in one classroom with their first cooperating teacher.

Sample Activity Log (21-hour Experience)

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.

* Record the time in minutes spent on each activity.

* Describe what you did for each major activity.

* Record the daily total in hours and minutes.

Observing: 3 hours maximum

Administrative Tasks: 2 hours maximum

Participation: 16 hours minimum

Date	Time Span	Observing		Admin Tasks		Participating		ACTIVITY
		Act. (min)	Daily Total	Act. (min)	Daily Total	Act. (min)	Daily Total	
9/22/04	8:30-8:50	20						Observed opening activities
	8:50-9:30					40		Helped small group do math lesson. Working on fractions.
	9:30-9:45			15				Helped supervise recess.
	9:45-10:45	60						Observed Ms. Clue talk about the characters in Charlotte's Web.
			1 hr 20 min		15min		40 min	
9/24/04	8:50-9:30					40		Helped Juanita and Billy with fractions.
			0		0		40 min	
9/29/04	8:30-8:40					10		Helped children get settled for opening activities
	8:40-9:00	20						Observed Ms. Clue show the children how to use manipulative.
	9:00-9:30					30		Helped Juanita and Billy work with the manipulatives
	9:30-9:45			15				During recess, prepared materials for Friday art lesson.
	9:45-10:30					45		Read part of Charlotte's Web to the class. Discussed themes.
	10:30-11:00					30		Helped children write paragraphs about Wilbur.
			20 min		15 min		1 hr 55min	
	Page totals		1 hr 40 min		30 min		3 hr 25 min	Teacher's Initials: SC

Write-up Directions for Reflection A

(to be completed halfway through the 21-hour experience)

Classroom management creates a particular culture both academically and behaviorally. Reflect on what you have observed as well as on LS 300 classroom discussions to address the following questions:

1. What is the culture of the classroom?
2. How does the teacher create this classroom culture?
3. How do the students respond to the classroom culture?

Be specific, including for example, the physical arrangement of the room, behavioral expectations, student responsibilities, and consequences of student behavior. Be sure to include the school, grade and teacher's name.

Write-up Directions for Reflection B

(to be completed at the end of the 21-hour experience)

Reflect on the overall experience, specifically addressing a small group experience or the whole class experience.

- What was the learning task or problem you were addressing with children?
- What did you do?
- What, if any, progress did you see the children experience?
- If appropriate, comment on whether you observed equity and/or equality or the lack thereof.
- What worked? What did not work? Why or why not?
- What did you learn from this interaction?

“Explode the moment” so that your reader can appreciate why the experience was valuable to you as a future teacher. Be sure to include the school, grade and teacher's name.

The FORMS needed for the 21-hour Experience are below.

Memo of Introduction for LIB S 300 Field Experience

Note to student: Show and discuss this page with your cooperating teacher

To: Cooperating Teachers and Site Liaison/Principal

From: The School of Teacher Education

The California State University system requires an early field experience of thirty classroom hours for students interested in teaching as a career. The intent of this requirement is to be certain that, prior to committing to a year of professional preparation, the candidates know something about the world of schools and how they operate. During this experience, the university student serves as a classroom volunteer while completing a set of university expectations.

The school's role in the early field experience is as follows:

Site Liaison or Principal

- Select cooperating teacher(s) for the first 21-hour and the 9-hour field experiences.
- Communicate Early Field Experience requirements to cooperating teacher(s).
- Keep lines of communication open between the school and university.

21-hour Cooperating Teacher

At the beginning--

- Become familiar with the requirements for Early Field Experience by meeting with the student.
- Review the expectations on the Classroom Activities Checklist and on the Evaluation and Verification Sheet with the student prior to the start of the field experience.
- Sign the Early Field Experience Contract.

During the experience--

- Provide guidance and suggestions so that the student can become a careful observer and work effectively with the children.
- Verify student experiences by initialing the bottom of each Activity Log sheet.

At the end--

- Complete and sign the Evaluation and Verification of Hours sheet.

Should you have any questions, please contact:

Dale Spector
(619) 889-6036
dspector@mail.sdsu.edu

or

Liberal Studies 300 Instructor

(Instructor) _____

(Phone) _____

(e-mail) _____

Thank you for your willingness to allow our student to learn first hand about the world of teaching and children.

Student Information Sheet

Note to student: You will need two copies of this sheet: one for your cooperating teacher and another for the completed Early Field Experience Guide. Using a word processor or computer, you should type the headings and your answers.

1. Student name:

2. Address:

Phone:

3. In case of emergency, notify:

4. Educational background, including academic major and academic area of greatest expertise:

5. Experiences working with children or youth, including ED 200 field experience:

6. Areas you think you could teach especially well:

7. (Optional)

a. Personal interests (hobbies, family, etc.):

b. Other important background information:

LIB S 300 Early Field Experience Contract (21-Hour Experience)

Instructions to student: Complete this form during your initial interview with your 21-hour cooperating teacher. Make a photocopy of the completed form to give to your LIB S 300 instructor.

School: _____

District _____

Address: _____

_____ Zip Code _____

Phone: _____

Principal/Site liaison: _____

Cooperating Teacher: _____ Grade Level: _____

E-mail address (if available): _____

Type of Classroom/Special Features of Placement:

Beginning date: _____ Ending date: _____

Schedule for 21 hours of observation and participation:

Student name: _____ Date: _____
Printed Signature

Teacher name: _____ Date: _____
Printed Signature

Classroom Activities Checklist (21-Hour Experience)

Note to student: Ask your cooperating teacher to help you incorporate as many of the following experiences as possible. Put a check in front of all the activities you complete. You are encouraged to make brief notes about your experiences beside each category.

Observations

A maximum of 3 hours may be spent on observations. If more hours are spent observing, they may be recorded but may not be counted toward the required 21 hours.

Observations (might include watching opening ceremonies, recess, before school activities, etc.)

Attendance at:

Faculty meeting: date _____ hours _____

PTA meeting: date _____ hours _____

School Assembly: date _____ hours _____

Administrative Tasks

A maximum of 2 hours may be spent on administrative tasks.

Correct papers.

Duplicate materials.

Make bulletin board.

Helped supervise recess.

Classroom Participation

A minimum of 16 hours must be spent on helping students.

I. One-on-One Activities At least one is required.

Tutor.

Assist individuals during work time.

Help with computer work.

Other (include explanation).

II. Small Group Activities At least one is required.

Tutor 2-6 students.

Assist students at learning centers, stations, or activities.

Listen to students read.

Implement teacher-designed lesson in a subject area

Other (include explanation).

III. Whole Group Activities At least one is desirable.

(Ask your teacher to suggest an appropriate activity.)

Read to Class

Conduct Opening Exercises

Implement a teacher-designed lesson in a subject area

Other (include explanation).

School Events Participation

A maximum of 3 hours may be spent actively participating in a school event. (May count toward the 16 hr.)

Working at a school event (i.e. Halloween carnival):

event name _____ date _____ hours _____

Evaluation and Verification of Hours (21-Hour Experience)

Students: When you have finished your 21 hours, have your cooperating teacher complete this evaluation and verification form.

* * * * *

Teacher: For each of the following categories, please provide a comment.

Student's reliability and professionalism (arrived as scheduled, was punctual, dressed appropriately)

Student's sensitivity to others (children, staff), including sensitivity to cultural diversity

Student's willingness to learn (open to feedback, shows initiative)

Student's communication skills (listening, speaking, and writing)

* * * * *

_____ has completed _____ hours of experience with students in
Student's name
grades K- 5 under my supervision in the period _____ to _____.
beginning date ending date

Signature of teacher _____ Date _____

Signature of student _____ Date _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's e-mail address _____
please print

Part 3: 9 hour Experience with Special Emphases

Specific Requirements

Overview:

The intent of the 9-hour experience is for you to observe in additional classrooms in order to broaden your observational experience. You will be observing in **grades 6-8** for this experience. You are encouraged to visit multiple classrooms. You will focus on instruction in your specialization, one other academic area and students with special needs. *If you have not chosen a specialization or your specialization is Human Development, please choose either math, science, literature, history, or VAPA.

Teacher:

Ask your 21-hour cooperating teacher, site liaison, or principal for suggestions/placements. Contact the suggested teachers via e-mail or phone to request a placement and discuss the specific foci of the 9 hour experience. Plan the best day(s) and time(s) to accomplish your goals.

Timing and Location:

The 9 hours must be completed between the time you register for LS 300 and the deadline set by your LS 300 teacher, normally about 9-12 weeks after the beginning of the semester in which you take LS 300. This 9-hour field experience is normally done in San Diego, but may be completed anywhere in the United States.

Type of classroom:

These experiences may be in multiple classrooms and must be in a different classroom from your 21-hour experience. It may be completed in the same school as your 21-hour experience or in different schools.

Allowed:

- * Special education class or a classroom with special needs children mainstreamed in the classroom
- * Bilingual or ESL classroom at elementary level
- * Deaf classroom (if you are doing ASL as your language)
- * Special schools operated by the County Office of Education
- * Middle school at grades six, seven, or eight
- * Private school (lessons focusing on California content standard subjects only)

Not allowed:

- * Preschool
- * Grades K-5
- * Before- and after-school programs
- * High school
- * Field experiences from other courses

Paid versus Volunteer Work:

The following paid activities may be used:

- * Long-term teacher aide; i.e., someone who works in one elementary classroom
- * Short-term teacher aide; i.e., someone who works in a variety of classrooms

The FORMS needed for the 9-hour Experience are below.

Nine hour experience

Contact the teacher(s) via e-mail or phone to discuss the specifics of the nine hour experience. Plan the best day(s) and time(s) to accomplish your goals. Explain that you will observe and, if possible, work with the children either one-on-one or in small groups for part of the observation. As you complete observations in a particular classroom, have the teacher sign the activity log.

Activity Log

Your Name: _____

School: _____ School Phone Number: _____

Cooperating Teacher's Name: _____ Grade level: _____

Date	Time Span	Observing		Participating		ACTIVITY
		Act. (min)	Daily Total	Act. (min)	Daily Total	
	Page totals					Teacher's Signature: _____

Write-up Directions for Reflection C

(to be completed after 9 hour experience)

Using your observations and the material read and discussed during the discipline presentations, reflect on the following question:

- In what ways did the teacher(s) encourage children to think and behave like or analyze the work of scientists, mathematicians, writers of literature (literature, linguistics, Spanish), historians (social science, ethnic studies), visual artists (art), or performing artists (music, theatre)? Give specific examples and reference your discipline matrix regarding goal, process, product, and evaluation.

Also, address the following questions pertaining to your specialization, the other subject area you chose and the special needs children, use specific examples.

- Identify a learning task or problem. What was the learning task or problem?
- What did the teacher do? What did the children do? What did you do to assist?
- What, if any, progress did you see the children or a specific child experience?
- Why did you choose this task and what did you learn from this interaction?
- If appropriate, comment on whether you observed equity and/or equality or the lack thereof.

“Explode the moment” so that your reader can appreciate why the experience was valuable to you as a future teacher.

Part 4: Final Essay and Completing your EFE Packet

Directions for the Final Comprehensive Essay

The purpose of this essay is for you to reflect upon the completion of the 30 hours of Early Field Experience. Write a 4-5 page response (typed, double-spaced). For each question below, please number the questions and give two to three specific examples so that a reader can appreciate why the experience was valuable to you as a future teacher. Following each question, in italics, are possible topics and/or approaches to use in your answers.

1. What did you learn about schools during your observations? (*Describe the school where you observed and the school calendar. What types of interactions did you observe between adults and students at the school? Did the school climate support effective learning? Why or why not?*)
2. What have you learned about students and student learning from this experience? (*Describe instances where students seemed particularly engaged or excited about learning. What did the teacher do to facilitate those behaviors? What about the lesson/lessons captivated students? What surprised you the most about the students you observed? About the classes you observed?*)
3. What does it take to be a successful teacher? (*Describe some of the qualities and/or teaching strategies of the teachers you observed. Explain why these qualities and/or strategies helped make the teacher effective. Describe how, if at all, your beliefs about what it means to be an effective teacher have changed as a result of your EFE.*)

Directions for Completing the EFE Packet

1. Complete any remaining **Reflections**.
2. Write your **Final Comprehensive Essay** using your notes and reflections as references. The answers you write for these three questions reveal much to the reviewer about your potential as a future teacher. Proofread for content, grammar, and punctuation. Note the rubric on the Credential Program Score Sheet; the technical quality of your writing is worth 33% of the score!
3. Organize all items in the order listed on the **Cover Sheet and Table of Contents**. (See below.) If your packet is too thick to staple, use a three-hole folder with a clear plastic front. (Do not use three-ring notebooks.)
4. The complete packet and score sheet are required for admission to the SDSU regular credential program. For the purposes of your LIB S 300 course grade, your instructor will give separate scores on the final essay and any remaining reflections. For the purpose of the credential program, your instructor will compile all your scores into one final score, which will be documented on the official Credential Program Score Sheet.

If you do not receive back your graded EFE packet at the end of the semester, be sure you pick it up at the LIB S Office prior to the beginning of the next semester.

Cover Sheet and Table of Contents—LIB S 300 EFE Packet

Name: _____

Date: _____

LS 300 Instructor: _____

Note to student:

1) Put your EFE sections in the order below.

2) Number your pages in the upper right-hand corner, and write the number of the appropriate page in the space provided in front of each entry below. (Handwritten numbers are fine.)

PAGE SECTION

___ Cover Sheet and Table of Contents
___ Credential Program Scoring Sheet

For 21-hour Experience:

___ Student Information Sheet
___ Field Experience Contract
___ Activity Logs (21-hour Experience)
___ Classroom Activities Checklist
___ Evaluation and Verification of Hours sheet
___ Reflection A
___ Reflection B

For nine-hour experience:

___ Activity Log
___ Reflection C

___ Final Comprehensive Essay

**MAKE A PHOTOCOPY OF YOUR COMPLETE EFE PACKET BEFORE YOU
SUBMIT IT TO YOUR LIB S 300 INSTRUCTOR OR TO THE SDSU CREDENTIAL
PROGRAM.**

Credential Program Score Sheet

Note to student: Your instructor will use this scoring sheet as a rubric in judging your field experience. Please do not write on it; use it to help you focus your efforts so that what you submit is of excellent quality.

	4	3	2	1
Technical aspects: writing ability, organization, and attention to details	___strong with few errors; reflects SAE standards; thorough and substantive.	___clear communication, but may contain minimal errors; complete	___ mechanical errors may distract from content; mostly complete	___ may exhibit excessive mechanical errors or not address issues; may be incomplete.
Final Essay	___thorough and substantive with supporting information and insightful reflections	___complete and clearly communicates ideas	___includes main points	___minimal substance
Quality of Activity Logs and individual reflections (average of previously graded reflections)	___ especially thorough, thoughtful documentation	___satisfactory, more general documentation	___brief, somewhat superficial documentation	___poor variety of activities; little evidence of engagement

Total for each column: _____ _____ _____

Official Score = $\frac{\text{Sum of the totals for each column}}{3} =$

Reader's Comments: