**Teacher Candidate’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Destination Teaching\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Professional Teacher’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Destination Teaching Reflections**

After destination teaching, reflect on your experience, observations, and the interactions.

As you reflect, clarify your values as well as strengths and weaknesses.

Self-Reflection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/40

Observation Reflection (next page) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/25

Interview Reflection (next page) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/25

Including the following three grading sheets behind the

 appropriate, completed assignments and this sheet behind them all. \_\_\_\_\_\_\_\_\_\_\_\_\_\_/10

 (for hard copy requirement, not for drop box)

**Three-part Post Destination Teaching Reflection Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100**

**Experiential Learning in Higher Education: Linking Classroom and Community. ASHE-ERIC Higher Education Report No. 7.**

Cantor, Jeffrey A.

This report reviews the literature and research on the use of experiential learning in higher education, focusing on classroom-community linkages. It defines experiential learning and reviews the current employment of experiential learning in higher education. An introductory section explains the politics and policy issues of experiential learning at the higher education level and describes predominant forms of experiential education, current levels of participation, a conceptual framework, and administrative issues and concerns. The next two sections discuss the issues in programs using experiential learning in the arts and humanities, social sciences, health care, social work, science and engineering, business education, and technology programs. The fourth section focuses on experiential learning in the context of service learning with emphasis on the linking of theory and practice and cross disciplinary pedagogical and instructional issues. The fifth section reviews cooperative education initiatives which link classroom and community for benefits for faculty, community, students, and businesses. The final section provides a synthesis of successful practices. This section stresses the importance of a systematic approach to designing experiential learning activities, program administration, and evaluation. (Contains approximately 120 references.) (MDM)

**Teacher Candidate’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Self-Reflection**

The first of three Destination Teaching Reflections

 2-3 pages double-spaced

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Para-graph**  | **8-10 points** | **5-7****points** | **2-4** **points** | **0-2** **points** |
| 1 | Highlight five satisfactory elements of your teaching or preparation for teaching.* Description & example of each of 5 elements of your teaching with which you felt satisfied.
 | Met 50 – 75% of the criteria | Met20-40%of the criteria | Met <20%of the criteria |
| 2 | Highlight one unsatisfactory element of your teaching or preparation and visualize how you would prefer it.* Description & example of unsatisfactory performance
* Hypothetical example of satisfactory performance
 |  |  |  |
| 3 | Enumerate three-step plan to strengthen the identified weakness * Description & example of step one to improve the element
* Description & example of step two to improve the same element
* Description & example of step three
 |  |  |  |
| 4 | Citation of theorist, theory name, publisher, and dateSamples of sources for theories:(ERIC: educational data base)(Journal: Communication Education)(Journal: Communication Teacher)* Abstract or summary of the theory
* Identification of your strength, weakness, or action step to which the theory relates
* Description of how the theory is related to your identified strength, weakness, or action step
 |  |  |  |

**Self-Reflection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/40 points**

**Teacher Candidate’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observation Reflection**

The Second of Three Destination Teaching Reflections

 0.5 - 2 pages, double-spaced

“Observations” may be as short as two sentences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Observ-ation** | **4-5 points** | **3** **points** | **2** **points** | **0-1** **point** |
| 1 | Write what you were ***thinking*** during your own teaching. Description & example  | 50 – 75% of the criteria | 20-40% of the criteria | <20% of the criteria |
| 2 | Write what you were ***thinking*** during the professional teacher’s teaching Description & example |  |  |  |
| 3 | Write what you were ***feeling*** during your own teaching Description & example |  |  |  |
| 4 | Write what you were ***feeling*** during the professional teacher’s teaching Description & example |  |  |  |
| 5 | Write what you know for sure as a result of your own teaching and observing the professional’s teaching.Description & example |  |  |  |

**Observation Reflection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/25 points**

**Teacher Candidate’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Interview Reflection**

The Third of Three Destination Teaching Reflection

0.5 - 2 pages double-spaced

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Interview****Memory** | **4-5 points** | **3 points** | **2 points** | **0-1 point** |
| 1 | * Write a bulleted sentence about one thing you remember from chatting with the professional teacher.
* Write an explanation of the thing you remember.
 | 50–75% of the criteria | 20-40% of the criteria | <20% of the criteria |
| 2 | * Bulleted sentence: Memory #2
* Explanation
 |  |  |  |
| 3 | * Bulleted sentence: Memory #3
* Explanation
 |  |  |  |
| 4 | * Bulleted sentence: Memory #4
* Explanation
 |  |  |  |
| 5 | * Bulleted sentence: Memory #5
* Explanation
 |  |  |  |

**Interview Reflection \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/25**