At-a-Glance Brief #4: Assessing and Counting Virtual Fieldwork Hours
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<u>**Tallying Hours for Virtual Fieldwork**</u>

⟹ Depending upon the nature of the task, a general rule is to assume that a task—such as observing a classroom for 1 hour—takes about three times that amount when it moves virtually.

⟹ In other words, if the assignment now requires a teacher candidate to observe, take time-stamped detailed notes, analyze the data they have collected, or transcribe classroom interactions, they will need to rewind and rewatch several times (unlike live classroom observation which is bound to the time of the lesson).

Therefore, a task that asks teacher candidates to observe a full 1 hour lesson, and carry out analytic and reflective activities should be counted for about 3 hours of teacher candidate time.

⟹ When it is a supportive task such as assisting the classroom teacher in designing and offering online instruction to K-12 learners as their cooperating teacher's "virtual assistant teacher", again, that will take extensive preparation and will tend to engage the teacher candidates at 3x the rate. So, for these distance-learning activities, 1 hour=3 hours.

<u>**Assessment of Virtual Fieldwork**</u>

Depending on the nature of the virtual fieldwork assignment, faculty may be able to use the same rubric on their tasks as if it had occurred in site-based classroom visits. For video analysis tasks, criteria like the ones in the sample rubric below may be of use:

<u>**Rubric for Video Assignment (simplified):**</u>

Indicator	**Unacceptable**	**Below Standard**	**Meets Standard**	**Target**
Quality of Data Collection				
<u>**Evidence is Descriptive**</u>	Evidence does not illustrate the behavior or the speech of either the teacher or the students.	Evidence of teacher and student behavior and or speech is limited.	Cites quantitative and qualitative evidence that illustrates the behavior and speech of both the teacher and the students in the classroom.	Cites extensive quantitative and qualitative evidence of the observed behavior and speech of the teacher and students. Quotations from the classroom regularly and effectively support qualitative evidence. Time stamped examples represent examples of the practices to be identified.
<u>**Evidence is Robust**</u>	Evidence is lacking and offers little understanding of the teaching and learning that took place during the instructional period.	Evidence is thin and provides limited insight into the teaching and learning that took place during the instructional period.	Evidence is adequate and provides a good sense of the teaching and learning that took place.	Evidence is rich, and provides a clear and objective picture of the teaching and learning that occurred during the instructional period.

Quality of Reflection				
<u>Reflection is Based on Data Collected</u>	Reflection is not connected to the evidence collected.	Reflection is subjective. Conclusions and implications drawn are not connected to the evidence collected.	Reflection is mostly objective and specific. Conclusions and implications drawn are mostly based on the evidence collected.	Reflection is consistently objective and specific. Conclusions and implications drawn are based on the evidence collected.
<u>Professional Writing and Technical Skills</u> The candidate's writing exhibits effective communication of ideas and technical skills that adhere to the professional standards.	Considerable improvement in technical skills and/or professional language is needed. The candidate does not demonstrate awareness of professional writing standards, the use of APA, or the use of people-first and strength-based language.	Limitations in professional writing are evident with several errors, lack of clarity in writing, and inconsistencies in people first and strength-based language. The candidate does not adhere to the standards of APA.	The candidate's writing exhibits effective communication of ideas and technical skills. There are some errors or instances that lack clarity, and some inconsistencies in the use of APA guidelines and people first and strength-based language.	The candidate's writing exhibits effective communication of ideas and technical skills that adhere to the professional standards by consistently using APA guidelines and people first and strength-based language throughout.

1. Quantitative: Evidence with a numerical basis e.g., "5 of the 17 students raised their hands."
2. Qualitative: Evidence based on descriptive information e.g., "The students were seated in groups of four and all five groups were engaged in academic conversation."