



**Objective 1: Develop an understanding of the multiple roles and responsibilities of educators in today's schools**

Please check the activities and interactions completed throughout this experience (Note: UNI expects variation in activities due to student readiness, teacher preference, and school context. **Level 1 students are NOT expected to complete all activities below**)

Indirect Interactions	Relationship-Building Interactions	Interactions with Individual Students	Interactions with Small Groups of Students	Interactions with Whole Class	Activities Outside of Placement Classroom
<input type="checkbox"/> Taking Attendance or Lunch Count <input type="checkbox"/> Making bulletin boards or learning centers <input checked="" type="checkbox"/> Checking or grading student work <input checked="" type="checkbox"/> Entering student scores/grades into records <input checked="" type="checkbox"/> Preparing or organizing classroom materials <input type="checkbox"/> Ordering supplies <input type="checkbox"/> Collecting observation data (participation, on-task, etc.) <input checked="" type="checkbox"/> Writing notes on board or for absent student <input type="checkbox"/> Making phone calls on teacher's behalf (reminders or routine announcements) <input type="checkbox"/> Researching resources for teacher <input type="checkbox"/> OTHER: _____	<input checked="" type="checkbox"/> Introducing self to class <input checked="" type="checkbox"/> Learning and using students' names <input checked="" type="checkbox"/> Greeting students as they arrive at class <input checked="" type="checkbox"/> Initiating appropriate conversations with students <input type="checkbox"/> Identifying students' interests, strengths, and preferences <input checked="" type="checkbox"/> Initiating appropriate conversations or email communications with mentor teacher <input checked="" type="checkbox"/> Sharing appropriate information about self <input type="checkbox"/> Participates with students in advisory or classroom guidance activities <input type="checkbox"/> OTHER: _____	<input checked="" type="checkbox"/> Circulating during independent work time to answer questions and provide support or redirection <input checked="" type="checkbox"/> Working with individual student who needs additional assistance with given materials/lesson (e.g., student who was absent, student with special needs) <input type="checkbox"/> Working with student who needs additional challenge with given materials/lesson. <input type="checkbox"/> Planning and implementing 1:1 lesson with student <input type="checkbox"/> Collecting data from individual students (progress monitoring, skills probes, survey) <input type="checkbox"/> OTHER: _____	<input checked="" type="checkbox"/> Circulating during group work time to answer questions and provide support or redirection <input checked="" type="checkbox"/> Leads or teaches small group instruction or discussion (e.g., guided reading, centers, literature circle, writer's workshop) <input checked="" type="checkbox"/> Reteaching small group who need additional practice <input checked="" type="checkbox"/> Working with small group who need additional challenge <input checked="" type="checkbox"/> Planning and teaching own small-group lesson <input type="checkbox"/> OTHER: _____	<input type="checkbox"/> Reading aloud to class <input type="checkbox"/> Giving oral test to class (e.g., spelling) <input checked="" type="checkbox"/> Taking over routine part of whole class instruction modeled by teacher (e.g., calendar, warm up, vocabulary review, checking homework) <input checked="" type="checkbox"/> Co-teaching whole class lesson with mentor teacher <input type="checkbox"/> Teaching lesson created by mentor teacher <input checked="" type="checkbox"/> Planning and teaching own whole-class lesson <input type="checkbox"/> OTHER: _____	<input checked="" type="checkbox"/> Observed other teachers and classrooms <input checked="" type="checkbox"/> Teacher planning <input type="checkbox"/> Team meeting (e.g., data team, grade level team, committee) <input checked="" type="checkbox"/> Recess, hall, bus, or lunch duty <input type="checkbox"/> After-school student assistance <input type="checkbox"/> Extra-curricular activities or coaching (e.g., Sports, Drama, Speech) <input type="checkbox"/> Special student performance (e.g., concert, play, competition) <input checked="" type="checkbox"/> Parent-teacher conferences <input type="checkbox"/> Special school outreach event (e.g., Family Literacy Night) <input type="checkbox"/> Teacher professional development or Inservice <input type="checkbox"/> OTHER: _____

**RUBRIC EVALUATION: Please assess the Level 1 student's performance in the following areas:**

Categories and Descriptors	Area of Concern	Competent	Commendable
<b>Professionalism and Reliability</b> <ul style="list-style-type: none"> <li>•uses appropriate communication</li> <li>•maintains confidentiality</li> <li>•dresses professionally</li> <li>•has regular attendance</li> <li>•is a role model for students</li> <li>•acts more like a teacher than a student</li> </ul>	Inappropriate, unprofessional, or absent communications Repeated issues with dress Irregular attendance <input type="checkbox"/>	Attempts to communicate appropriately with teacher and students, dresses acceptably, attends regularly or communicates schedule conflicts and negotiates make up time reliably <input type="checkbox"/>	Communicates professionally with teacher and students, is a role model to students, always dresses professionally, attends reliably <input checked="" type="checkbox"/>
<b>Initiative and Enthusiasm for Teaching</b> <ul style="list-style-type: none"> <li>•displays positive demeanor and attitude</li> <li>•shows interest in students, learning, content</li> <li>•asks relevant and thoughtful questions</li> <li>•seeks to expand opportunities</li> <li>•applies teacher expectations to new situations in the classroom</li> </ul>	Does not initiate interactions or ask questions, needs constant direction or prompts for classroom involvement, does not demonstrate interest in students, learning or content, consistently seeks to avoid active interactions throughout experience. <input type="checkbox"/>	Initiates some interactions in classroom; demonstrates some interest in students, learning, or content; asks relevant questions sometimes; and makes an effort to apply teacher expectations to new situations in the classroom <input type="checkbox"/>	Frequently initiates interactions in the classroom; demonstrates strong interest in students, learning, and content; often asks relevant questions; consistently seeks to expand opportunities for involvement in the classroom <input checked="" type="checkbox"/>
<b>Response to Diversity</b> <ul style="list-style-type: none"> <li>•is accepting of individual differences and needs</li> <li>•is sensitive to cultural differences and aware of own cultural identity</li> <li>•is inclusive and respectful</li> </ul>	Makes no attempt to understand or adapt to differences and needs, is uncomfortable around those who are different, or is disrespectful to students or teacher <input type="checkbox"/>	Student attempts to understand differences and needs and is respectful to students and the teacher <input type="checkbox"/>	Student interacts effectively with all, understands and adapts for individual differences, and is respectful and at ease with students and the teacher <input checked="" type="checkbox"/>
<b>Reflective Practitioner</b> <ul style="list-style-type: none"> <li>•self evaluates performance, sets goals</li> <li>•seeks to learn and improve</li> <li>•embraces feedback and suggestions</li> <li>•connects classroom experiences to ideas, theories, other contexts, future practice</li> </ul>	Does not self evaluate or set goals, is content with current performance and does not seek to improve, is defensive when given feedback, does not think about field experience connected to a wider context <input type="checkbox"/>	Sets goals and attempts to reach them, to improve performance and increase knowledge, accepts constructive criticism and attempts to respond to suggestions, and attempts to connect field experience with wider context <input type="checkbox"/>	Sets high goals for self and works relentlessly to reach them, actively seeks feedback and suggestions for improvement, consistently relates field experience to wider context of ideas, theories, and future practice <input checked="" type="checkbox"/>

Emily Herbst successfully completed her level 1 field experience at St. Patrick's Catholic School in Cedar Falls, Iowa. During the field experience component of the experience Emily spent well over 30 hours in the multi-grade math classroom of Mrs. Pamela Schmitt. From day one Emily worked to build relationships with both the mentor teacher and the students. It was obvious when I visited the classroom that Emily was comfortable with and truly enjoyed working with the students and that the students really liked her. I observed Emily helping both individual and small groups of students. On multiple occasions, I observed Emily taking over part of/the entire whole class instruction and co-teaching a whole class lesson with the mentor teacher. Additionally Emily was given the opportunity to design a lesson to the entire class. Emily did a great job with the lesson plan. Unfortunately, she was unable to teach that particular lesson. During all the above occasions, Emily was a professional who was knowledgeable in the content area and confident and in charge of the classroom.

In addition to successful completion of her field experience, Emily earned credit in the classroom and assignment portion of the level 1 class. Emily completed assignments about the schools contextual factors, her professional dispositions and reflected on her experiences at the school. Additionally, Emily taught a short lesson to her classmates using the direct teaching method. All Emily's work was very well done. She is very good at reflecting on her experiences.

In conclusion, Emily is one of the most well rounded level 1 students I have had the pleasure to work with. I believe that Emily will make a great teacher.

Sincerely,



Alison Beharka, PhD.

UNI Field Experience Coordinator