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**Field Experience Notebook**

**EDN332L/EDN333L**

**Watson College of Education**

**UNIVERSITY OF NORTH CAROLINA WILMINGTON**

1. **Section 1 – Lab Requirements**
	1. Syllabus & Field Experience Contract
	2. Lab Syllabus
	3. Log of Hours
2. **Section 2 – General Classroom Information**
3. Contact Information
4. Class Schedule
5. Seating Chart, Sketch of Classroom and Demographic information
6. Inventory of Materials
7. Interview Questions for Mentor Teacher
8. **Section 3 – Observing and Assisting**
	1. Journal entries for EDNL 332/EDNL 333 lab days
	2. Formal Observations
		1. Language Arts
		2. Science
		3. Social Studies
		4. Visual Art Specialist
		5. Music Specialist
	3. Generalizations about the Classroom Environment
9. **Section 4 – Classroom Resources, Ideas and Activities**
	1. Ideas for Classroom Management & Organization
	2. Ideas and Activities for teaching for all content areas
	3. Resources and Websites that include multiple concepts
10. **Section 5 – Planning and Teaching**
	1. Lesson plans for each methods course
		1. Copy of a lesson plan in each of the content areas of the methods classes you are taking
11. **Section 6 – Feedback**
	1. Written notes, comments or feedback
	2. Final evaluation from Mentor Teacher (optional)—this is submitted to the Field Placement office but you might want a copy for your notebook.

**UNCW**

*Syllabus & Field Experience Contract*

*EDNL 332 AND EDNL 333*

* + - * I have read the Notebook detailing the field expectations for *EDNL 332 Apprentice Field Experience II & EDNL 333 Apprentice Field Experience III* and the schedule, and understand the requirements and deadlines for all required submission of documents and interactions in the classroom.
			* **I have signed a copy of this contract and SUBMITTED IT TO BLACKBOARD FOR Mrs. Ronnie Weppler.**
			* I have given a copy of this contract for field experience to my partnership teacher.

**PLEASE BE AWARE OF WORKDAYS AND HOLIDAYS! CHECK YOUR SCHOOL CALENDAR! YOU ARE RESPONSIBLE FOR THE FULL AMOUNT OF HOURS REQUIRED!**

Please check the option below that details your schedule in the classroom this semester:

* If you are completing both EDNL 332 and EDNL 333- Check which option fits your schedule

\_\_\_\_\_\_     Option 1:  6 Mondays from 9:00am-2:00pm and 2 full weeks November 4th – 15th in (Monday-Friday all day)-Total 80 hours.

\_\_\_\_\_\_\_ Option 2:   2 days a week (Monday and Wednesday) from 9:00am - 2:00pm for 8 weeks - Total 80 hours.
* If you are only completing  EDNL 332

\_\_\_\_       8 Mondays or 8 Wednesdays from 9:00 am- 2:00 pm- Total 40 hours.
State chosen day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* If you are only completing EDNL 333

\_\_\_\_\_\_   8 Mondays or 8 Wednesdays from 9:00 am- 2:00 pm- Total 40 hours.

 State chosen day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partnership Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_ Room #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Experience School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 1**

**Lab Requirements**

**Field Experience Syllabus**

*Labs*: EDNL 332; and /or EDNL 333;

*Course Co-requisites:* EDN 334; EDN 336; EDN 348; EDN 414.

**Catalogue Descriptions:**

**EDNL 332. Apprentice Field Experience II (1)** Co-requisites any of the following: EDN 325, 334, 336, 348, and 414. Designed to provide supervised extended experiences in public elementary school classrooms. Students will complete field experience requirements of co-requisites and will plan and teach whole group lessons.

**EDNL 333. Apprentice Field Experience III (1)** Co-requisites any of the following: EDN 325, 334, 336, 348 and 414. Designed to provide supervised extended experiences in public elementary school classrooms. Students will complete field experience requirements of co-requisites and will plan and teach integrated units.

**Grading**: Your lab grade will be based on

1) Attendance and completion of all lab hours including signing in on time and out times.

2) Field experience notebook assignments

3) Professional behavior

4) Partnership teacher evaluation

1. **Attendance Policy**

You are expected to arrive on time and remain the designated hours each time you are in the school. In the event that you are seriously ill or experience an emergency, you must **contact both your partnership teacher (phone call to the school) and Mrs. Ronnie Weppler (email wepplerr@uncw.edu) no later than 7:00 AM**. You are expected to make-up any time missed from the field experience.Problems with attendance, tardiness, and early departure will impact the lab grade.

1. **Field Experience Notebook & Assignments:**

Assignments for field experiences will be organized in the field experience notebook. *All field experience assignments are due electronically through Blackboard Learn on or before November 22, 2013.* It is recommended that you make a plan to pace assignments throughout the semester. Although integration is strongly encouraged, you may not submit the same lesson plan to more than one instructor to complete multiple course requirements. The more experience you have in the classroom, the better prepared you will be for the internship and for a professional career.

1. Professional Behaviors

You are establishing your professional reputation as you complete your field experience. Be sure that your behavior is professional and that you create a positive impression. Those with whom you interact may be the people who will be making internship placement decisions and/or be on the interview committee when you are seeking your first teaching position.

1. Establish a Positive Reputation

If you develop a trusting relationship with your mentor/partnership teacher, he/she will be much more likely to allow you to implement new strategies in the classroom and give you responsibility. It is important that you consistently present yourself as responsible, polite, punctual, helpful, eager to learn, hardworking, and dedicated. The overall reputation you build during this experience may follow you for many years.

1. **Accept Constructive Criticism**Constructive criticism is a very important part of the learning/reflective process. Your mentors in the school and on instructors at UNCW want you to succeed in the profession and will go to great lengths to help you develop your skill; their feedback will be critical and honest as you begin teaching. Ultimately, they must also think about your impact on the children you teach and determine if you are professionally ready for this responsibility.
2. **Be a Gracious Guest**Remember that you are a guest in your mentor teacher’s classroom. It is unlikely that he/she will do everything exactly the way you would prefer, but you can certainly learn something from any experienced teacher. Be respectful of the teacher’s rules and procedures and do your best to follow and reinforce them**.**
3. **Communicate**
Both oral and written communication should project your interest in growing professionally, in taking your responsibilities seriously, and showing respect for others. Remember that e-mail is a professional communication; always use your UNCW email address. Use a proper greeting and signature and choose words that show respect for the person you are addressing. Know the requirements for each of your field experience courses and be able to articulate them to your partnership teacher. Your partnership teacher should not have to contact the university to find out the requirements you are fulfilling in their classroom.
4. Electronic Devices

You are expected to behave as a professional when you are at the field placement school. Please leave phones, Smart phones, laptops, or other electronic devices at home or in your car except those explicitly used for professional and/or instructional purposes. They should not be used during the school day for personal matters.

1. Meals
You are encouraged to bring a lunch to the school or purchase a school meal in the cafeteria. You will not be allowed to leave the school during the school day. Follow the lead of your cooperating teacher on when and where to eat lunch. In general, you will not be allowed to eat or drink in the classroom during normal academic times.
2. **Transportation**You are expected to provide your own transportation to your field experience. Field experience placements are not always available within walking distance of your home, or place of work, and it is your responsibility to arrange transportation to any placement assigned by the Professional Experiences Office within a reasonable distance.
3. **Professional Attire**Professional attire is mandatory. You are now in the role of teacher and your dress needs to reflect this new professional role. Neither our public school partners nor the Watson School of Education will tolerate unprofessional dress. Principals will ask you to leave the premises if your attire is not appropriate. Most school systems in our area have increased standards for professional dress for teachers, and you are expected to maintain these same standards. The following attire is NOT acceptable:
* Jeans
* Shorts
* T-shirts
* Tank tops or spaghetti straps not covered by an outer garment
* Overly short skirts
* Flip Flops or Tennis Shoes
* Exposed midriffs
* Exposed cleavage
* Any attire that is excessively tight, revealing, obscene or disruptive to the learning environment
* Any clothing that promotes alcohol, tobacco and controlled substances or displays profanity or sexual words and symbols
* Nose-rings, lip-rings, face-rings or excessive earrings
* Exposed tattoos
1. **Lesson Plans**
Your partnership teacher must approve ALL lesson plans that you design prior to presentation so that your lesson will support and fit the curriculum. You may teach as many lessons (whole class, small group, or individual tutoring) as your mentor teacher will allow. Lesson plans designed for the methods courses must also be approved by your methods instructors.
2. **Sign-In**It is very important that you sign-in at the front desk as a school visitor and put on a nametag at the start of each visit so that all school personnel know who you are and why you are there. Follow the established procedures at your field placement school.
3. **Log of Hours**Complete an entry in your Verification Log for every visit and have your mentor teacher sign it. This should be available in your field experience notebook at all times.
4. **Be Involved**You should be actively engaged with the children throughout the field placement experience. Avoid excessive observations from the classroom perimeter; instead, circulate among the children as appropriate and separate from your partner during instructional periods. The more experience you have, the more confident you will be during the internship. You are required to complete the assignments in the field experience notebook. In addition, the following suggestions of appropriate assignments for field placement. Be pro-active and as involved as possible.
* ***Opportunities for using time during Planning Periods etc.***
	+ Design and construct a learning center(s) to complement the content students are learning
	+ Do some research on the topic/theme/content your teacher is teaching. Bring in outside resources to complement a lesson and share with the students (get approval from your teacher first)
	+ Sit in on a grade level meeting – observe the interactions and decisions
	+ Sit in on a teacher/parent conference (with permission from the teacher and the parents)
	+ Design and construct an academic/interactive thematic bulletin board
	+ Discuss your own lesson ideas with your mentor teacher
	+ Offer to help with grading, copying, or other administrative tasks
* ***Ideas for Working with Children***
	+ Learn every child’s name
	+ Read aloud – to a whole group and/or small group
	+ Teach a lesson with the classroom teacher
	+ Assist the teacher with teaching lessons
	+ Monitor students’ learning and behavior while the teacher is teaching – circulate around the room to support the teacher and assist the students
	+ Conduct an assessment on a student(s)’ academic performance
	+ Interact with students in learning centers . . .ask thoughtful questions and listen to students
	+ Work one-on-one with students who may have special learning needs
	+ Accompany students to all Itinerants (Art, Music, Library, PE)
	+ Accompany students to lunch and sit with them . . .listen to their stories
	+ Accompany students to the bus at the end of the day if possible
	+ Visit another classroom to observe a lesson or interesting learning opportunity
	+ Observe a special needs class or reading specialist group.

**FIELD EXPERIENCE VERIFICATION LOG**

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

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Course(s)** | **Summary of Field Experience Requirements** (i.e. 3 lessons observed, 2 lessons taught, observe small and whole group instruction) |
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*Below, enter the information designated by each column for every visit to your placement classroom. Be sure to log the course for which you are completing requirements in the Course column, and enter a brief description of your activity in the classroom in the column labeled Activity in Classroom.*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Course** | **Arrival Time** | **Departure Time** | **Total Time (this visit)** | **Cumulative Time** | **Activity in Classroom** | **Teacher’s Signature** |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Course** | **Arrival Time** | **Departure Time** | **Total Time (this visit)** | **Cumulative Time** | **Activity in Classroom** | **Teacher’s Signature** |
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**Section 2**

**General Classroom Information**

**Classroom Schedule**

Below, please record the typical classroom schedule or include a copy of your cooperating teacher’s schedule. Please also note any planned activities or events for the duration of the field experience.

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| --- | --- | --- | --- | --- | --- |
| Approx. times | Monday | Tuesday | Wednesday | Thursday | Friday |
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Special Activities or Events:

**Seating Chart & Sketch of Classroom**

Create a two-dimensional “floor plan” of the classroom detailing spatial relationships of mobile and immobile objects, the placement and availability of instructional materials, and the seating arrangement of students. The classroom sketch and seating chart may be carefully hand-drawn or created using technology. To the extent possible, the sketch should be scaled accurately and must include a key. Include at a minimum:

* arrangement of classroom furniture
	+ teacher’s desk
	+ student desks – please include names
* learning centers or work areas (if any)
* large group gathering area
* classroom library
* resources and materials accessible
* available technology

*Note: Please place sketch after this page in your field experience notebook.*

**Classroom Demographics**: Please complete the table below with the student demographics in your classroom. Think about ways the teacher uses this information to meets the needs of all students.

|  |  |  |
| --- | --- | --- |
| Student Diversity | Boys | Girls |
| African-American |  |  |
| Asian |  |  |
| Latino |  |  |
| Native American |  |  |
| Special Needs-IEP’s |  |  |
| ELL |  |  |
| Speech/Hearing Impaired |  |  |
| Caucasian |  |  |
| Total Number of Students |  |  |

**Inventory of Materials**

Please note the materials available in your field experience classroom by using this checklist, adding any additional items that are not listed. Also please give examples or lists when there are multiple resources for one category.

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| *Language Arts Materials*🞐 children’s literature🞐 writing materials🞐 textbooks🞐 children’s work🞐 bulletin boards🞐 computer programs🞐 designated centers🞐 other (list below): | *Social Studies Materials*🞐 children’s literature🞐 textbooks🞐 posters🞐 bulletin boards🞐 computer programs🞐 maps and globes🞐 other (list below): |
| *Science Materials*🞐 children’s literature🞐 textbooks🞐 models🞐 lab equipment🞐 sink🞐 fire extinguisher🞐 chemical inventory sheets🞐 computer programs🞐 designated centers🞐 other (list below): | *Arts Materials*🞐 children’s literature🞐 authentic artwork on walls🞐 children’s artwork on walls🞐 art materials available to children🞐 CDs🞐 stereo🞐 puppets🞐 props🞐 other (list below): |

**INTERVIEW OF ELEMENTARY CLASSROOM TEACHER**

Schedule a time to talk to the classroom teacher during the planning period, lunch, or after school. You may divide the questions and ask them over several weeks.

**Date(s) and Time(s) of Interview:**

**Teacher, Subject, Grade Level:**

1. **Classroom Climate**: How do you foster democracy in the classroom? How do you promote students working together? Build a sense of community?  What ways do you encourage the social and emotional development of the child?
2. **Classroom Management**: What is your classroom management plan?  Who establishes the rules for the classroom?  Do you use intrinsic or extrinsic rewards?

1. **Parental Involvement**:  How do you involve parents? Do you use parent volunteers in the classroom?  What ways do you communicate with parents? Newsletters, conferences, email, phone? Do you include homework assignments that require parent involvement?
2. **Motivation:** What types of activities and strategies do you use to engage students in learning? To motivate them to learn?
3. **Instructional Delivery:**  Do you primarily use: whole group instruction, small group instruction, individual instruction, or inquiry based instruction? How much of each method?
4. **Learning Needs of Students**:  How many students are coded with learning disabilities, second language learners, gifted and talented, or other special needs? How do you differentiate instruction for learners?
5. **Assessment**: How do you assess student learning through formative and summative evaluation? How do you document student learning? Do you keep anecdotal records? Do you use assessments that are not based on paper and pencil?
6. **Curriculum**: Which subjects do you emphasize the most? How does this change throughout the year? Do you integrate the curriculum? How?
7. **Special Programs**: Do you participate in special programs or curriculum at various times of year? (projects, field trips, specific programs to encourage citizenship etc.)
8. **Collaboration**: Do you collaborate with others in the school? Other teachers? Teacher Aides? Art and music specialists? Librarians? Community Resources? Please explain.

**Section 3**

**Observing and Assisting**

**Journal Entries**

For each day you spend in the field, write a journal entry and record anecdotal notes. Summarize your activities for the day. What did you do? How did you interact with children? What did you learn from the teacher? Areas of focus may include instructional strategies, classroom management techniques, etc.

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| Week 1 |
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| Week 2 |
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**Journal Entries**

For each day you spend in the field, write a journal entry and record anecdotal notes. Summarize your activities for the day. What did you do? How did you interact with children? What did you learn from the teacher? Areas of focus may include instructional strategies, classroom management techniques, etc.

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| \Week 3 |
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| Week 4 |
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**Journal Entries**

For each day you spend in the field, write a journal entry and record anecdotal notes. Summarize your activities for the day. What did you do? How did you interact with children? What did you learn from the teacher? Areas of focus may include instructional strategies, classroom management techniques, etc.

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| Week 5 |
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| Week 6 |
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**Journal Entries**

Reflect on your week of classroom experience -assisting, teaching etc. What did you learn from your teaching experience? What surprised you? What areas do you want to focus on next week which will help you develop and be prepared for your internship? Areas of focus may include instructional strategies, classroom management techniques, etc.

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| Week 7  |
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**Journal Entries**

Reflect on your week of classroom experience -assisting, teaching etc. What did you learn from your teaching experience about the children? What did you learn from your teaching experience about yourself? What surprised you? What areas do you think you will want to focus on as you start your internship in spring? Areas of focus may include instructional strategies, classroom management techniques, etc.

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| Week 8  |
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**OBSERVATION 1: LANGUAGE ARTS**

Observe a literacy lesson in your classroom placement. After you observe, answer the questions below.

**Date and Time of Observation:**

**Teacher, Subject, Grade Level:**

1. **SKILLS & CONCEPTS:** What were the major skills and/or concepts covered in this lesson?
2. **ACTIVITIES:** Describe the activities used to engage students throughout the class period.
3. **SCAFFOLDING:** How did the teacher scaffold the lesson for students? (verbal explanation, non-verbal prompting, visuals, demonstration, etc.)
4. **BEST PRACTICES:** Did the teacher use any of the best practice ideas discussed in class? (Culturally responsive practice, ELL, etc.) Please explain.
5. **ASSESSMENT:** Do you believe the students understood the major skills and concepts? How can you tell if they are “getting it?”

**OBSERVATION 2: ELEMENTARY SCIENCE**

Schedule a time to observe a science lesson in your school. Ideally, this will be in your classroom placement. If for some reason your teacher is not teaching science during your field experience time, make arrangements to observe another teacher in the school. After you observe, answer the questions below.

**Date and Time of Observation:**

**Teacher, Subject, Grade Level:**

1. **SKILLS & CONCEPTS:** What were the major skills and/or concepts covered in this lesson?
2. **ACTIVITIES:** Describe the activities used to engage students throughout the class period.
3. **SCAFFOLDING:** How did the teacher scaffold the lesson for students? (verbal explanation, non-verbal prompting, visuals, demonstration, etc.)
4. **BEST PRACTICES:** Did the teacher use any of the best practice ideas discussed in class? (Cooperative grouping, discrepant events, inquiry models, etc.) Please explain.
5. **ASSESSMENT:** Do you believe the students understood the major skills and concepts? How can you tell if they are “getting it?”

**OBSERVATION 3: ELEMENTARY SOCIAL STUDIES**

Schedule a time to observe a social studies lesson in your school. Ideally, this will be in your classroom placement. If for some reason your teacher is not teaching social studies during your field experience time, make arrangements to observe another teacher in the school. After you observe, answer the questions below.

**Date and Time of Observation:**

**Teacher, Subject, Grade Level:**

1. **SKILLS & CONCEPTS:** What were the major skills and/or concepts covered in this lesson?
2. **ACTIVITIES:** Describe the activities used to engage students throughout the class period.
3. **SCAFFOLDING:** How did the teacher scaffold the lesson for students? (verbal explanation, non-verbal prompting, visuals, demonstration, etc.)
4. **BEST PRACTICES:** Did the teacher use any of the best practice ideas discussed in class? (Interactions, considering student perspectives, high quality feedback, etc.) Please explain.
5. **ASSESSMENT:** Do you believe the students understood the major skills and concepts? How can you tell if they are “getting it?”

**OBSERVATION 4: ELEMENTARY MUSIC SPECIALIST**

Schedule a time to observe the Music specialist in your school. Be considerate and contact the music teacher at least 24 hours before you plan to observe. Do not rely on the classroom teacher or site coordinator to do this for you. You may observe the children from your classroom placement, or from another class or grade level. After you observe, answer the questions below.

**Date and Time of Observation:**

**Teacher, Subject, Grade Level:**

1. **SKILLS & CONCEPTS:** What were the major skills and/or concepts covered in this lesson?
2. **ACTIVITIES:** Describe the activities used to engage students throughout the class period.
3. **SCAFFOLDING:** How did the teacher scaffold the lesson for students? (verbal explanation, non-verbal prompting, visuals, demonstration, etc.)
4. **BEST PRACTICES:** Did the teacher use any of the best practice ideas discussed in class? (Cultural connections, “real” or authentic music, creative activities, etc.) Please explain.
5. **ASSESSMENT:** Do you believe the students understood the major skills and concepts? How can you tell if they are “getting it?”

**OBSERVATION 5: ELEMENTARY VISUAL ART SPECIALIST**

Schedule a time to observe the ART specialist in your school. Be considerate and contact the music teacher at least 24 hours before you plan to observe. Do not rely on the classroom teacher or site coordinator to do this for you. You may observe the children from your classroom placement, or from another class or grade level. After you observe, answer the questions below.

**Date and Time of Observation:**

**Teacher, Subject, Grade Level:**

1. **SKILLS & CONCEPTS:** What were the major skills and/or concepts covered in this lesson?
2. **ACTIVITIES:** Describe the activities used to engage students throughout the class period.
3. **SCAFFOLDING:** How did the teacher scaffold the lesson for students? (verbal explanation, non-verbal prompting, visuals, demonstration, etc.)
4. **BEST PRACTICES:** Did the teacher use any of the best practice ideas discussed in class? (Cultural connections, “real” or authentic art, creative activities, etc.) Please explain.
5. **ASSESSMENT:** Do you believe the students understood the major skills and concepts? How can you tell if they are “getting it?”

**Generalizations about the Classroom Environment**

Based upon your classroom sketch, teacher interview and observations, and teaching what kind of teacher are you going to be? Circle the areas below that best fit your developing teaching philosophy at this time.

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| --- |
| *Teaching Philosophy* |
| The teacher has control of student learning. | The teacher is a facilitator, provider of appropriate activities. | The teacher is a questioner and guide in discovery, an equal partner in a democratic classroom. |
| Social interaction has less importance than “time on task.” | There is provision for social interaction during specified times. | Social skills are emphasized and viewed as a life issue. |
| *Instructional Strategies* |
| Teacher directed and planned. | Teacher plans, but children’s interests are included in planning. | Children have equal input in planning (i.e., through webbing). | Children select areas of interest and recognize skills they need to acquire. |
| Predominantly whole group instruction. | Whole group and small group instruction. | Small group and individual/conferencing as well as whole group instruction. |
| *The Environment* |
| Desks are for individual use, may be arranged in rows or in a U-shape. Social interaction is minimized by room arrangement. | Desks are clustered, learning centers are located around perimeter of room. | Room is arranged in learning centers, with teacher-selected materials and tasks, shared furniture. | Teacher/students organize environment to facilitate social interaction and social-initiated activities. |
| Basal textbooks, paper/pencil tasks are predominantly used. | Concrete materials, including arts materials, are available. | Concrete materials used as needed, desired by children to assist in problem-solving and creativity. |
| *Classroom Management* |
| Discipline is controlled and monitored by the teacher. | Children begin to assume some responsibility for their own behavior. | Children practice self-discipline. Rules are established by the class and are followed by all. Children help/teach each other. |
| No choices provided. Everyone is required to complete specified activities. | Few choices provided, often after work is completed. | Many choices provided. Children not only choose center but also the activity at that center. |

**Section 4**

**Classroom Resources, Ideas, and Activities**

As you find classroom resources throughout the semester, organize them in a way that makes sense for you. Include:

* Ideas for Classroom Management & Organization
	+ Ideas and Activities for teaching for all content areas
	+ Resources and Websites that include multiple concepts

**Section 5**

**Planning and Teaching**

**LESSON PLANS**

You are encouraged to teach as much as possible during the semester. You should always have a plan before you teach, even those not designed for your UNCW courses. Plans should be designed according to grade level standards with input from your mentor teacher. Only those lesson plans designed for your methods courses need to be submitted to your instructor for approval.

For each methods course, you will be asked to submit a detailed six-point lesson, or Science (5E) that shows your understanding of best practice. Although you are always encouraged to integrate subjects, you may not submit the same plan to more than one instructor to fulfill multiple course requirements. Please consult syllabi for rubrics and assignments of individual instructors.

**Directions for Best Practice Lesson Plans:**

1. Consult lesson criteria and rubrics for each course.

2. Discuss lesson focus, objectives, and activities with your mentor teacher.

3. Conference or submit lesson plan for feedback with methods instructors about your lesson plans *before* you teach them.

4. Lessons are submitted to methods instructors only!

**Section 6**

**Feedback**

**RESERVE THIS PLACE IN YOUR NOTEBOOK FOR WRITTEN COMMENTS AND FEEDBACK FROM YOUR MENTOR TEACHER.**

The form on the following pages is the one your mentor teacher will be asked to use to evaluate you at the end of the semester. The final evaluation will be done electronically and submitted directly to the field placement office.

**University of North Carolina at Wilmington**

**Watson School of Education**

**Elementary Education Field Evaluation Criteria**

The field Experiences Office will send this electronically to the Partnership Teachers:

For the following items please use the rating scale of: exemplary, meets expectations, unsatisfactory, or not observed/applicable.

These ratings will be used to promote student growth and professional development. Therefore, we expect honest, formative feedback that will clearly indicate areas of strength and areas for improvement for the student to consider when progressing to the next phase of field work. For these reasons, please plan to share this information with your UNCW student. Thank you so much for mentoring a UNCW student this semester!

**Professionalism**

Demonstrated appropriate professional attributes (i.e., prompt and reliable attendance; attentive and respectful during observations, exerted effort and commitment, professional in attire, demeanor, and oral and written language).

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Accepted feedback and used it to improve performance.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Exhibited reflective thinking about classroom practices to prompt changes as appropriate.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Developed satisfactory and appropriate rapport with students and partnership teacher. Collaborated well with partnership teacher, other teachers, peers, and university personnel.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

**Teaching**

Demonstrated accurate, appropriate, foundational content knowledge.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Used specific knowledge of learners to plan instruction, differentiating and making accommodations for developmental and individual learning needs.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Consistently prepared to teach and gave teacher adequate time to review lesson plans for feedback.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Planned lessons to actively engage learners in the learning process and conveyed the belief that all students can learn.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Designed thorough lessons linked to NC Standard Course of Study that demonstrated appropriate sequence, varied instructional strategies, explicit and meaningful connections of concepts, appropriate scaffolding, questioning techniques, sufficient examples/modeling, and clear oral and written directions.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Lessons were delivered effectively (demonstrated poise and confidence, and appropriate pacing and age-level considerations).

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Used a variety of ways to assess extent to which learners met objectives.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

**Classroom Management**

Established positive, respectful, encouraging, and caring classroom community of learners.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Stated behavioral expectations clearly. Positively reinforced desired behaviors and responded appropriately to off-task behaviors.

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

Made effective use of time (including pacing) and routines. Demonstrated sense of “with-it-ness.”

* Exemplary
* Meets Expectations
* Unsatisfactory
* Not Observed/Applicable

**Additional Feedback**

Additional comments regarding the UNCW student.

Please include any perceptions you have about this UNCW field experience.

Please select one of the following options:

* This information has been shared with the UNCW student
* This information has not yet been shared with the UNCW student