

**UNIVERSITY OF WISCONSIN-RIVER FALLS
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES**

FIELD EXPERIENCE PLACEMENT POLICIES

Each student will receive only one placement per semester unless she/he is in more than one techniques course. When a placement is cancelled due to any problem created by the student (including failure to initiate contact with the teacher within two weeks of receiving a placement) an alternate placement will not be made. The student will have to make up the hours during a subsequent semester.

Students may not request a specific school, area, or community.

Students may not make their own placement.

Travel time may NOT be counted toward the field experience hours.

Placements will **NOT** count for field experience hours unless authorized by the Field Experience Office.

DIRECTIONS FOR FIELD EXPERIENCE

1. If your placement information does not include the name of the teacher, call the principal to find out the name. Do this within two weeks. Principals and/or teachers may not honor the placement if you wait longer. If the person is not available, ask when might be a good time for you to call. **DO NOT expect the principal or teacher to call you.**
 - TED 211 – accept any grade level. Art, Music, and P.E. majors may request your content area but accept any placement.
 - TED 212 – explain that you would prefer a placement in your content area, but accept any placement in your major, minor, or area you feel confident about.
 - TED 422/622 – placement should be in your content area.
 - TED 429-441 – placement must be in the content area of the techniques class.
2. Call the teacher to make arrangements for your field experience. **Be flexible.** You are a guest in the school. If you're having difficulty making contact, check the school's website for the teacher's e-mail address or ask the school secretary. The secretary may also be able to tell you a good time to call back. **Do not** expect the teacher to call you.
3. If your schedule does not fit with the teacher's, ask him/her if you may arrange to trade placements with someone in your class. You may trade placements with anyone in your class **OR** another section of the **same** class as long as you have the same content area/major as the other student.
4. Indicate all changes on the instructor's Placement Problems and Solutions Form.

5. Network with other students to develop carpools to various sites.
6. Use the Record of Participation/Observation form to keep a record of your participation.
7. If there are complications, inform your course instructor **AS SOON AS POSSIBLE**, so that the problem can be solved. After mid-term our only recourse may be to cancel the placement and you will have to fulfill the requirement during a subsequent semester. **(In this case you would probably receive an “I” for the course, and your student teaching semester would be postponed.)**
8. At the conclusion of the experience, give the evaluation rubric(s) and the participation record to the cooperating teacher so s/he can complete the form and return it to your instructor.

Cooperating teachers/schools will be randomly contacted to verify that field experience students are in attendance.

EXPECTATIONS FOR FIELD EXPERIENCES

1. Because you will be viewed as a teacher by people in the schools you visit, please make sure that your dress, attitude, and behavior are appropriate.
2. Be prompt. Always report directly to the school office unless otherwise instructed. Introduce yourself.
3. Be dependable. If you've said you will be there on a particular day, or at a certain time, **be there**.
4. If you are unable to keep a commitment, call the school and ask them to inform the classroom teacher. This is extremely important.
5. Remember, you are a guest in the school. Do not criticize the school, staff, or students.

SELF EVALUATION CHECKLIST

Evaluate yourself on each of the following before, during, and after your school visits.

1. Appearance (dress, neatness, posture, etc.)
2. Voice (quality, control, volume, etc.)
3. Dependability (attendance, promptness, etc.)
4. Ability to express thoughts clearly to others
5. Ability to communicate with students
6. Enthusiasm for and interest in teaching
7. Willingness and ability to work with students and adults
8. Initiative (volunteer, ask questions, contribute, etc.)
9. Self-confidence

UNIVERSITY OF WISCONSIN – RIVER FALLS
 Field Experience Evaluation
 Interaction/Teaching Experience (Level IV)

TED 428-433 TED 435-441 TED _____ Write in correct number.

Student Name _____ ID# _____ School _____ Subject _____

Please check the appropriate box for each Element of a Standard. The standards are the Wisconsin Teacher Standards.

Standard 1. Teachers know the subjects they are teaching.			
Element	Beginning	Developing	Not Observed
A. Content Knowledge	<input type="checkbox"/> Candidate seems unaware of errors/ knowledge gaps while teaching.	<input type="checkbox"/> Candidate is usually accurate in the presentation of content knowledge.	<input type="checkbox"/> Not Observed
B. Connections Within and Across Disciplines	<input type="checkbox"/> Candidate focuses only on current lesson content; does not help students develop connections within and across disciplines.	<input type="checkbox"/> Candidate sometimes makes a connection on the spot; candidate occasionally helps students develop connections within and across disciplines.	<input type="checkbox"/> Not Observed
C. Selects Appropriate Content Knowledge for Meaningful Learning	<input type="checkbox"/> Candidate does not attempt to use real-world events or students' prior knowledge.	<input type="checkbox"/> Candidate sometimes uses real-world events or students' prior knowledge to make learning meaningful for students.	<input type="checkbox"/> Not Observed

Standard 2. Teachers know how students grow.			
Element	Beginning	Developing	Not Observed
A. Developmentally Appropriate Interactions	<input type="checkbox"/> Candidate makes choices that are below or above the developmental level of the class as a whole.	<input type="checkbox"/> Candidate usually plans and teaches lessons that are appropriate to the developmental level of the class as a whole.	<input type="checkbox"/> Not Observed

Standard 3. Teachers understand that students learn differently.			
Element	Beginning	Developing	Not Observed
A. Meeting Learning Needs/Styles	<input type="checkbox"/> Candidate shows little awareness that students learn differently.	<input type="checkbox"/> Candidate's interactions with students indicate a basic understanding that students learn differently.	<input type="checkbox"/> Not Observed

Comments on Standards 1-3:

Standard 4. Teachers know how to teach.			
Element	Beginning	Developing	Not Observed
A. Use of Resources Beyond Textbooks	<input type="checkbox"/> Candidate follows the teacher's manual or curriculum guide. Other resources are not used.	<input type="checkbox"/> Candidate sometimes incorporates the teacher's ideas and uses resources other than the manual.	<input type="checkbox"/> Not Observed
B. Varied Instructional Strategies	<input type="checkbox"/> Candidate uses the same instructional strategy for each lesson.	<input type="checkbox"/> Candidate's lessons differ in strategies and expected outcomes.	<input type="checkbox"/> Not Observed

Standard 5. Teachers know how to manage a classroom.			
Element	Beginning	Developing	Not Observed
A. Directions and Explanations	<input type="checkbox"/> Candidate's directions and explanations are difficult to follow.	<input type="checkbox"/> Candidate's directions and explanations are usually clear.	<input type="checkbox"/> Not Observed
B. Pacing	<input type="checkbox"/> Candidate is often unaware of the amount of time a lesson or activity will take.	<input type="checkbox"/> Candidate is usually aware of the amount of time a particular lesson or activity will take.	<input type="checkbox"/> Not Observed
C. Academic Climate	<input type="checkbox"/> Candidate has little enthusiasm for the content or for teaching, does not use positive reinforcement.	<input type="checkbox"/> Candidate is generally positive about the content and teaching; uses some positive reinforcement.	<input type="checkbox"/> Not Observed
D. Labs and Small Groups	<input type="checkbox"/> Candidate appears unaware of group or lab dynamics; seems unaware of lab safety issues.	<input type="checkbox"/> Candidate sometimes responds to group or lab dynamics; usually attentive to lab safety issues.	<input type="checkbox"/> Not Observed
E. Eye Control, Proximity & Proactive Strategies With Small Groups	<input type="checkbox"/> Candidate does not use appropriate strategies.	<input type="checkbox"/> Candidate tries to use strategies as needed; reacts to student behavior.	<input type="checkbox"/> Not Observed
F. Interactions with Students	<input type="checkbox"/> Candidate's interactions with students are inconsistent, unfair or inappropriate.	<input type="checkbox"/> Candidate's interactions are generally consistent and fair.	<input type="checkbox"/> Not Observed

Standard 6. Teachers communicate well.			
Element	Beginning	Developing	Not Observed
A. Writing Skills	<input type="checkbox"/> Candidate uses unclear and/or incorrect writing that fails to communicate to students and others.	<input type="checkbox"/> Candidate usually uses clear, correct writing that communicates effectively to students and others.	<input type="checkbox"/> Not Observed
B. Speaking Skills	<input type="checkbox"/> Candidate uses unclear or incorrect speech that fails to communicate to students and others.	<input type="checkbox"/> Candidate usually uses clear, correct speech that communicates effectively to students and others.	<input type="checkbox"/> Not Observed

Standard 7. Teachers are able to plan different kinds of lessons. Included in Standard 4 for this experience.

Comments on Standards 4-7.

Standard 8. Teachers know how to test for student progress.			
Element	Beginning	Developing	Not Observed
A. Varied Assessment Strategies	<input type="checkbox"/> Candidate uses the same assessment strategy for each lesson or group interaction.	<input type="checkbox"/> Candidate uses different assessment strategies to evaluate student learning.	<input type="checkbox"/> Not Observed
B. Using Assessment Results to Shape Instruction	<input type="checkbox"/> Candidate ignores assessment results in planning further instruction.	<input type="checkbox"/> Candidate sometimes refers to assessment results in planning further instruction.	<input type="checkbox"/> Not Observed
C. Setting Expectations	<input type="checkbox"/> Candidate does not share evaluation criteria with students and/or does not provide feedback on their work.	<input type="checkbox"/> Candidate usually shares evaluation criteria with students and/or provides some feedback on their work.	<input type="checkbox"/> Not Observed

Standard 9. Teachers are able to evaluate themselves.			
A. Oral Reflection	<input type="checkbox"/> Candidate rarely, if ever, discusses his/her teaching performance with the cooperating teacher or others.	<input type="checkbox"/> Candidate sometimes discusses his/her teaching performance in an effort to improve.	<input type="checkbox"/> Not Observed
B. Response to Suggestions	<input type="checkbox"/> Candidate reacts negatively or is unresponsive to reflections and suggestions; rarely tries suggestions.	<input type="checkbox"/> Candidate reacts more positively to reflections and suggestions; sometimes tries suggestions.	<input type="checkbox"/> Not Observed

Standard 10. Teachers are connected with other teachers and the community.			
Element	Beginning	Developing	Not Observed
A. Professional Relationships	<input type="checkbox"/> Candidate does not attempt to establish a working relationship with the cooperating teacher.	<input type="checkbox"/> Candidate attempts to establish a working relationship with the cooperating teacher.	<input type="checkbox"/> Not Observed
B. Integrity, Fairness, and Ethical Behavior	<input type="checkbox"/> Candidate does not always act with integrity and fairness and in an ethical manner; does not maintain confidentiality.	<input type="checkbox"/> Candidate always acts with integrity and fairness and in an ethical manner; maintains confidentiality.	<input type="checkbox"/> Not Observed
C. School Policies and Dependability	<input type="checkbox"/> Candidate ignores one or more school policies, which may include appropriate dress; is late or undependable.	<input type="checkbox"/> Candidate usually respects all school policies, including appropriate dress; is on time and dependable.	<input type="checkbox"/> Not Observed

Comments on Standards 8 – 10:

Within one week of the conclusion of the field experience, the cooperating teacher should mail this evaluation and the accompanying log to the instructor of the course.

University of Wisconsin-River Falls
River Falls, WI 54022

Cooperating Teacher

Date

University Instructor