

STUDENT TEACHING HANDBOOK

WELCOME to Student Teaching The University of Michigan-Flint

You are about to enter the final phase of your teacher education program here at The University of Michigan-Flint. This is the time for you to pull together all that you have learned in your coursework and put it into practice. You will be asked to demonstrate knowledge of your subject matter and learning theories as well as a variety of teaching methods. This will also be a time for experiencing many mixed feelings: nervousness about your school placement and cooperating teacher and meeting many new people at once, some trepidation about being responsible for a classroom and being an effective teacher, and excitement over finishing your program.

The purpose of this handbook is to provide you with information necessary for the successful completion of student teaching. It will hopefully provide you with answers to the many questions you have regarding student teaching. The handbook is also distributed to those teachers and administrators who will be working with you in your assigned school. We encourage those individuals to read this handbook as several sections are devoted to their respective responsibilities.

Student teaching is a full-time job and you will need to give it your top priority during this semester. Please take the time to carefully read this handbook. The faculty and staff at UM-Flint are here to assist you in any way that we can during this semester.

On behalf of the faculty and staff in the Education Unit, we wish you only the best as you complete this culminating experience in your teacher education program.

Barbara M. Walton, Director of Educational Field Experiences

TABLE OF CONTENTS

Introduction to Student Teaching	2
General Information for the Teacher Candidate	3
Teacher Candidate's Beginning Responsibilities	9
Teacher Candidate's Ongoing Responsibilities	10
Responsibilities of the Cooperating Teacher	11
Responsibilities of the University supervisor	14
Suggested Calendar for Secondary Student Teaching	15
Suggested Calendar for Elementary Student Teaching	16
Suggested Guidelines for the Cooperating Teacher	17
The Cooperating Teachers as Evaluator	21
The University Supervisor as Evaluator	21
Certification	22
Student Teaching Seminar	23
Legal Issues and Student Teaching	24
Appendix A	28
Appendix B	29

Introduction to Student Teaching

Student teaching is the culmination of the teacher education program. Viewed as a learning experience, student teaching is the time for you to experiment with teaching methods, styles and techniques, and then with the guidance of the cooperating teacher and the university supervisor, to reflect on and critically analyze what has occurred.

Meeting the assigned cooperating teacher

Once a placement has been confirmed, the teacher candidate is required to make an appointment with his or her cooperating teacher(s) and arrange a meeting with the teacher(s) within two weeks of notification of placement. **This meeting is mandatory.** It is crucial that teacher candidates begin building the relationship with the cooperating teacher—even before the actual start of student teaching. Also, if for any reason the teacher candidate has doubts or concerns about the compatibility with the assigned cooperating teacher, this is the time to address them with the Director of Educational Field Experiences.

Teacher candidates are required to complete the Cooperating Teacher Meeting form and submit it to the Education Department right after the meeting. The form is located on the Blackboard organization.

Student Teaching Orientation

A mandatory orientation session will be held just prior to the start of the student teaching semester. Teacher candidates doing their student teaching experience in the fall semester will have an orientation the third week of August. Teacher candidates doing their student teaching in the winter semester will have an orientation meeting on the fall study day.

The orientation session will provide the teacher candidate with information regarding their student teaching experience. As part of the orientation, the candidate will meet with their university supervisor.

Misdemeanor/Felony Conviction Form

At the student teaching orientation session the teacher candidate will complete the misdemeanor/felony conviction form. The State of Michigan Department of Education (MDE) requires all teacher candidates to complete the misdemeanor/felony conviction form prior to the student teaching semester.

Teacher candidates who have a new conviction or one not previously reported will be required to provide the appropriate court documentation prior to beginning the student teaching experience. Failure to do so will result in an automatic withdrawal

from student teaching and possible termination from the teacher certification program.

General Information for the Teacher Candidate

Student Teaching Calendar

Student teaching is a course offered to eligible candidates during the fall and winter semesters. Teacher candidates completing their experience in the fall semester begin in late August on the first day that teachers must report to the district. Teacher candidates completing their experience in the winter semester begin the first day after the winter break in January.

Teacher candidates follow the school district calendar where they have been placed and not the university calendar. Please make all the necessary work and childcare arrangements well in advance of beginning your placement. It is both the cooperating teacher's and building principal's expectation that you will be in attendance on the appropriate start date.

Teacher candidates will student teach for 14 weeks in their assigned classroom. Teacher candidates will complete one week of observation in various settings the week following their classroom experience. Teacher candidates should spend a minimum of a half day each day of the 15th week observing in a classroom. Observations may be in the teacher candidate's building, school district or another school district. It is important to see a variety of classrooms and teaching styles. A reflective paper will be submitted to the university supervisor following the week of observation.

School hours and duties

Teacher candidates are expected to follow the arrival and dismissal times established by the school district for its regular teaching staff and to follow the cooperating teacher's schedule (including any assigned lunch, bus, or playground supervision). In some districts, vacations and professional days may be scheduled on different dates from the UM-Flint calendar. Within the academic semester, teacher candidates must follow the school district calendar to which they are assigned, not the UM-Flint calendar.

Attendance at all faculty meetings, parent-teacher conferences, in-service days, open houses, etc. is expected. Some evening meetings may be required depending on district calendar.

Teacher candidates may not attend any union meetings.

Course Scheduling

Teacher candidates must register for a total of 12 credit hours for their student teaching. Registration requirements are below:

Elementary Teacher Candidates

EDE 469-01	Student Teaching in the Elementary School	10 credits
EDE 499-01	Elementary Student Teaching Seminar	2 credits
		Total: 12 credits

Secondary Teacher Candidates

EDS 469-01	Student Teaching in the Secondary School	10 credits
EDS 499-01	Secondary Student Teaching Seminar	2 credits
		Total: 12 credits

Visual Arts and Music Teacher Candidates

EDE 469-02	Student Teaching in the Elementary School	5 credits
EDS 469-02	Student Teaching in the Secondary School	5 credits
EDS 499-01	Secondary Student Teaching Seminar	2 credits
		Total: 12 credits

Student Teaching Seminar

A student teaching seminar accompanies the student teaching experience and attendance at the seminar meetings is mandatory. There are two types of seminars: large group seminars are conducted by the Director of Educational Field Experiences, small group seminars are conducted by the assigned university supervisor.

Each teacher candidate will be assigned a university supervisor. Each university supervisor is assigned a group of 6-12 teacher candidates. The university supervisor, in conjunction with the teacher candidate, will determine the day, time and location of the small group seminars.

Seminars will be held in the evening and on an occasional Saturday. Students will be notified in advance of Saturday seminars.

Major, Minor Student Teaching

Students are required to student teach in their major area, but are not required to complete a student teaching experience in their minor. Ideally, placements are secured for teaching in both the major and minor areas.

Grading Requirements

Student teaching and the student teaching seminar are pass/fail courses. Teacher candidates must pass **both** student teaching and the student teaching seminar in order to be certified. Candidates are expected to fulfill all the requirements and assignments of student teaching and the seminar. If in the judgment of the cooperating teacher and university supervisor a grade of C or better is earned, the grade is reported as “Pass” and the credits for the course are received. If the grade earned is less than a C, the grade is reported as “Fail” and no credits for the course will be received. If a grade of “Fail” is received in either student teaching or the student teaching seminar the teacher candidate will meet with the Director of Educational Field Experiences to determine the teacher candidate’s options.

Cell Phones

Cell phones are prohibited during the school day. Cell phones must be turned off and stored in the teacher candidate’s car, purse, locker or desk. The cell phones are not to be kept on a belt clip or in a pocket. Please give the school phone number to family members, day care, etc. for emergency purposes. If there is an emergency, the school secretary will contact you with the necessary information. The school’s phone number is not to be used for social purposes.

Text messaging is prohibited during the school day. Teacher candidates may use their cell phone only during their lunch break or after school hours.

Social Networking Sites

Social network sites such as Facebook, My Space, Twitter, and/or You Tube are becoming increasingly popular as a means to communicate with friends and family. When posting on these sites you are making a public statement. Please review these sites and consider the following:

- Would this be appropriate for my students to view?
- Would this be appropriate for my cooperating teacher to view?
- Would this be appropriate for the school administration to view?
- Is what my friends/family post appropriate for viewing by students/parents/teacher/administration?
- Would this be appropriate for a potential employer to view?

Consider making your sites private as you enter the professional world. These sites are not to be accessed during the student teaching workday.

Absence Policy

In case of personal illness or a death in the immediate family, the teacher candidate must contact the cooperating teacher and the university supervisor prior to 7:00 am the day of the absence. Teacher candidates are allowed **two (2) excused** absences while student teaching for personal illness, family illness, doctor appointments and snow days. With prior approval by the cooperating teacher, building principal, and University supervisor, the teacher candidate may also be excused to attend professional or college meetings and professional job interviews. Candidates are allowed **three (3) excused** absences for death in the immediate family while student teaching. If a teacher candidate has more than **two (2) excused** absences or **three (3) excused** absences for death of an immediate family member, the candidate will be required to make up the missed day(s). If the candidate has any **unexcused** absences the candidate will be required to make up the missed day(s). Special consideration will be given for extenuating circumstances. Teacher candidates are responsible for supplying the cooperating teacher with any lesson plans and materials for lessons they were scheduled to teach the day(s) of their absence. Excessive absences for any reason will result in a failing grade in student teaching.

Health Care Insurance

It is the teacher candidate's responsibility to pay for all personal health care services received during the student teaching time, which are not covered by any personal health insurance.

Liability Insurance

The University does not provide liability coverage for teacher candidates. Teacher candidates are strongly encouraged to purchase liability insurance through the Student Michigan Education Association (SMEA). See any member of the Education Student Organization (ESO) for further information on how to obtain this insurance. The cost is minimal and well worth the investment.

School District Strikes

If the school district to which a teacher candidate is assigned is subject to a strike or work stoppage, the teacher candidate will not report for duty or be in or near the assigned building.

Substitute Teaching

The Michigan Department of Education stated in 1999 that teacher preparation institutions might have the option of permitting a teacher candidate to be employed as a substitute teacher. The faculty of the School of Education and Human Services at UM-Flint has developed a policy of allowing teacher candidates to substitute for their cooperating teachers. The teacher candidates may substitute for their

cooperating teachers after ten weeks of successful student teaching. The teacher candidates are limited to **ten** days of substitution and may only substitute for their cooperating teacher. Prior to the teacher candidate substituting, the candidate must complete the necessary UM-Flint paperwork and any paperwork required by the school district. The university paperwork will be located on the student teaching Blackboard organization.

Spring Break Schedules

Spring breaks in many school districts are scheduled at different times from the UM-Flint spring break. If this occurs, teacher candidates have a professional commitment to complete their student teaching assignments. If UM-F is on break and the school district is not, teacher candidates must continue their student teaching. Missing student teaching because of UM-Flint spring break is not acceptable.

Concerns or Issues

Occasionally an issue will arise during the semester that may involve a student, cooperating teacher or university supervisor. Should an issue arise the following protocol should be followed:

1. Schedule a meeting with the cooperating teacher and university supervisor
2. Outline issue/concern
3. Discuss resolutions to the issue/concern
4. If the issue/concern continues or cannot be resolved, please contact the Director of Educational Field Experiences to schedule an appointment to discuss issue/concern

Removal or Reassignment

Once the semester begins, if the placement is deemed unsatisfactory or inappropriate for any reason, the teacher candidate may be reassigned or removed. This takes place only after consultation with the building administrator, the cooperating teacher, the University supervisor, and the Director of Educational Field Experiences. The candidate may appeal any decision by following the grievance procedure outlined in the university catalog.

Withdrawal from student teaching

If a teacher or building principal requests that a teacher candidate be removed from a student teaching assignment, that candidate does not have the right to remain in that particular assignment. The Director of Educational Field Experiences, the

University supervisor, teacher and school principal will make a careful assessment of the situation in order to determine future eligibility for student teaching.

A teacher candidate may choose to withdraw from a student teaching assignment after the assignment has begun by following the usual and customary policies of dropping a course at UM-Flint. However, the teacher candidate must first discuss his/her situation with the University supervisor and the Director of Educational Field Experiences. Depending on the assessment of the situation, the teacher candidate may apply for reassignment in a subsequent semester. The Director of Educational Field Experiences **must be notified immediately of any intent to withdraw.**

Teacher Candidate's Beginning Responsibilities

As soon as you know your student teaching assignment, it is required that the teacher candidates make an appointment with their cooperating teacher. This meeting is important because it establishes early on a working relationship and hopefully positive rapport with the person with whom you will be working very closely for the entire semester. It also gives you a chance to discuss teaching objectives and philosophies. This meeting is mandatory.

Teacher candidates are required to complete the Cooperating Teacher Meeting form and submit it to the Education Department right after the meeting. The form is located on the Blackboard organization.

It is critical that you make a good impression right from the beginning. This is the time to begin building relationships with the teacher as well as other building personnel including the school principal. It will probably be a casual meeting, but you should take the time to note the physical layout of the classroom, find out the number of students in the placement, and discuss teaching objectives and philosophies. You should begin to gather the necessary teaching materials the cooperating teacher wants you to have. The exact start date for your student teaching assignment is also determined.

At either the first meeting with the cooperating teacher or at another meeting soon after, you should:

- Tour the building to become familiar with parking areas, cafeteria, restrooms, the media center, and the school library.
- Obtain a copy of the school handbook if one is available.
- Become acquainted with resources, academic supplies and other materials, which aid in instruction, i.e., chalkboards/whiteboards, overhead projectors, concrete materials, lab equipment, and other classroom apparatus applicable to the subject matter.
- Determine record keeping procedures for attendance and recording grades.

- Inquire about the topics/subjects to be taught.
- In conjunction with the cooperating teacher and university supervisor, determine the lesson plan format to be used, textbooks, and the development of original units.
- Discuss how the cooperating teacher will provide daily feedback. Teacher candidates might consider keeping a daily log in which he/she and the cooperating teacher write questions or comments. A time is established for having at least brief conferences to reflect on what has been done. The plans for subsequent lessons must also be discussed and coordinated.
- Become acquainted with the climate of the classroom, the rapport between teacher and students, the messages conveyed via bulletin boards or displays, and overall classroom appearance.
- Determine the rules of the classroom that the cooperating teacher wants followed.
- Discuss general philosophies or characteristics within the district that may affect you.
- Plan how the cooperating teacher will introduce you to the class.

At this first meeting, you need to be dressed in a professional manner. First impressions tend to be long-lasting. It is suggested that you take along a folder, briefcase, or book bag for carrying any materials, manuals or texts given by the cooperating teacher.

Teacher Candidate's Ongoing Responsibilities

As you move beyond the first two weeks of student teaching, you are required to plan, present, and evaluate your daily lessons. Careful planning and thorough, organized preparation are critical at this point. Schedule a daily time when you can evaluate the events of the day and plan with your cooperating teacher. You also begin work on both short term and long term planning formats suitable for each subject and for the unique organization of the classroom. Lesson plans are submitted to the cooperating teacher in advance so that he/she may make suggestions or additions.

You are given the opportunity to observe the cooperating teacher teaching every subject that you will be expected to teach. You begin teaching one subject or period and increase to one-half day of teaching during the first three to five weeks. Refer to the suggested calendar for student teaching later in this handbook as a guide for gradually taking on the full responsibilities of teaching. Please note that the pace of induction and the actual schedule for teaching must be gauged according to you, the situation in your classroom, and, most importantly, your cooperating teacher's assessment of your preparedness. Throughout this period, you continue daily discussion and planning sessions with your cooperating teacher.

As you assume larger responsibilities for instructing, testing, and evaluating students you move into using an appropriate weekly or unit planning format. These also are

submitted in advance to your cooperating teacher. Your university supervisor begins to observe you. After each observation you meet with your supervisor to describe and reflect on your work. It is also important that you regularly confer with your cooperating teacher about your progress. You cannot communicate with the teacher too many times. This is your learning experience and no issues should be left unresolved if you are to succeed.

By mid-term, you have assumed most of your teaching responsibilities. Most lesson planning will be on a weekly basis. You meet with both your cooperating teacher and the university supervisor to discuss your mid-term evaluation. (See APPENDIX A for the evaluation form.) It is important that you critically reflect on your teaching experiences to this point and plan objectives for correcting any weaknesses. You should also plan on how to perfect your teaching techniques, classroom management skills, lesson planning, and any other components to your teaching. As you gain even more competence with your classes, your cooperating teacher may want you to observe other competent teachers in their classrooms.

During the final week of student teaching, you begin to gradually phase out of the classroom teaching responsibilities. There is paperwork to complete and any borrowed materials to be returned. This is the time to write thank you letters to the cooperating teacher and any other appropriate school administrative personnel. You also have your final evaluation meeting with your cooperating teacher and university supervisor.

Responsibilities of the Cooperating Teachers

Student teaching is a totally unique experience because it is “off campus” and in a different type of learning environment. It involves several instructors thus making it highly dependent upon the cooperation of many different personnel. The teacher candidate, the cooperating teacher, and the university supervisor are those most directly involved in the student teaching experience. Others, such as the building administrators or university faculty, also have contributions to make, but usually they are not as directly involved in the day-to-day scene. The responsibility for maximizing the student teaching experience is shared by many people. Each person must accept responsibility, recognize dependence on others, and be willing to share. Only then can the partnership truly be effective.

Guidelines for introducing the teacher candidate to:

A. The Cooperating Teacher

- Organize an introductory conference to share professional philosophy and goals.
- Explain classroom procedures and the role that the teacher candidate is to take in implementing them.
- Explain to the teacher candidate that student teaching is viewed as a full-time commitment.

- Discuss appropriate attire for the classroom.
- Review all school policies, especially those related to discipline procedures, students' health issues, and school safety.
- Review teacher hours
- Set the tone for a professional and collegial relationship.

B. The Class

- Introduce the teacher candidate as a co-professional.
- Provide a seating chart and/or distribute nametags to the students so that the teacher candidate may quickly learn everyone's name.
- Use classroom time for the teacher candidate and the class to share things about themselves.
- Set aside time for each student to work individually and in small groups with the teacher candidate.

C. The Staff

- Create an atmosphere in which the teacher candidate has a genuine feeling of belonging.
- Introduce the teacher candidate to all school personnel.
- Provide a list of all school support staff for their use during the semester.

D. The Building

- Define the extent of the teacher candidate's authority and responsibilities in the school building.
- Give the teacher candidate a tour of the building.
- Point out the location of supplies and equipment.
- Let the teacher candidate know of any special parking arrangements, up-coming building activities, or rules or procedures that may be unique to the school.
- Emphasize the location and availability of supplies and equipment.
- Provide an early opportunity for the teacher candidate to go to the library and other special facilities.
- Establish a procedure for reporting absences and tardiness with the teacher candidate.

E. Equipment

- Demonstrate the use of the most frequently used equipment keeping in mind that some equipment may require more than one instruction.
- Create an awareness of the value of using a variety of techniques in the classroom.

- Provide for early and adequate use of the available equipment.

Guidelines for encouraging the teacher candidate to contribute new ideas to use in the classroom

- A. Communicate the amount of freedom the teacher candidate has in making decisions.
- B. Allow the teacher candidate to use new methods and techniques when possible.
- C. Discuss methods and procedures that can supplement existing classroom teaching strategies.

The cooperating teacher assumes responsibility for:

- Becoming acquainted with the background of the teacher candidate and using the information to help him/her grow as a professional.
- Preparing classroom students for the teacher candidate's arrival.
- Creating an atmosphere in which the teacher candidate has a feeling of belonging.
- Providing a desk or work table, textbooks, pertinent teacher guides, lesson plans and grade books, seating charts, school map or tour
- Acquainting the teacher candidate with the physical layout of the school, school policies and procedures.
- Orienting the teacher candidate to the faculty, staff, school, and community.
- Acquainting the teacher candidate with the needs of the pupils, the curriculum, and various plans for instruction used in the school and classroom.
- Providing the teacher candidate with a schedule for staff meetings and other school events. Teacher candidates are required to attend staff meetings and school events.
- Demonstrating a variety of teaching techniques and modeling appropriate teaching strategies.
- Defining the extent of the teacher candidate's authority and responsibilities.
- Providing frequent encouragement, constructive criticism, and recognition of success.
- **Scheduling a weekly formal conference to discuss teacher candidate's strengths and weaknesses and make specific suggestions for improvement.**
- Evaluating the teacher candidate is an ongoing activity. Frequent conferences as well as specific written comments on lessons and classroom behavior help the teacher candidate to improve and learn self-evaluation skills. The university supervisor provides written lesson evaluations and periodic conferences, but because the cooperating teacher sees the teacher candidate on a daily basis, he or she is better able to assess the teacher candidate's progress.

- Critiquing weekly lesson plans and offering suggestions, then monitoring the implementation of those plans.
- Completing both the University mid-term and final evaluation forms as furnished by the University supervisor. See APPENDIX A for evaluation forms.
- Helping the teacher candidate develop as a professional by aiding in the transition from college student to teacher.
- Fostering an atmosphere in which reflection and self-evaluation are valued.
- Providing time for and maintaining communication with the university supervisor.
- Contributing constructive criticism that will assist in the improvement of the teacher candidate program at The University of Michigan-Flint.
- Notifying the university supervisor immediately of any problems or potential problems so that they are quickly resolved. If not resolved with the University supervisor, the problem is then taken to the Director of Educational Field Experiences. The Director makes all final decisions on removal, reassignment, and/or certification.
- Writing a letter of recommendation for the teacher candidate.

Responsibilities of the University Supervisor

The university supervisor is the catalyst for helping the teacher candidate formulate a broader perspective on teaching through reflection on the current experience. The teacher candidate will meet his/her assigned university supervisor at the student teaching orientation just prior to the student teaching semester. Specific responsibilities of the supervisors include:

1. Serve as a liaison between the teacher candidates, cooperating teachers, building administrators, and the University.
2. Help teacher candidates, cooperating teachers, and building administrators develop an understanding of the U of M-Flint student teaching program and its expectations.
3. Provide all pertinent materials from the university i.e., student teaching handbook and evaluation forms, to the teacher candidates, cooperating teachers, and building administrators.
4. Aid the teacher candidate in building respect for the policies of the school, the school district, and the opinions and ideas of the cooperating teacher.
5. Become acquainted with the personal and professional background of each teacher candidate.

6. Conduct no less than five observations with the teacher candidate and hold post-observation conferences with the teacher and cooperating teacher as soon as possible after each observation.
7. Assist in the improvement of the teacher candidate's instructional skills through observation and conferencing and by providing clear prescriptive and evaluative documentation.
8. Provide the teacher candidate and the Education office here with written copies of each observation using the Student Teaching Lesson Observation forms. (See APPENDIX A)
9. Confer with the cooperating teacher concerning the progress of the teacher candidate.
10. Evaluate the performance of the teacher candidate at mid-term and the end of the semester and hold a formal discussion of these evaluations with both the teacher candidate and the cooperating teacher. (See APPENDIX A)
11. Create and maintain careful documentation to support any doubt that the teacher candidate may not be making satisfactory progress or should not be recommended for certification. Accountability is crucial in these instances.
12. Report immediately to the Director of Educational Field Experiences any changes in the status of the teacher candidate. If withdrawal from student teaching is necessary, it should be evident by mid-semester.
13. Conduct the small student teaching seminars as outlined on the syllabus.
14. Provide for seminar activities that stimulate and maintain the professional growth of the teacher candidate. These may include but are not limited to: a review of lesson and unit planning, a discussion of classroom management techniques including the use of the Harry Wong video, a review of effective instructional strategies, and discussion of pertinent legal issues. Incorporating outside speakers is also acceptable.
15. Upon request by the teacher candidate, write a letter of recommendation.

Suggested Calendar* for Secondary Student Teaching

Week

The teacher candidate

- | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-2 | Observes cooperating teacher; learns school routine; learns names; takes attendance each period; begins teaching responsibilities, i.e., tutoring, helping with homework, administering quizzes. In the |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

winter semester, the first weeks coincide with the end of the semester review and exam period.

- 3-6** Takes over the class schedule, one period or subject at a time. Is responsible for lesson plans, correcting work, writing tests, and recording grades. It is a great benefit to the teacher candidate to have a full marking period responsibility including grading for at least one preparation. In the fall semester, the teacher candidate should start with one class as soon as possible. In the winter semester, the teacher candidate should start with one or more preparations as soon as the second semester begins.
- 7-13** Has full teaching responsibility for approximately six to eight weeks. In any situation, the classroom teacher must feel confident of the teacher candidate's ability to manage the class. This supersedes any suggested time schedule.
- 14** Phases out the teaching responsibility as units are completed.
- 15** Observes other classrooms during the final week of the student teaching experience. Teacher candidates should spend a half day each day of the 15th week observing in a classroom. Teacher candidates may visit classrooms in their assigned building, district or other school districts. The observations should include a variety of grades and types of classrooms i.e., lower elementary, upper elementary, middle school, high school, special education, general education inclusion classroom. A reflective paper will be submitted to the university supervisor discussing the classrooms that were visited.

*This calendar serves only as a guideline. It is the discretion of the cooperating teacher that dictates the exact teaching schedule to be followed.

Week

The Teacher candidate

- 1 & 2** Learns names and takes attendance; creates bulletin boards; observes classroom. Begins teaching responsibilities by tutoring and working with small groups.
- 3 & 4** Takes over one content area, then a second content area or teaches for half the day. Is responsible for planning lessons and correcting papers for these subjects.
- 5 & 6** Gradually adds one subject at a time; assumes more responsibility. In any situation, the classroom teacher must have confidence in the

teacher candidate's ability to manage the class. This supersedes any suggested timetable.

- 7-13** Has full teaching responsibility, approximately 6 to 8 weeks duration. Makes lesson plans, corrects papers, confers with parents when appropriate, and assists in assessment.
- 14** Phases out of full-time teaching as units are completed.
- 15** Observes other classrooms during the final week of the student teaching experience. Teacher candidates should spend a half day each day of the 15th week observing in a classroom. Teacher candidates may visit classrooms in their assigned building, district or other school districts. The observations should include a variety of grades and types of classrooms i.e., lower elementary, upper elementary, middle school, high school, special education, general education inclusion classroom. A reflective paper will be submitted to the university supervisor discussing the classrooms that were visited.

*This calendar serves only as a guideline. It is the discretion of the cooperating teacher that dictates the exact teaching schedule to be followed.

Suggested Guidelines for the Cooperating Teacher

The Early Weeks of Student Teaching

The first two weeks of student teaching are very important. This is the time when the teacher candidate and cooperating teacher develop a rapport that hopefully provides a cooperative, long term, working relationship. The cooperating teacher becomes the immediate role model for the teacher candidate and is responsible for establishing the groundwork for the weeks ahead.

The cooperating teacher is in charge of making the teacher candidate's arrival in the classroom an easy one by:

1. Introducing the teacher candidate to faculty, staff, and the students, keeping in mind that the teacher candidate should be perceived as a professional.
2. Providing the teacher candidate with necessary information about school hours, roles of staff members, and school, as well as classroom rules.
3. Explaining the expectations regarding established routines, classroom management procedures, appropriate dress, involvement in school-related activities, and schedules.
4. Explaining procedures regarding contacts with parents.

During this early phase of teaching, the cooperating teacher is the primary teacher. The teacher candidate is to be actively engaged in classroom activities. This can be accomplished in a number of ways.

1. Observing. The value of observing the classroom teacher as he/she interacts with the class cannot be overstated. This gives the teacher candidate an opportunity to develop a sense of the cooperating teacher's teaching styles and classroom management techniques. As is the case with any observation, follow-up discussions between the teacher and teacher candidate are invaluable for reflection.
2. Bit Teaching. The teacher candidate can begin to take on small responsibilities with the classroom which may include, but are not limited to:
 - Reading or telling a story.
 - Conducting an experiment or demonstration
 - Tutoring individuals or working with small groups.
 - Monitoring student work or study periods.
 - Designing special activities.
 - Assisting with classroom routines, i.e., taking attendance, organizing materials, completing administrative tasks.
 - Administering a test.
 - Creating a bulletin board or display.

The Middle Weeks of Student Teaching

In preparing for an increasing load of responsibilities for the teacher candidate, the cooperating teacher should:

1. Provide the teacher candidate with descriptions of subject matter to be taught and those aspects of the program for which he/she will be responsible.
2. Explain to the teacher candidate what has occurred thus far in the educational program.
3. Provide direction in identifying goals that must be reached, and materials that are to be used in various units. Provide suggestions for preparing learning activities and materials.
4. Assist the teacher candidate in understanding students as individuals, and provide any records that are appropriate for that purpose.

The middle phase of student teaching extends from approximately the third week to the end of the sixth week of the semester. During this time the teacher candidate moves from a limited amount of responsibility to assuming the full teaching load with its related duties. Although the cooperating teacher provides considerable guidance and direction in the early phase, the teacher candidate's responsibilities increase to longer periods of time providing that progress has been shown in the development of teaching and classroom management skills. The cooperating teacher

assists the teacher candidate in refining the planning of instruction and in using effective teaching strategies.

Assuming full responsibility for the class is a gradual process. The rate at which this occurs is based on a mutual agreement among the cooperating teacher, the teacher candidate, and the university supervisor. In some cases, team teaching is beneficial, giving the teacher candidate an opportunity to do clinical observation and reflection on what was observed.

The teacher candidate should be encouraged to try new ideas and gain experience in the implementation of a variety of methods, materials, and strategies. As confidence is gradually acquired, the teacher candidate usually needs direction in integrating these in order to improve overall teaching effectiveness.

The Last Weeks of Student Teaching

During the later weeks of student teaching, the teacher candidate assumes full-time responsibility for all planning, teaching, and evaluation activities. This period begins around the seventh week of the semester. The precise time varies from situation to situation.

In this phase, the cooperating teacher leaves the classroom to the leadership of the teacher candidate for longer periods of time. The teacher candidate exercises more authority, demonstrates a greater degree of independence, and shows competence.

The teacher candidate continues to be observed by the cooperating teacher and to have meetings for appropriate feedback, reflection, and guidance. The focus of these meetings is related to more sophisticated elements in teaching, such as questioning techniques, methods of evaluating student progress, use of various instructional strategies, classroom management skills, and the ability to meet the diverse needs of the students.

The fourteenth week of the student teaching experience is used for transitioning the cooperating teacher back to assuming full responsibility for the classroom. This is accomplished by a clean break as teaching units end or by team teaching. The teacher candidate should use this time for completion of all paperwork, record keeping, part-time teaching, and self-evaluation.

The fifteenth week is used for observing other classrooms in the building, district and other local school districts.

Extending Student Teaching Time

Under certain circumstances, the teacher candidate may be required to continue the assignment beyond the minimum fourteen weeks. This decision is made after a conference between the cooperating teacher and the university supervisor. The extension may be necessary because the teacher candidate has not yet achieved the

level of competence expected by the school and the University. It may also be to make-up days missed for excessive absences, holidays, or snow days.

Evaluations

During the student teaching experience, you will be involved in a variety of evaluation experiences as described below. All evaluation experiences offer opportunities for shared communication with the cooperating teacher and the university supervisor about your progress. A sample of each evaluation form used may be found in Appendix A.

Daily Evaluation	<p>Ongoing, honest self-evaluation is very important to you as an emerging teacher.</p> <p>To help you with this, you should take time each day to reflect upon the day's classroom activities. Be sure to listen carefully to the feedback that you receive from both the cooperating teacher and the University supervisor so that you may incorporate this information into your self-evaluation. Asking yourself the following questions may help you focus on those aspects of your teaching performance that need review, refinement, or improvement.</p> <ul style="list-style-type: none">• Did the students achieve the objectives that you outlined in your plan?• Did you achieve the personal teaching goals that you designed?• Did the students respond to the materials and activities as you had expected? If not, why not?• Was the lesson appropriate to the age and level of the students?• Was a positive classroom atmosphere maintained? Would you have wanted to be a student in the classroom? <p>While most of the daily evaluation is a private, individual activity, on at least five occasions, the University supervisor observes each teacher candidate and provides written comments.</p>
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Mid-Semester Evaluation	<p>You will meet with your university supervisor and cooperating teacher</p> <p>This evaluation should help you to identify areas in which you need improvement. It should also serve as a means to review your progress up to that point in the semester. In preparation for that evaluation, you may use the evaluation form included in this handbook for the purpose of assessing your progress.</p> <p>It is appropriate that your university supervisor share with you a mid-semester grade that reflects your student teaching performance thus far. You should leave the evaluation session with specific ideas about the aspects of your student teaching performance. These will then become your focus until the end of the semester.</p>
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Final	The final evaluation will occur during the last week of student teaching
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Evaluation

when you and your cooperating teacher and university supervisor meet to discuss your overall student teaching performance. The information you receive at this evaluation should be a summary of your progress, serving as a synthesis of the feedback you have been receiving the entire semester. At the evaluation, your letters of recommendation will be shared with you.

The Cooperating Teacher as Evaluator

The cooperating teacher will meet with you regularly to provide ongoing evaluation of your performance in the classroom. The cooperating teacher:

- Gathers data in various forms during observations. This could include videotaping, audio taping, anecdotal recording, incident recording, etc.
 - Provides and shares feedback gathered from observations of your performance when working with the students.
 - Helps you to develop strategies for improvement or increased effectiveness and creative approaches to learning.
 - Completes a written mid-term evaluation to be discussed with the teacher candidate and the university supervisor at an evaluation conference.
 - Completes a written final evaluation
 - May or may not choose to write a letter of recommendation
 - Attends a final evaluation conference with you and your university supervisor.
-

The University Supervisor as Evaluator

You meet with your university supervisor for individual evaluation conferences following each observation. These evaluations will provide you with the opportunity to interact with your supervisor and to reflect on your experiences. The university supervisor will use the Student Teaching Lesson Observation form (Appendix A) for each observation. You should remember that, although the cooperating teacher sees you and interacts with you daily, the university supervisor is not able to visit as frequently. Therefore, it is important that you take advantage of your conference time to talk about all that you are doing in your experience. Your university supervisor:

- Observes your teaching regularly and submits a written narrative evaluation of at least five observations to the Director of Educational Field Experiences.
- Uses various forms of observation in order to show you different aspects of your teaching performance, i.e., videotape, audiotape, anecdotal recording, etc.
- Helps you to develop strategies for improvement or enhancement of your teaching skills.

- Completes a written mid-term evaluation to be discussed at the conference with you and your cooperating teacher.
- Completes a written final evaluation and may or may not choose to write a letter of recommendation for your file.
- Submits copies of all Student Teaching Lesson Observation forms, both mid-term and final evaluations, and may or may not choose letter of recommendation to the Director of Educational Field Experiences.
- Assigns your final grade for your work in the student teaching experience in collaboration with your cooperating teacher.

Certification

The State of Michigan and all other states require that teachers hold a teaching certificate or license. Teacher candidates completing a bachelor's degree or post baccalaureate initial certification program will be recommended to the Michigan Department of Education (MDE) for a provisional teaching certificate.

The application for certification will be completed during the student teaching seminar.

Requirements for Provisional Certificate

- Completion of an approved elementary or secondary teacher certification program, including student teaching
- Certificate is issued based on the recommendation of a state approved teacher preparation institution
- Completion of Adult/Child CPR and First Aid by an approved provider (approved providers are posted on Blackboard)
- Taken and passed the MTTC Basic Skills exam (admission requirement) and appropriate subject area exams

90 Day Letters

Once all the teacher candidate's documents have been received and verified, the credentials analyst will make the official recommendation to the Michigan Department of Education (MDE). The verification process takes approximately four to six weeks to complete after the semester ends.

Once the teacher candidate has been recommended to the MDE, the credentials analyst will issue a "90 day letter" to the teacher candidate. The "90 day letter" may be used for the stated time period in lieu of a teaching certificate. The teacher candidate may use the "90 day letter" for employment purposes. The school districts accept the "90 day letter" for the period stated. On or before the 90 day expiration date, the teacher candidate must supply the employing school district with their teaching certificate.

The “90 day letter” will not be issued to a teacher candidate prior to the completion of the verification process.

The Michigan Department of Education allows only one “90 day letter” to be issued per teacher candidate. Once the letter has expired, it will be invalid and a new letter will not be issued.

Once the credentials analyst has submitted the recommendation to the MDE a bill will be sent to the teacher candidate. Once the teacher candidate pays the bill, the MDE will issue the certificate to the teacher candidate. The fee for the provisional certificate is currently \$160.00.

Student Teaching Seminar

All teacher candidates are required to take the student teaching seminar course. The student teaching seminar is designed to support the teacher candidate and allow the candidate an opportunity to reflect on their experience, discuss concerns/issues and explore topics that will further their teaching skills.

Two formats are used for the student teaching seminar. Teacher candidates will attend small group seminars designed by their university supervisor. These seminars will be held at a mutually agreed upon time and day. Large group seminars will be designed by the Director of Educational Experiences and will cover a broad range of topics. The large group seminars will be held in the evenings or on an occasional Saturday. Teacher candidates will be notified well in advance of Saturday seminars.

A course syllabus and schedule will be provided at the start of the student teaching semester and will include the seminar schedule.

Student Teaching Assignments

As part of the student teaching experience, teacher candidates will be required to complete several assignments related to their student teaching experience. These assignments directly relate to the student teaching experience and will be submitted via Blackboard or to your university supervisor. The assignments are outlined below.

➤ Lesson Plan Notebook

Teacher candidates will compile a notebook of their daily lesson plans. Each lesson plan created is required to be included in the notebook. This notebook will be a valuable interview tool and will provide you with lessons when you begin your teaching career.

➤ Board Meeting or Parent-Teacher Organization

Attendance at a school board meeting or parent-teacher organization (athletic organizations excluded) will be required of all teacher candidates during their student teaching experience. A reflective paper will be submitted reflecting on the meeting.

➤ Parent Phone Calls

During the student teaching semester the teacher candidate will be required to make positive calls to ten different parents/grandparent/foster parent in their classroom.

➤ Technology

The teacher candidate will plan and teach a minimum of one (1) lesson using technology available in the classroom or school. The technology lesson will be one of the five observed lessons by your university supervisor.

*Other assignments may be required by the university supervisor

Legal Issues and Student Teaching

Teacher candidates need to know their legal rights, responsibilities, and liabilities when in a classroom. Since local and state laws differ and change frequently, you should find out what the legal status is in the school system where you are teaching regarding each of the following issues.

Negligence

Acts of negligence (tort liability) probably give teachers and teacher candidates more problems than any other law-related situations. School personnel are responsible for the protection of students while they are in school. When an accident or injury occurs, the teacher candidate may be held liable if extreme carelessness can be proved. In determining negligence, a court of law considers whether or not the person in charge exercised reasonable care and acted sensibly. There must also be sufficient evidence that the teacher candidate had not warned the classroom students of hazards, either real or potential. Documentation of any warnings given to students is essential and should be kept in a permanent file by the teacher candidate.

Accidents are most apt to occur when unusual events are taking place. For example, if animals are brought to school, the teacher candidate is responsible for seeing that they are kept in control so that no one is injured. All materials used in lab experiments must be carefully monitored and explicit directions given to the students during the experiments. When a class goes on a field trip, the signed parental permission forms must show the date, time, place, and type of transportation. It should include a disclaimer freeing the teacher and the school from liability in the case of an accident. However, the teacher could still be held liable if found negligent.

Tort liability does not suggest that the teacher candidate should avoid any activities that may result in an injury or a lawsuit. However, the teacher candidate should extend the same degree of care for pupils that a reasonable and prudent person would show in similar circumstances.

Self-defense includes protecting oneself against a student who threatens bodily harm, preventing one student from physically harming another, and stopping a student from destroying school property. If a student is injured as a result of any of these actions, the courts will generally support the teacher if he/she used “reasonable force.” However, if the teacher candidate acts out of anger and loses control of his/her temper, this would be seen as unreasonable force and would mean losing a court case. Teacher candidates should avoid any kind of physical confrontation with a student.

Corporal Punishment

The cooperating teacher should advise the teacher candidate of **all discipline policies** in the school and district. This is especially important regarding **corporal punishment**. Although many state statutes forbid corporal punishment, the U.S. Supreme Court has established certain due process procedures for those who do allow administering corporal punishment. Corporal punishment includes spanking, striking a student, or any action that could be seen as causing physical or emotional damage to a student. A teacher candidate should never be involved in administering corporal punishment. This clearly must be left to the discretion of the cooperating teacher and the principal. Teacher candidates should consult with their cooperating teachers with regards to how to handle the student who does not respond to any other form of discipline.

In Michigan, SB 338, passed in 1992, redefines corporal punishment as “the deliberate infliction of pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.” The bill allows school employees to use reasonable physical force for the following: protecting property; removing a disruptive pupil from the classroom, school premises, school vehicles, or sponsored events, regardless of whether or not the event is on school property; preventing a pupil from inflicting harm on him/herself; quelling a disturbance; maintaining order and control in the school or related school setting or preventing an act that threatens the physical injury of any person.

Search and Seizure

The Fourth Amendment gives individuals freedom from **unreasonable searches and seizures**. However, the U.S. Supreme Court has generally ruled in favor of allowing school officials to conduct them when looking for illegal goods, such as drugs and weapons. If the teacher candidate suspects a student of possessing something illegal, he/she should discuss the matter with the cooperating teacher. Teacher candidates should never conduct a search nor search a student’s body or clothing for suspected harmful items.

In February 2000, both the Michigan House of Representatives and the Senate passed House Bill 5233 that states a public school principal or his designee may search a pupil’s locker and the locker’s contents at any time in accordance with the

school district's policy. In the course of a search, the privacy rights of the pupil shall be respected regarding any items that are not illegal or against school policy.

Later in the spring, the Michigan Department of Education issued a policy about locker searches that schools can adopt and implement. The suggested policy states that students do not have an expectation of privacy in school lockers because school lockers are school property. The policy allows general locker inspections if conducted on a regular basis with sufficient advance notice, otherwise the suggested policy would require reasonable suspicion of illegal activity or school safety concerns. This policy does not provide for random searches or spot checks that might turn up previously unknown criminal activity, and could deter students from using their lockers to hide evidence of criminal activity.

Administering Medications

Currently, a school administrator, teacher, or other school employee designated by the school administrator, who in good faith administers **medication** to a pupil in the presence of another adult or in an emergency that threatens the pupil's life or health, pursuant to written permission of the pupil's parents or guardian and in compliance with a physician's written instructions, is not liable in a criminal action or for civil damages as a result of the administration of the medication. Nor are such school officials liable as a result of "an act or omission" in the administration of medication.

However, a teacher candidate should never give any **medications** to students, not even aspirin or cough drops because they could be harmful to some students. The best guideline to follow in administering first aid is to act only in case of an emergency, such as choking or profuse bleeding. Most schools have guidelines for what to do in these situations.

The Governor of Michigan recently signed measures into law that would allow students to possess and use inhalers for asthma at school and exempt school personnel from liability for letting them do so. The conditions that must be met are: 1. the pupil must have written approval from his or her physician or health care provider to possess and use the inhaler, and 2. the pupil, if a minor, must have written permission from his or her parent or guardian.

Copyright Laws

Teacher candidates need to know what they may copy and how many copies may be made without violating the **U.S. Copyright Act**. There are guidelines for determining if material can be photocopied under the "fair use" policy. This means that photocopying materials does not impair the value of the owner's copyright by diminishing the demand for that work.

Teachers are not permitted to copy consumable materials, such as workbook pages, standardized tests, and ditto sheets, unless permission is granted by the publishers. Teachers for their own research or class preparation are permitted to make a single copy of a chapter from a book; an article from a periodical or newspaper; a short

story, poem, or essay; a chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper. They may make multiple copies for classroom use (not to exceed one copy per student) of a poem less than 250 words; an excerpt from a longer poem if fewer than 250 words; a complete article, story, or essay if fewer than 2500 words; an excerpt from a prose work if fewer than 1000 words; one chart, graph, diagram, drawing, cartoon, or picture book or periodical. Teacher candidates should consult media specialists and others in their school about questions relating to “fair use”—whether for print, videotape, or computer materials.

Freedom of Religion

The U.S. Supreme Court has stood on firm ground with regard to **prohibiting worship** in public school classrooms. Students may not be required to salute the flag if this conflicts with their religious beliefs. Bible reading is prohibited in a public school when the intent is to promote worship. Prayer is an act of worship and may not be a regular part of opening exercises. Worship services are not constitutional even if voluntary rather than compulsory. Prayer and other acts of worship at school-related events, i.e., football games, commencement ceremonies, etc. are increasingly under scrutiny by the courts and may be disallowed when found to be initiated or controlled by school officials.

Academic Freedom

A great deal of controversy has arisen over recent interpretations of the **First Amendment**. There have been many court cases dealing with censorship of materials and subjects for instruction, as well as with school prayer and Bible reading. The issues of morality, politics, racism, and religion form the basis of most attacks by censors. Teacher candidates need to be sensitive to the issue of academic freedom when contemplating presenting or discussing controversial material. Local politics, social mores, and any topics which are relevant to living in contemporary society but which may offend some citizens in the local community need to be carefully considered for classroom use.

One final caution: If a serious problem arises, the teacher candidate must **document** in detail the situation as soon as possible. This calls for recording the time, date, place, names of those involved, and a brief account of the event. Documentation should be objective and accurate, avoiding personal opinions and judgments.

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APPENDIX A

Evaluation Forms

The forms listed here are those used for evaluating student teaching. The Student Teaching Lesson Observation form is used by the University supervisor for each formal observation done throughout the semester.

The mid-term and final evaluation forms are used by both the cooperating teacher and the University supervisor.

1. Student Teaching Lesson Observation Form
2. Student Teaching Evaluation

APPENDIX B

Entry Level Standards

Entry-Level Standards for Michigan Teachers

1. **An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
 - 1.a. The abilities and skills necessary for effective communication (listening, speaking, writing, and reading)
 - 1.b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the arts
 - 1.c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze and synthesize ideas, information, and data
 - 1.d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values
 - 1.e. An understanding of global and international perspectives
 - 1.f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment
 - 1.g. An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values
 - 1.h. An understanding of the impact of technology and its use for gathering and communicating ideas and information
 - 1.i. An understanding of the Constitutions and histories of the United States and Michigan
 - 1.j. An understanding of the market system for allocating resources
 - 1.k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values
 - 1.l. An understanding of the similarities within our culture and their importance to the fabric of American society

- 2. A commitment to student learning and achievement, including the understanding and ability to:**
- 2.a. Apply knowledge of human growth, development, and learning theory
 - 2.b. Expand cognitive, affective, physical, and social capacities of students for the development of the “whole person”
 - 2.c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement
 - 2.d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning
 - 2.e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity
 - 2.f. Plan instruction to accommodate various backgrounds of students
 - 2.g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction
 - 2.h. Create inclusionary environments for students with exceptional needs and abilities
 - 2.i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, and electronic media
- 3. Knowledge of subject matter and pedagogy, including the understanding and ability to:**
- 3.a.. Create learning environments that promote critical and higher order thinking
 - 3.b. Help student’s access and use information, technology, and other resources to become independent learners and problem solvers
 - 3.c. Use high expectations for optimal achievement to foster excellence in all students
 - 3.d. Practice teaching as both an art and a science
 - 3.e. Integrate and transfer knowledge across subject areas and encourage the same among students
 - 3.f. Engage students in practical activates that demonstrate the relevance, purpose, and function of subject matter

- 3.g. Access and use updated information and procedures
- 4. The ability to manage and monitor student learning, including the understanding and ability to:**
 - 4.a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, aptitudes, interests, levels of maturity and achievement of students
 - 4.b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities and how to assess one's effectiveness in utilizing them
 - 4.c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success
 - 4.d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success
 - 4.e. Differentiate between assessment and evaluation procedures and use appropriate procedures
 - 4.f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health and communicable diseases
- 5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:**
 - 5.a. Identify and use current research in both the subject field and in other areas of practice in the profession
 - 5.b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives
 - 5.c. Maximize the use of instructional time by engaging students in meaningful learning experiences
 - 5.d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools
 - 5.e. Accept teaching as a lifelong learning process and continue efforts to develop and improve

- 5.f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development
- 5.g. Discuss and debate the evolution of education and the teacher's role in a changing society
- 5.h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues

6. Commitment and willingness to participate in learning communities, including the understanding and ability to:

- 6.a. Use community and home resources to enhance school programs
- 6.b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies
- 6.c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national and international communities
- 6.d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels
- 6.e. Interact with parents to maximize the learning of students at school, home, and in the local community

7. An ability to use information technology to enhance learning as well as enhance learning as well as enhance personal and professional productivity.

- 7.a. Design, develop and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations
- 7.b. Identify and apply resources for staying current in applications of information technology in education
- 7.c. Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications, and distance learning to support teaching/learning
- 7.d. Demonstrate knowledge about instructional management resources that assist in such activities as writing and updating curriculum; creating lesson plans and test; and promoting, reinforcing, and organizing data regarding student performance

- 7.e. Use information technologies to support student problem solving, data collection, information management, communications, presentations, and decision making include work processing, database management, spreadsheets, and graphic utilities
- 7.f. Demonstrate appreciation of equitable, ethical, legal, social, physical, and psychological issues concerning use of information technology
- 7.g. Use information technology to enhance continuing professional development as an educator

The University of Michigan-Flint

STUDENT TEACHING LESSON OBSERVATION

Teacher candidate _____ Date _____

Cooperating Teacher _____ University supervisor _____

Major _____ Subject _____ Grade _____

Observation #1 2 3 4 5

Activity/Lesson Observed: _____

Comments:

Teacher candidate's Signature _____ Date _____

This signature indicates that the student has been this summary. It does not imply that
The teacher candidate approves of the substance of the contents.

