

Student Teaching Handbook



Preparing Caring Professional Educators for a Diverse and Democratic Society
Rev 08/2016

Acknowledgement

Over the years, many exceptionally talented and experienced educators have contributed to the preparation of educators at Eastern Michigan University. We all share in a legacy that extends back to the early days of the one room school house, the many rich and multi-layered school-university partnerships, and the wisdom of those who have committed their lives to an extended teaching and learning community of practice. We remain grateful to those who have inspired, lead, and mentored each of us to aspire and eventually to become the teachers all children deserve in every community.

It is the aim of the College of Education to prepare caring educators who are knowledgeable of and able to enact successful teaching practices. This student teaching handbook is designed to support and guide student teachers, in collaboration with university supervisors, faculty, cooperating teachers, and school leaders, in first practicing and then acquiring competencies that lead to engaging students in meaningful and significant learning experiences each and every day in the classroom.

The university, its College of Education and Department of Teacher Education reserve the right to change policies, practices, programs, services and personnel as required at any time. In addition, the contents of this handbook are subject to revision at any time.

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Director of Student Teaching
College of Education

This handbook is available to download from: <http://www.emich.edu/coe/forms>

Introduction



A dream catcher on the Great Plains of North Dakota

The student teaching phase of the teacher preparation program is designed to be a culminating learning experience that allows the teacher candidate to integrate, synthesize, apply, and reflect upon the comprehensive program(s) in which he/she is seeking certification. Student teaching provides the candidate an opportunity to test methods and theories of teaching, to develop effective strategies for teaching and learning, to identify teaching strengths and weaknesses, and to develop a teaching voice and style. The student teacher's capacity to actively engage in professional decision-making is directly tied to his/her ability to reflect on his/her professional courses, to apply educational principles, strategies, and techniques, and to create and maintain a learning environment that supports all students' learning and engagement within the framework of the field internship.

Student teaching is usually acknowledged as the most outstanding and meaningful experience of the entire teacher preparation program. The experiences should aid in the development of educators who are **Caring Professional Educators for a Diverse and Democratic Society**. (CPED²s)

- **Caring Educators** are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing highly developmentally appropriate expectations for all students.

- **Professional Educators** are knowledgeable regarding content and pedagogy, including developing technologies. They are reflective in their practice, taking into account a wide variety of factors in planning, implementing, and modifying their teaching. They demonstrate professional dispositions, a commitment to their own growth, and effective communication skills.
- Educators for a **Diverse and Democratic** society understand and are culturally competent when diversity in schools and communities. They plan for engaged student learning that reflects a deep and purposeful understanding to working effectively with multi-diverse students, parents and community members. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving within communities.

Professional growth and learning are captured and assessed throughout the student teaching experience through a formative and summative evaluation process and used as a means for the student teacher candidate, the university supervisor, and cooperating teacher to engage in professional dialogue about the candidate's development. This dialogic evaluation process is intended to lay a foundation for regular and routinized self-reflection about one's teaching practice. Candidates who successfully learn how to demonstrate their professional knowledge, skills, and dispositions as caring professional educators for a diverse and democratic society as articulated in the Eastern Michigan University's Teacher Preparation Outcomes and Benchmarks will have successfully completed their student teaching internship. See pages 9-10 for detail of Eastern Michigan University's Teacher Preparation Outcomes and Benchmarks (**CPED²s**)

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The Student Teacher



Welcome

Welcome to student teaching! Your culminating experiences as a student teacher are critically important in your preparation as a beginning teacher. This phase in your development reflects a time of full immersion into your enacting your commitments in becoming a caring, professional educator for a diverse and democratic society.

This section of the handbook is designed to give you basic information about and the program's expectations for you as a student teacher at Eastern Michigan University. In addition to the information here, your university supervisor will provide you with more specific details regarding expectations and requirements related to your particular student teaching placement.

In this section you will find information about:

- Qualifications, expectations, and responsibilities related to student teaching
- Supervisor feedback, observations, and evaluation procedures and policies
- Planning for students' learning and engagement
- Lesson planning and suggested planning templates
- Creating and managing your social media presence
- The culminating student teacher performance assessment (edTPA)

Qualifications, Expectations, And Responsibilities Related to Student Teaching

Qualifications of Student Teachers

The students enrolled in the EMU teacher preparation program are committed to becoming effective teachers of all students and have chosen EMU because its program offerings, mission, and faculty through a self-selection process. Learning experiences throughout the general education courses, major and minor programs of study, and professional education course sequence which include informal and formal practicum field experiences have been intentionally designed to support student teachers' developing theoretical understandings, practical knowledge and skills, and professional dispositions as teacher candidates. Students enrolled in the student teaching program have:

- Attained a minimum grade point average at Eastern Michigan University of 2.50 as well as a minimum grade point average of 2.50 in major and/or minor classes (elementary), and demonstrated competency in each of the following areas: mathematics, reading and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). See the College of Education web site for more information.

Qualifications of Cooperating Teachers

Student teaching experiences are arranged through cooperative affiliation agreements between Eastern Michigan University and surrounding school districts and agencies. The University has specific criteria by which it selects cooperating teachers. These criteria are:

- A minimum of 3 years of teaching experience
- A Master's degree
- A recommendation from the building principal or department head as an educator with experience and/or a strong commitment to mentoring beginning educators
- Demonstrated success in teaching children and adolescents
- Certification in the area of supervision

Although the process for selection of cooperating teachers may vary from one school to another and some exceptions to the criteria may be made on a temporary basis, the overriding consideration is the cooperating teacher's desire to help teacher education candidates develop as teachers.

EMU Teacher Preparation Outcomes and Benchmarks (CPED²s)

- I. *Caring educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students.***
 - A. Set realistic high expectations for learning and persist in helping all students to reach them.
 - B. Develop (K-12) student cooperation, interpersonal skills and self-esteem in a safe environment.
 - C. Know the importance of interacting positively with (K-12) students and their families.

- II. *Professional educators are knowledgeable regarding content, pedagogy and educational technologies.***
 - A. Understand the central concepts, tools of inquiry and structures of the disciplines he/she teaches (content).
 - B. Have knowledge of district, state and national curriculum standards or documents.
 - C. Establish learning goals that are appropriate for (K-12) students and emphasize critical thinking, creativity and problem solving.
 - D. Understand the theoretical and applied aspects of the teaching-learning process (pedagogy).
 - E. Create meaningful learning experiences that are appropriate for (K-12) students and guide students to successful achievement of critical thinking, creativity and problem solving goals both within and across disciplines.
 - F. Design activities using a variety of instructional strategies.
 - G. Use traditional and alternative assessment strategies continuously to ensure (K-12) student learning and refine teaching practices.
 - H. Use instructional technology to enhance learning and personal/professional productivity.

- III. *Professional educators are reflective in their practice.***
 - A. Consider a wide variety of factors when making instructional decisions (e.g. context, students, content, methods, research, learning theory, policies, community, prior experiences, etc.).
 - B. Use systematic means to examine the relationship between teaching actions and student success.

- IV. *Professional educators demonstrate professional dispositions and communication skills.***
 - A. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well-being.
 - B. Communicate clearly and effectively in interpersonal situations.
 - C. Communicate clearly and effectively in writing.

- D. Understand the ethical dimensions of teaching in a culturally diverse democratic society.
- E. Demonstrate professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.

V. Educators for a *diverse and democratic* society celebrate *diversity* in schools and communities. They prepare students for active participation in a *democracy* through nurturing critical thinking, creative thinking and problem solving within communities.

- A. Adapt instruction and assessments to meet the needs of diverse learners (e.g. backgrounds, experiences, learning styles, developmental levels, etc.).
- B. Create opportunities to encourage K-12 students to value and respect diversity.
- C. Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.
- D. Clarify, monitor and assist K-12 students in achieving standards of student conduct in a democratic environment.

Professional Dispositions

Eastern Michigan University teacher preparation programs are designed to support candidates' professional and personal growth in social and emotional learning over time, as it is widely understood that teaching is more than knowing the content or being able to plan effective lessons. In addition to pedagogical content knowledge and skills, teachers must possess the developmental capacity to establish and maintain trusting relationships with students, colleagues, and families in order support their own and others' learning. With the support of the university supervisor, colleagues, and the cooperating teacher, student teachers engage in ongoing critical self-reflection to examine and explore the ways in which their beliefs, values, and habits-of-mind impact their emergent practice as beginning teachers. One's professional readiness in this area entails more than loving children or being a friendly person. During student teaching, EMU teacher candidates further develop their skills, knowledge, and practice in learning how to work collaboratively with the students, educators, and families in their school context, peers within the EMU program, and their university supervisor in order to successfully meet the expectations and outcomes of the program. Prior to student teaching, it is the responsibility of each student teacher to become knowledgeable of each professional disposition as described below in this handbook and seek further clarifying information as needed from the university supervisor or Director of Student Teaching.

The final teacher preparation outcome states that a successful student "demonstrates professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to

teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus." These dispositions include such characteristics as the following:

1. Adherence to professional ethics: demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc. (See Michigan Professional Educator's Code in Appendix)
2. Collaboration: works effectively with professional colleagues and other adults
3. Commitment to diversity: values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
4. Commitment to teaching: valuing the profession of teaching; belief one can make a difference; enthusiastic attitude regarding schools, teaching, students, and parents
5. Emotional maturity: deals with frustration appropriately, poised and professional in demeanor
6. Initiative: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems
7. Responsibility: attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments
8. Responsiveness to professional feedback: receptiveness and responsiveness to professional feedback
9. Self-reflection: reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties or deficiencies in one's teaching
10. Student focus: focuses professional decision-making around student needs rather than personal preference, respects students as valued human beings

As you review the evaluation form for student teaching, you will be able to identify questions that assess your professional dispositions. You also will be asked to evaluate your own professional dispositions and to discuss with your supervisor how those dispositions have developed through your program.

Calendar

Student teachers follow the school district's calendar rather than the Eastern Michigan University semester and vacation schedule.

- Students teaching during the Fall semester must report to their placements on the first day of teacher meetings and orientation after summer break as scheduled by their district or earlier if so directed by their cooperating teacher.
- Students teaching during the Winter semester must contact their cooperating teacher and building administrator before the close of the Fall semester, if a placement has been confirmed; Winter student teachers begin their placement on the first day of school following Winter break.

- Student teachers are encouraged to attend staff/faculty meetings, professional development and learning opportunities, parent/teacher conferences, school board meetings, PTSO meetings, and other school functions.
- The University assigns the last day of student teaching.

Note that the cooperating school reserves the right to terminate a student teacher's placement at any time with or without cause.

Responsibilities

Elementary student teachers are expected to assume responsibility for teaching all content areas with all ability levels as assigned to their cooperating teacher during the 14-15 week student teaching semester-long experiences. Secondary student teachers are expected to gradually take on responsibilities equivalent to a full teaching load, with a minimum of four 45-60 minute classes or three 80-90 minute blocked classes. It is highly recommended that all secondary student teachers complete the majority of their student teaching in the major content area in which they are seeking certification. With approval from the Director of Student Teaching, secondary candidates may sometimes be allowed to student teach with several cooperating teachers in order to provide experience in learning to teach in the candidate's major and minor content areas.

Other Obligations

Student teachers are discouraged from taking additional classes or maintaining a demanding work schedule during the student teaching semester. Further, because student teaching is a full immersion experience, candidates should expect to have professional responsibilities which may include instructional planning, assessing or evaluating students' work, collaborating with the cooperating teacher, or school events that extend beyond and outside of the time spent at the school. Personal needs and obligations, employment, other university classes or activities may not take precedence over student teaching responsibilities. Conflicts between student teaching obligations and class assignments must be resolved with the cooperating teacher and university supervisor. Student teachers are expected to communicate in advance any anticipated conflict with the university supervisor prior to the beginning of student teaching.

Absences

Consistent, regular attendance and timeliness is a professional norm and expectation throughout the duration of student teaching; any absence from student teaching should be avoided as it negatively impacts the quality of the learning experience for the candidate and the students for whom he/she is responsible. If a student teacher is ill, he or she will notify the cooperating teacher as early as possible via text or phone call; the student teacher is expected to make arrangements to provide lesson plans and materials to the cooperating teacher during any such absence. Student teachers will also notify their university supervisor immediately via text or phone call.

Absence for any reason or failure to notify the cooperating school and the university supervisor may result in an extension or termination of the student teaching placement. The university supervisor in collaboration with the cooperating teacher and the Director of Student Teaching will determine if any absences from student teaching will result in the extension of the expected student teaching time frame.

Professionalism

Student teachers are expected to be professional and respectful in all relationships with students, faculty, non-teaching staff, families, school administrators and university personnel. Student teachers are expected to dress in attire according to the professional standards established by the teachers with whom they work. Jeans are not appropriate for normal teaching situations. Student teachers hold guest status in both the school building and the district at large and are required to exhibit professional demeanor, a positive attitude, and a willingness to listen to and incorporate feedback throughout the student teaching experience. Most importantly, each student teacher candidate is representing Eastern Michigan University at all times and your professionalism is a critical aspect under evaluation throughout your semester of student teaching.

Michigan Student/Intern Teacher of the Year Competition

Student teachers are encouraged to apply for the *Michigan Student/Intern Teacher of the Year Competition* sponsored by the *Michigan Association of Teacher Educators*. Additional information and application materials are available in the Office of Academic Services or on the Michigan Association of Teacher Educators (MATE) website: <http://michiganate.com>

Substitute Teaching

Student teachers who apply in advance and are approved by the university supervisor in consultation with the cooperating teacher and building principal and have successfully completed 10 weeks of student teaching may be granted limited permission to substitute teach in the classroom in which he/she has been placed. Information for this program is provided in the Appendix. Application deadlines are September 20 for the Fall term student teachers and January 20 for the Winter term student teachers.

Student Teachers with Special Needs

Student teachers with special needs should contact the College of Education, Office of Academic Services, the EMU Disability Resource Center, the Ombuds at Eastern Michigan University, and their university supervisor(s). If a student teacher needs accommodation, the student must present the action plan as designed in collaboration with the EMU Disability Resource Center as part of the student teaching application process. In the event that an accommodation becomes necessary during student teaching because of an unexpected medical emergency or event, it is the student teacher's responsibility to notify both the university supervisor and the Director of Student Teaching as soon as possible.

Health Insurance

Student teachers are not covered by the university for medical, surgical or hospitalization insurance and are responsible for the purchase and maintenance of their own health insurance. Student health insurance is available to students meeting the eligibility requirements. Detailed information describing current health insurance options is available at University Health Services:

<http://www.emich.edu/uhs/index.php>.

Workers Compensation

School districts may be indemnified for workers' compensation claims made by student teachers. Any workers' compensation claim submitted to a school district by a student teacher must also be submitted in writing to the Office of Academic Services, 206 Porter, within three days of the accident.

Liability Insurance

School districts in Michigan require student teachers to have \$1 million of liability insurance. Liability insurance must be purchased and maintained by the student teacher either from his or her own insurance provider or using a MEA/NEA Student Membership Application Form. The MEA/NEA form is available in 206 Porter. Student teachers must provide verification of liability insurance in order to register for and begin their teaching assignment.

Financial Aid Information

All financial aid questions and inquiries should be directed to the EMU financial aid office so that you receive the most up-to-date information and advising. The Office of Academic Advising in the College of Education does not formally advise on matters related to financial aid.

Phone Numbers

- **Office of Financial Aid Phone:** 734.487.0455
- **Office of Financial Aid Toll-Free Line:** 888.888.3465
- **Office of Financial Aid Fax:** 734.487.4281

Email Addresses - Please allow 2 - 3 business days for replies.

- **Office of Financial Aid:** financial_aid@emich.edu
- **Office of Scholarships:** fa_scholarships@emich.edu
- **Office of Loans:** fa_loans@emich.edu

Mailing Address

- Eastern Michigan University
- Office of Financial Aid
- 403 Pierce Hall
- Ypsilanti, MI 48197

Financial Aid Advising at Service EMU

- Your one-stop service center! Staff can assist you with financial aid, student business services, and records and registration inquiries.

Locations:

- 268 Student Center
- 2nd Floor McKenny Hall

Hours:

- Monday-Thursday 8am-5pm
- Friday 9am-5pm

If you would like to be considered for financial aid at Eastern Michigan University, you will need to fill out a [Free Application for Federal Student Aid](#) (FAFSA). The Office of Financial Aid encourages all students to utilize the [IRS Data Retrieval Tool](#) when completing their application each year.

The FAFSA may be filed online at www.fafsa.gov. The [FSA ID](#) — a username and password — has replaced the Federal Student Aid PIN and must be used to log into certain U.S. Department of Education websites. Your FSA ID confirms your identity when you access your financial aid information and electronically sign Federal Student Aid documents. If you do not already have an FSA ID, you can create one when logging in to fafsa.gov, the National Student Loan Data System (NSLDS®) at www.nsls.ed.gov, StudentLoans.gov, StudentAid.gov, and Agreement to Serve (ATS) at www.teach-ats.ed.gov.

The Office of Financial Aid recommends that students submit their FAFSA online in January each year. Some types of aid are available regardless of when you apply, but certain types of aid are considered priority aid and awarded on a first-come, first-serve basis (e.g. Perkins loan, Work Study and SEOG) due to limited funding.

If you submitted your 2016-17 FAFSA before you filed your 2015 taxes, you should now transfer your tax return information to your FAFSA. This should be completed by the student and the parent of dependent students in order to ensure accuracy of financial aid awards and to save you processing time in the future. Download our [infographic](#) for instructions on updating your FAFSA.

Financial Aid is automatically awarded to all students based on assumed full time enrollment. Most programs require a proration of the full time award for less than full time enrollment. Enrollment levels are defined in the table below.

The following are financial aid programs and enrollment requirements for each:

- Federal Direct Stafford Loans require a minimum of half time enrollment. Available to all degree and certificate students.
- The Federal Pell Grant will prorate for less than full time enrollment. Some students may receive an award at less than half time enrollment. Contact the Office of Financial Aid for additional information. The Pell Grant is available to first Bachelor students only.
- Federal Supplemental Educational Opportunity Grant (FSEOG) will prorate for less than full time enrollment. The SEOG is available to first Bachelor students only.
- Teacher Education Assistance for College and Higher Education Grant (TEACH Grant) will prorate for less than full time enrollment. The TEACH Grant is available to first bachelor and graduate students in certain programs. The TEACH Grant is not available to students in a Post Bachelor Teacher Certification program.
- Most University Scholarships require full time enrollment. Enrollment requirements for scholarships may be waived for students in their last year of enrollment. Appeals should be submitted to the Scholarship Review Committee in person or by email at fa_scholarships@emich.edu. Scholarships awarded by academic departments have separate enrollment policies. Students should contact their department regarding exceptions.

	Fall/Winter	Spring/Summer
Undergraduate First Bachelors, Second Bachelor, Teacher Certification	<ul style="list-style-type: none"> ● Full = 12 hours ● $\frac{3}{4}$ = 9 – 11 hours ● $\frac{1}{2}$ = 6 – 8 hours ● $< \frac{1}{2}$ = 1 – 5 hours 	<ul style="list-style-type: none"> ● Full = 6 hours ● $\frac{1}{2}$ = 3 – 5 hours ● $< \frac{1}{2}$ = 1 – 2 hours
Graduate Masters, PhD	<ul style="list-style-type: none"> ● Full = 8 hours ● $\frac{3}{4}$ = 6 – 7 hours ● $\frac{1}{2}$ = 4 – 5 hours 	<ul style="list-style-type: none"> ● Full = 4 hours ● $\frac{1}{2}$ = 2 – 3 hours

Supervisor Observations, Feedback, and Evaluation Procedures and Policies



Observations

The university supervisor will make several observations and will provide written feedback using one of several approved observation forms. Although the observation notes do not become part of the student teacher's permanent record, they serve as a valuable source of reference to help the student teacher engage in critical self-reflection and professional learning and growth. It is highly recommended that student teachers seek immediate clarification from the university supervisor about any written or verbal observations that are unclear, so that any necessary or expected change or modification in instructional planning or practice is possible.

The student teacher's role in the evaluation process is not a formal one, but it is important since regular and sustained self-analysis enables the student teacher to monitor and improve his or her teaching. After teaching, the student teacher should reflect on the lesson, identifying:

- The goals and objectives of the lesson
- Evidence that shows if the goals and objectives were met
- The strengths of the lesson
- Concerns about the lesson
- Ways to resolve the concerns
- Evidence that shows if students were engaged, on-task, and actively involved in the learning process, and

- Next steps or lessons that will be taken given what students' understood or demonstrated during the lesson

Evaluations

The purpose of evaluation is to determine the student teacher's readiness to be recommended for teacher certification. The evaluation process includes information from the cooperating teacher and the university supervisor. Every supervisor, student teacher, and cooperating teacher will complete an online midterm evaluation form for each student teacher by the midterm date as determined for each semester by the Office of Academic Advising. Only the cooperating teacher will complete a final evaluation using the appropriate link as noted below.

The cooperating teacher will complete a formal written midterm evaluation of the student teacher's progress as well as a final evaluation at the end of student teaching. These forms are submitted to the university supervisor for approval. The student teacher's signature indicates that he or she has reviewed the evaluation with the cooperating teacher. This form can be found at:

<http://www.emich.edu/coe/forms>

To promote self-evaluation, the student teacher will also submit a mid-semester evaluation through the following link: <http://www.emich.edu/coe/forms>. The student teacher is encouraged but not required to complete a final evaluation through the link as noted.

The university supervisor will also complete a formal written midterm evaluation of the student teacher's progress as well as a final evaluation at the end of student teaching. The student teacher's signature on evaluation documents indicates that he or she has read the evaluation; it does not indicate that he or she approves or disapproves of its content. The university supervisor will submit the midterm evaluation through this link: <http://www.emich.edu/coe/forms> and will submit the final evaluation through his/her livetext account.

In addition to formal, written evaluations and the edTPA which includes two required video recordings will be part of the student teacher's permanent record and becomes property of Eastern Michigan University's College of Education's Office of Academic Advising.

Although the university supervisor will review and consider the cooperating teacher's observation notes and evaluation documents, **the final decision for evaluation and recommendation for certification rests with the university supervisor.**

Final evaluations become a permanent part of the student teacher's credential file in the Career Services Center. Copies are sent by the Career Services Center, at the student teacher's request, when he or she applies for a teaching position. Student teachers should make a copy of all evaluation

forms for their personal records. No copies are kept in the College of Education, Office of Academic Services.

Grades

Traditional letter grades are not awarded for student teaching. Instead, one of the following grades is earned:

- | | |
|--|-----------|
| · Credit, and recommendation for certification (Satisfactory) | SC |
| · Credit, but <i>not recommended</i> for certification (Passing) | PN |
| · No credit (Unsatisfactory) | U |
| · Incomplete | I |
| · Withdrawal from Student Teaching (if within time limit) | W |

Note that the cooperating teacher in collaboration with the school principal reserves the right to terminate a student teacher's placement at any time with or without cause.

In cases of extreme necessity, a student teacher can be moved from one appropriate placement to another appropriate placement by the university supervisor, with the approval of the Director of Student Teaching. This move can only take place during the first three weeks of the semester in which the student teaching takes place.

If a student teaching placement is terminated during the student teaching experience by the school district or university, the student teacher has failed student teaching and will receive a grade of "U".

If a student teacher receives more than one "unacceptable" ratings on the midterm, the recommendation for teacher certification is uncertain at that time. If a student teacher receives more than one "unacceptable" rating on the final evaluation, the student teacher will not be recommended for certification.

Eligibility for a Second Student Teaching Experience

A student will be eligible to student teach a second time under the following conditions:

- Recommendation of the university supervisor and approval by the Director of Student Teaching in the College of Education Office of Academic Services. Recommendation for a second student teaching experience is not automatic. Factors influencing the probability for success heavily influence the decision for a second placement. If a second student teaching placement is recommended and approved, the university supervisor will recommend the number of re-enrollment hours required for the student teacher. The College of Education Office of Academic Services must also approve this recommendation. Student teachers must register for and pay tuition and fees equivalent to the number of re-enrollment hours required. Completion of all recommended additional course work or alternative experiences as determined by the College of Education Office of Academic Services. Regardless of circumstances leading to withdrawal, No student teacher will be permitted to have three student teaching placements. Students who do not

successfully complete a second student teaching placement shall be dismissed from the Teacher Certification Program.

Seminar Attendance

Student teachers are required to attend all seminars and student teaching workshop(s) scheduled by their university supervisor and by the College of Education Office of Academic Services. Students who are unable to attend scheduled workshops and seminars will notify their university supervisor in advance; discuss a plan for learning what was missed because of the absence, and complete an assigned comparable, alternative learning experiences deemed appropriate by their university supervisor. Failure to attend required seminars and student teaching workshop may result in a low rating on the professionalism criteria on the midterm and/or final evaluations of the student teacher.

Portfolio

Student teachers are encouraged to create an electronic employment portfolio as part of preparing to seek and secure a teaching position. Some supervisors require them by the end of student teaching, but some do not. It is believed that such a portfolio is a valuable asset for job seeking and career advancement purposes, so even if your supervisor does not require it, it is suggested that you prepare one on your own after you have successfully completed your student teaching. You will find a variety of materials in the appendix of this handbook to help you get started. You will also find helpful sessions on preparing for your job search and interviewing at the EMU Career Services Center.

Novice Teacher Professional Standards

A list of the ***Standards and Related Proficiencies for Entry-Level Michigan Teachers*** (INTASC) is provided in the appendix of this handbook. It is recommended that you become familiar with these standards as you progress through your student teaching experience and begin to prepare for your job search. Ideally, you would be able to document, in an organized manner, how you meet several of these standards. Perhaps the easiest way to do this would be in your portfolio. Most states have their own, but similar standards.

Journaling

It is highly recommended that every student teacher establish and maintain a daily or weekly journal during the entire student teaching experience. The purpose of the journal is to encourage you to regularly and critically reflect on your learning experiences in response to prompts, queries, or scenarios as you learn to teach with your cooperating teacher and with the specific students with whom you are working. **The specific requirements, format, and expectations will be determined by your university supervisor.** Some may want you to write daily entries; others may want you to write 2-3 per week. Some may want them for a designated time period during seminars; others may want you to email them. The importance of self-reflection during this time of personal and professional growth cannot be overstated as it is through a formalized and structured metacognitive process that any learner can learn from his or her experiences.

Journaling in general provides the educator the catalyst for developing the habit of metacognitive thinking, or thinking about your thinking through a reflective thought process. When you actively attend to your own thought processes, you begin to recognize patterns in your thinking as it relates to your behaviors and emotions and this allows you to note how your assumptions, expectations, values, beliefs, and emotions influence how you relate to and lead others in the learning process.

There are many different ways to journal. **Your supervisor will guide you in the format he or she expects of you during this time.** One preferred journaling format is dual reflection. The dual reflection format involves dividing a page or formatting a word document vertically in half to capture descriptive observations and fieldnotes on the left side of the page and to capture reflections, questions, and wonderings about those observations and fieldnotes on the right side of the page. When using this format, a synthesizing critical reflection is written (usually a short paragraph in length) after the dual reflection has been completed to extend the learning to prior knowledge, assumptions, and understandings.

The journaling process has proven to be a very effective tool for both personal and professional growth, and for this reason, it is highly recommended that you journal regularly throughout your experience whether or not your supervisor requires it.

Pacing of Student Teaching

The following timeline is intended only to provide a *general guide* for the student teacher's sequential involvement in the classroom and the cooperating teacher's support role. Student teachers and cooperating teachers work collaboratively together to create a schedule to fit the particular situation, and even then the dates should remain approximate, flexible and open to adjustment in accordance with classroom needs and student teacher readiness.

Weeks 1 through 2 - Introduction and Orientation to Classroom Practice

This stage should allow student teachers an opportunity to become familiar with school policies, building personnel, classroom objectives, classroom routines and procedures, and the needs of individual students.

The student teacher will be actively involved and interacting with students to some extent from the first day of their student teaching experience. During this stage, student teachers should be provided with opportunities to:

- Assist their cooperating teachers
- Establish working relationships with students
- Work with individuals and small groups
- Get to know staff and colleagues in the school
- Seek ways to become actively involved in the classroom routines
- Identify targeted professional learning goals for the duration of the placement

EdTPA: Students should complete Task 1: Context for Learning Information commentary during this time.

Weeks 3 through 7 - Gradual Immersion into Teaching

During this stage, student teachers will gradually take on increased amounts of responsibilities for classroom routines, as well as leading instruction and assessment of student learning. This stage is an ideal time to plan collaboratively, team-teach, and create a plan for reaching targeted professional learning goals. The cooperating teacher should continue to provide continuity within the classroom, model effective teaching strategies, management techniques, and offer support. The cooperating teacher should also encourage the student teacher to plan for and deliver longer sequences of instruction and to become increasingly independent.

EdTPA: Students should complete Task 1: Planning Commentary during this time.

Weeks 8 through 13 - Full Immersion: Independent Teaching

As student teachers develop their skills and confidence, cooperating teachers should relinquish increasing levels of responsibilities and allow the student teacher greater opportunities for sustained, continuous, “solo” instruction. The College of Education Office of Academic Services recommends a *minimum of ten teaching days* as an independent teacher. The length of this independent teaching stage will depend on such factors as:

- The nature of the classes,
- The student teaching assignment,
- The progress of the student teacher;
- The judgment of the cooperating teacher, the university supervisor, and
- The responsibility and maturity of the student teacher.

During this stage, student teachers should have primary responsibility for all instruction including planning, teaching and assessing of the student learning. Student teachers are required to prepare and teach an original unit of study during either the part-time or independent teaching stage.

EdTPA: Students will complete Task 2: Instruction Commentary during this time.

Weeks 14 through 15 - Gradual Handback, Phase-Out and Observation

The purpose of this stage is to provide a smooth transition of responsibilities from the student teacher back to the cooperating teacher. While the student teacher will continue to assist with various aspects of teaching, he or she should be provided with opportunities to observe in other classrooms and at various grade levels.

All teaching and instructional materials, lesson plans, gradebooks, and assessment guides should be returned to the cooperating teacher during this time period and returned no later than by the end date of student teaching.

edTPA: Students will complete Task 3: Assessment Commentary during this time

Graphic View of Immersion

The following timeline is intended only to provide a **general guide** for the student teacher's sequential involvement in the classroom and the cooperating teacher's support role. Student teachers and cooperating teachers should work together to create a schedule to fit the particular situation, and even then, the dates should remain approximate, flexible and open to adjustment in accordance with classroom needs and student teacher readiness

ST = student teacher			CT = cooperating teacher		
Weeks 1-2	Weeks 3-4	Weeks 5-7	Weeks 8-11	Weeks 12-13	Weeks 14-15
ST	ST	ST	ST	ST	ST
<p>Become familiar with the environment through observing: students, routines and procedures, etc.</p> <p>Take initial responsibility by assisting CT wherever possible and follow CT lead when asked.</p> <p>Work with small groups of students</p> <p>EdTPA: Task #1 Context for Learning</p>	<p>Assume partial responsibility for a portion of the curriculum; could take over one subject area (or section in secondary).</p> <p>Teaching based on modeling of CT; co-planning lessons with CT</p> <p>EdTPA: Task 1 Context for Learning</p>	<p>Continue teaching until s/he has assumed about ½ the load</p> <p>Can base teaching on CT's model if needed</p> <p>Week 7 = complete mid-semester self-evaluation</p> <p>EdTPA; Task #2 Planning</p>	<p>Continue teaching until s/he has assumed about 2/3 of teaching and planning</p> <p>Gradually assume responsibility for independent planning with CT approval</p> <p>EdTPA: Task #2 Instruction</p>	<p>Teach full-time Responsible for all planning independently</p> <p>EdTPA: Task #2 Instruction and moving into Task #3 Assessment</p>	<p>Phase out week: ST gradually gives back teaching responsibilities to CT</p> <p>ST visits other classrooms and grade levels</p> <p>EdTPA: Task #3 Assessment completed</p>

CT:	CT:	CT:	CT:	CT	CT
Orient ST to school and classroom, outline your expectations for the semester, assign initial teaching activities for ST, help ST determine unit topic, outcomes, objectives	Take time to share lesson planning strategies with ST Model teaching for ST Co-plan with ST Give ST feedback on teaching/lesson planning	Assess ST readiness to assume more and more teaching, aiming for ½ of load Model teaching for ST Co-plan with ST Give ST feedback on teaching/lesson planning Complete evaluation (week 7)	Relinquish more and more duties and allow the ST greater opportunities for sustained solo teaching Give ST feedback on teaching/lesson planning	May leave the room for extended periods of time Give ST feedback on teaching/lesson planning	Complete final evaluation and share with ST in a final conference. Introduce ST to professional organizations and publications – local and national – to help further ST professional development

Planning for Students' Learning and Engagement

Planning for instruction is one of the most important practices that educators do to insure that every moment with students is optimized to actively engage students in learning that supports their growth and development. While experienced educators may not write down every detail of every lesson, you as a student of teaching are expected to do so. This student teaching internship is intended to provide you the mentoring, coaching, and support while you are practicing and learning how to become the most effective educator you can be in service to the students who are in your classroom. It is critically important that you are able to both capture your detailed thinking and planning for all instruction for which you are responsible and be able to communicate your thinking and plans with both your cooperating teacher and supervisor at any time. Through your practice of writing and communicating your plans for instruction with an emphasis on what, how, and when students are learning that you hone your knowledge, skills, and professional dispositions as a reflective practitioner.

Every student teacher is expected to prepare daily lesson plans that are to be made available for review and comment by the cooperating teacher and the university supervisor. The complete set of plans should be word-processed, organized in chronological order, and kept in a folder or ring binder. Student teachers may also create a google doc that is shared with the university supervisor and cooperating teacher.

Even in classrooms in which curriculum materials are made available by the cooperating teacher or in which a purchased curriculum is being used, it is your responsibility to be able to flesh out how that lesson will be enacted with the actual students in your classrooms. You are responsible for how the lesson will be differentiated for individual learning needs, readiness, and interests and how your own learning about ways to help students understand the concepts, skills, and assessment/assignments guides your teaching and learning in your classroom. You as the teacher are the navigator and mediator of all content, skills, and products of learning and this responsibility demands that you assume an active stance as a learner in the lesson planning process.

Learning Segments: Lesson Planning and Suggested Planning Templates

At the heart of every good lesson plan are clear objectives/learning targets and outcomes for student learning. Clear, observable, and measurable objectives and outcomes allow you to purposefully plan for what you are teaching, how students will be engaging in the learning process, and how you will know if students have learned what they need to learn. In many ways, well-crafted objectives and outcomes serve as both the roadmap which identify where you are starting and where you are trying to go during the lesson. The process of learning to teach is described as that through which students of teaching learn to decide what curriculum content is important for students to learn and how it can be enacted in classroom settings through well-chosen, appropriate learning activities and events.

Recently, educators at all levels have been emphasizing the importance of students assuming an active role in shaping and contributing to the final outcomes for the lesson. Effective teachers empower students to become co-constructors of the content, flow, products, and evaluation processes in the classroom. When you as the teacher have a clear direction for the learning that includes plans for active student engagement with student voice and choice, you approach your job as the leader of others' learning with an eye towards their assuming full responsibility for learning and for themselves as developing individuals. As with any teaching and learning moment, educators still need to conscientiously plan for how students will assume greater responsibilities for themselves and for the classroom learning community in order to create and maintain a space that is purposeful, safe, and inviting for students and for you.

Through the years, different approaches to planning have emerged given how educators now think about and plan for learning. The traditional and perhaps still dominant view of planning is the rational-linear model in which reflects this pattern (Arends, 2015):

Goals/Objectives ⇒ Actions ⇒ Outcomes

Or as the leading scholar on differentiation, Tomlinson (2014) would articulate as:

Content ⇒ Process ⇒ Products

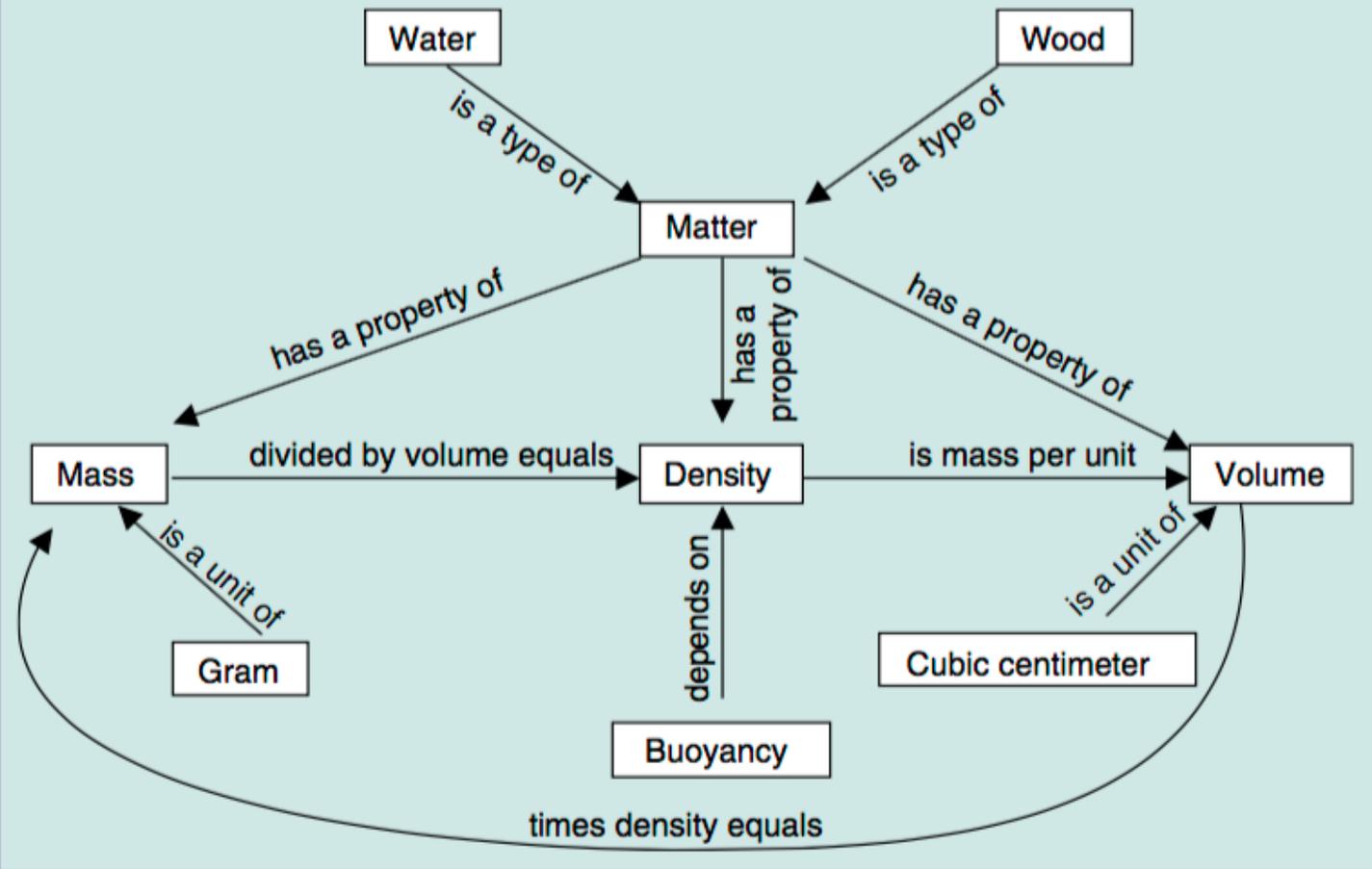
More recently, educators have been challenging the traditional view of planning as not reflective of how planning for learning really happens in the classroom on a daily basis. Wiggins & McTighe (2011) have been very influential with their backward design model known as, *Understanding by Design* (see http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf). Their model differs from the traditional approach to planning by beginning with the desired outcomes of the lesson. This model is best illustrated as:

Outcomes ⇒ Goals/Objectives ⇒ Actions/Learning

A third approach to planning (although this is certainly not an exhaustive list), is mental model planning in which the educator uses a variety of concept maps, webs, and graphic representations to capture how he/she understands the intended outcomes for instruction, the learning prompts, assignments, and activities that will lead to students reaching those outcomes, and the products and artifacts of learning that result from the learning activities. One example of a mental map is as follows:

FIGURE 1**Concept map created by teachers for density and buoyancy unit**

As an example, for a unit on density and buoyancy, we considered *matter*, *density*, *mass*, *volume*, and *buoyancy* to be the most fundamental terms. To determine if students understood related measurement terms, we also included *gram* and *cubic centimeter*. To add real-life context and allow connections to *matter*, we included *water* and *wood*.



by Jim Vanides, Yue Yin, Miki Tomita, and Maria Araceli Ruiz-Primo (2005)

Please note that the above mental model does not provide information for how these interrelated concepts will be taught, how it will be differentiated, nor how the teacher will capture students' learning and understanding. So if you decide to use mental models as part of your planning process, you will also want to include information about how you plan to use the graphic in your instructional practice and how you will support students' meaning making process. One suggestion would be to use the model as part of your anticipatory set and allow students the opportunity to share

what they already understand about the concepts and their relationship to one another. After your learning segments, you could then revisit the mental model and ask students to modify, supplement, or enhance their explanations in order to capture the impact of your instruction on their learning.

As you design these learning segments, you will work closely with your cooperating teacher and university supervisor to create plans that best showcase the different types of instructional planning that are best suited to your learning objectives/learning targets.

There are many different lesson plan templates that are currently used in the P-12 school contexts. Make sure to conduct a thorough investigation into your content area's professional organization to see if you can acquire a student membership or access open source resources to support your development and pedagogical content knowledge. Included in this handbook are pdf links to just a sampling of different ones as noted currently in use within various programs at Eastern Michigan University.

An elementary lesson plan template:

<https://files.acrobat.com/a/preview/6a0f72d7-0fe8-4916-b5a1-13697a7e4175>

A secondary lesson plan template:

<https://files.acrobat.com/a/preview/50e9dcc6-485d-42c0-a916-8df61deea67e>

A mathematics lesson plan template: <https://files.acrobat.com/a/preview/24aa12b1-1737-4960-9c13-4865dd46cc11>

A 5-E science methods lesson plan template: <https://files.acrobat.com/a/preview/ff474c44-735d-4490-8aab-01df8ee37425>

A world languages lesson plan template:

<https://files.acrobat.com/a/preview/ca2fec3d-6956-42f2-8b5e-579939b6b7f7>

Lesson plan templates for differentiating:

http://www.diffcentral.com/Lesson_Plans.html

Learning Objectives

Learning or instructional objectives are used to describe a teacher's intentions for students' learning, growth, and change as a result of a learning segment. Learning objectives, which are also known as "learning targets," are now frequently closely tied to curriculum standards in a content area and/or standards in social and emotional learning. In general, objectives or learning targets are used to articulate:

- a. Behavior: specific behavior(s) or skill(s) as indicated by an action verb (e.g. add, state, identify, count, apply, list, design, categorize, analyze, evaluate, etc. Search Bloom's Taxonomy for levels of cognitive complexity. You will also want to explore skills connected to social and emotional learning as noted at the Collaborative for Academic, Social and Emotional Learning at: <http://www.casel.org/social-and-emotional-learning/outcomes/>
- b. Targeted students: A description of the students who are expected to demonstrate the behavior (e.g. grade level or group)
- c. Criterion: a description of the criteria used to indicate whether the behavior or skill has been demonstrated after the learning segment (e.g. answering 7 out of 10 questions correctly, or levels on a rubric that articulates how a piece of writing will be assessed, or a rubric that identifies how a speech or project will be assessed)
- d. Condition: the circumstances, equipment, or materials used when demonstrating the skill, knowledge, or learning experience (e.g. with or without class notes, given graph paper or a text, use of a computer or tablet, or a peer or small cooperating learning group)

Additional helpful information about lesson planning for learning segments and writing objectives can be found in the edTPA handbooks that correspond with the area of certification in which you are seeking.

The edTPA: The Student Teaching Performance Assessment

Beginning in the Fall of 2016, all elementary and secondary student teachers will complete and submit one teacher performance assessment known as the edTPA in addition to designing and submitting lesson plans for any and all teaching they complete during student teaching. The edTPA is intended to reflect a significant artifact of professional learning and competencies during student teaching. Specific content-specific handbooks created by educators and teacher educators in collaboration with the Stanford Center for Assessment, Learning and Equity (SCALE) will be made available to you via your emich livetext account and provide the guidelines, instructions, and rubrics for the three primary tasks of the performance assessment. The edTPA is a "summative, subject-specific portfolio-based assessment designed to assess a teacher candidate's readiness to teach" and is completed during your student teaching placement to support your professional learning and growth.

The edTPA involves your completing a portfolio that has three tasks that allow you to capture your best thinking about and enacting your planning, instruction, and assessment aimed at demonstrating

your impact on student learning in your classroom. You will submit two video recordings as part of the edTPA and as described in your subject-specific handbook.

You are expected to communicate with your cooperating teacher about the edTPA, its components, and the required video recordings as soon as you are able and prior to beginning to plan for your full immersion take over during student teaching. It's highly recommended that you use the official EMU permission to videotape forms that are provided in the appendix of this handbook. Make sure to check with your supervisor that this is the most up-to-date link.

Eastern Michigan University does not require any student teacher to submit his/her edTPA to Pearson for official scoring, pay any additional fees, and only requires its student teachers to submit edTPAs by uploading the finished portfolio to his/her livetext account by the deadline as determined by the university supervisor in consultation with the Director of Student Teaching.

Student teachers can be mentored and supported as they complete early edTPA materials as long as the support is in accordance with the Guidelines for Acceptable Candidate Support (<http://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>). Additional resources are available to all candidates at www.edTPA.com.

Description of the edTPA as Preparation for the Critical Dimensions of Teaching

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3- 5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidate's' evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.
2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific

pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.
4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.
5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e. teaching that is focused on student learning). Planning Task 1 documents your intended teaching. Task 2 documents your enacted teaching. Task 3 documents the impact of your teaching on student learning. Each of these three tasks are connected through the use of academic language that specific to your edTPA and your commentary for each of the sections.

Each of the edTPA subject-specific handbooks provides detailed guidelines for the three tasks and completing each of the five dimensions of teaching and the supporting 15 rubrics that guide the learning process. These three tasks are organized as:

Task #1: Context for Learning and Planning for Instruction and Assessment

1. Contextual Factors
2. Central Focus
3. Knowledge of Students to Inform Teaching
4. Supporting Students' Learning
5. Supporting students' development through language

6. Monitoring student learning

Task #2: Instructing and Engaging Students in Learning

1. Identifying the lesson(s) by lesson plan number
2. Promoting a Positive Learning Environment
3. Engaging Students in Learning
4. Deepening Student Learning during Instruction
5. Analyzing Teaching

Task #3: Assessing Student Learning

1. Analyzing Student Learning
2. Feedback to Guide Further Learning
3. Evidence of Language Understanding and Use
4. Using Assessment to Inform Instruction

Further, the *Making Good Choices* resource Support Guide for edTPA Candidates provides an overview of the edTPA, very helpful guidelines and suggestions that can further guide your progression through your handbook and completion of the edTPA. Here's the link:

<https://files.acrobat.com/a/preview/6848168b-984f-4ee9-af7b-4e7ba5b616ba>

Further Resources for Creating Curriculum Materials and Lesson Plans

Student teachers assume full responsibility for planning for instruction in collaboration with the cooperating teacher and after conducting a full discovery and analysis of the students' backgrounds, interests, and readiness in the classroom.

There are many ways to structure your lesson plans as mentioned previously in this handbook. Eastern Michigan University's teacher preparation program has a legacy of providing our student teacher candidates the breadth and depth for the fundamentals of planning for instruction. Traditionally, student teachers have been required to create examples of a direct lesson, an inductive lesson, and a cooperative lesson. These types of lesson plans reflect a way of organizing a teacher's instruction in terms of the role and ways of engaging students using particular types of learning strategies.

Teacher-Centered Approaches to Teaching & Learning

Direct instruction (a.k.a. “Explicit instruction,” “The Hunter Model,” or “teacher-centered instruction” and incorrectly but sometimes referred to as “lecturing”) is a way of organizing a lesson plan that purposefully organizes information around the teacher’s presentation of pre-determined content or skills. The typical direct lesson includes the following components:

The Hunter Model includes:

- Topic
- Duration
- Materials
- Standards/benchmarks
- Objectives
- Purpose
- Anticipatory Set
- Input
- Modeling
- Checking for understanding
- Guided practice
- Closure
- Independent practice/Assessment
- Adaptations/differentiation

A teacher-centered lesson and instructional strategies is an efficient and purposeful way to present specific content or skills and engage students in well-structured learning.

Student-Centered Approaches to Teaching & Learning

Inductive instructional strategies which include such approaches as the inductive approach, inquiry, problem-based learning, project-based learning, or the 5 E methods are characterized by a student-centered approach to teaching and learning. While each of these approaches is slightly different and unique, each provides ways to actively engage students in co-constructing in the meaning making process as connected to prior knowledge and experiences and identifying what needs to be learned in order to meet with learning objective or target.

Indirect teaching, rather than being teacher centered, is student centered. It is a way of getting students to draw inferences, test their thinking, and apply learning to new situations. Indirect teaching tends to involve students in higher-order thinking right away. Let’s look at some analogies (FYI a good indirect strategy) to help us compare indirect to direct teaching:

There are many ways to involve your students in learning indirectly; your strategies may be part of a direct or cooperative lesson, or an indirect lesson can stand on its own. Here are some techniques for teaching indirectly:

- *Pose a problem* students have to solve
- *Involve students in making a hypothesis*, collecting data, testing hypotheses, drawing conclusions and applying learning to new situations
- *Provide exemplars and non-exemplars of a concept* for comparison (concept of natural resources: exemplar = water, rocks etc, non-exemplars = plastic, glass etc) Students decide what the exemplars have in common to determine what they think a natural resource is.
- *Have students develop a concept of something by comparing its critical attributes* among a variety of examples (compare how the USA, Canada, and Mexico rule by majority, protect citizens' rights, and create laws. Through these comparisons, students indirectly arrive at an understanding of how a democracy works)
- *List, group, label* – students brainstorm a list, group the list into categories, and then name the category (students create a list of things to do with character in a book; list gets categorized into physical attributes, challenges, acts of kindness, etc, with specifics from list put within each category)

Cooperative lessons are opportunities for students to engage in teaching and learning in a social configuration in the classroom. They can be either structured as direct instruction or inductive learning experiences depending on the degree to which students are driving the content and skills that are targeted with the objectives and outcomes of the lesson. Some teacher-centered lessons can be organized using cooperative learning groups; but often, cooperative lessons involve a more inductive or inquiry-driven approach that allows students to determine what content and/or skills will be needed to engage in solving a problem, creating a project, or completing a group assignment.

There are many ways a teacher can use the cooperative learning process. He or she may do an entire lesson cooperatively or incorporate cooperative learning into a direct or an indirect learning experience.

Group work and cooperative learning, while sharing similarities, are not exactly the same. When preparing a lesson that is structured cooperatively, a teacher must address the following in his or her lesson plan:

- *A social objective* – what social skills do you want your students to learn or practice during this lesson? How will you teach, review or reinforce these skills?
- *Face to face interaction* – students must work together in the same space at the same time. How will you arrange the learning experience so this will occur?
- *Positive interdependence* – each student must be actively involved and have a specific role to fill so that the group cannot be successful without everyone's help.

- *Individual accountability* – Each student is responsible for meeting the lesson objectives. What will each student be accountable for that will indicate whether or not he has met the lesson objectives?
- *Group accountability* – Each group must be accountable for their performance. How will you assess the group work/product?

Social and Emotional Learning Standards

▲ In addition to the above components of the teacher-directed and student-centered instructional strategies, it is also highly recommended for every instructional plan and learning segment to incorporate standards for Social and Emotional Learning Practice as proposed by David P. Weikart *Center for Youth Program Quality*:

1. Emotion Management: Abilities to be aware of and constructively handle both positive and challenging emotions.
2. Empathy: Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.
3. Teamwork: Abilities to collaborate and coordinate action with others.
4. Responsibility: Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.
5. Initiative: Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.
6. Problem solving: Abilities to plan, strategize, and implement complex tasks.

Each of these standards can be incorporated in any type of learning segment, activity, or prompt and can further serve as a way to organize the management and social systems in your classroom as well as how you articulate classroom expectations for student learning and engagement. For further information, please see cypq.org.

The Cooperating Teacher



Dear Cooperating Teacher:

As this semester begins, the College of Education at Eastern Michigan University warmly welcomes you as a cooperating and mentor teacher. We appreciate your willingness to mentor and support our student teacher through the final steps in his/her development as a beginning teacher in your classroom. Without you, our student would miss the opportunity to learn what it means to be a teacher in an authentic environment with the close mentoring and coaching of an experienced professional educator.

This section of The Student Teaching Handbook is designed to offer you practical strategies for mentoring, observing, conferencing, and evaluating your student teacher during the course of the semester. We appreciate your willingness to partner with us to help our student teachers reach their academic and professional goals. Please contact me with any questions or concerns you may have. Again, on behalf of the College of Education at Eastern Michigan University, I sincerely thank you for sharing your expertise. I look forward to working with you this semester.

Sincerely,

Wendy Burke, Ph.D.
Director of Student Teaching

Introduction

Student teaching is a unique culminating and capstone professional experience because:

- It takes place in a school learning and teaching context with P-12 students.
- It involves several different types of mentors that include the cooperating teacher, university supervisor, and often other experienced educators within the school and university communities.
- It is highly dependent upon the collaboration of many different professional educators and staff in service to the student teacher candidate and his or her learning.

The student teacher, the cooperating teacher and the university supervisor are most directly involved in the student teaching experience. Other educators, such as the building administrator, the Director of Student Teaching, the Associate Dean of the College of Education, and other university faculty often provide support, mentoring, and contributions towards the success of the student teacher's success. Because the responsibility for maximizing the student teaching experience is shared by many, each person is an integral part of the student teacher's support team and is expected to work in partnership with all involved.

Because the cooperating teacher spends the most time in direct contact with the student teacher, he or she plays a critical role in the preparation of new colleagues and his or her contribution is vital to the success of Eastern Michigan University's teacher certification program. This section of the handbook identifies some of the cooperating teacher's roles and suggests practical strategies for sequencing the student teacher's activities, for observation and conferencing, and for evaluation.

In this section you will find information about:

- Cooperating teacher responsibilities
- Observation strategies and techniques
- Conferencing strategies and techniques
- Evaluation

Cooperating Teacher Responsibilities

While differences between student teachers, cooperating teachers and classroom settings make it difficult to suggest a single way to approach each stage in the student teaching experience, student teachers and their mentors should consult with the university supervisor and adapt the general schedule and description of appropriate activities described below. See detailed Graphic Immersion Chart on page 12.

Weeks 1 through 2 – Orientation and Initial Teaching

During the orientation and initial teaching stage, student teachers should observe, assist in lesson planning, comment on and grade papers, and assist in class and school-wide activities. The student teacher should also assume partial responsibility for portions of instruction (e.g., opening activities, spelling). These responsibilities often continue throughout the semester.

Cooperating Teacher Activities

The activities suggested below may help to make this phase of the student teaching experience more successful and rewarding. Cooperating teachers should complete the following checklist with their student teacher.

Orientation to the school and community

- Re-read the student teacher's autobiography and become acquainted with his or her background, interests, and special needs.
- Organize an introductory conference to share teaching philosophies and goals and to set the tone for a professional and collegial relationship.
- Help the student teacher to learn about the community.
- Acquaint the student teacher with school policies and procedures and provide him or her with a school handbook, if available.
- Verify and define, in writing, the extent of the student teacher's authority and responsibilities.
- Explain the school calendar and daily schedule. Establish a procedure that the student teacher should follow to notify the cooperating teacher of absences and tardiness. Cooperating teachers should also note the dates of the student teacher's required seminars.
- Note the dates of, and encourage the student teacher to attend special events and activities including school board meetings, parent conferences, staff meetings, staff development opportunities, extra-curricular activities, school-wide or professional development events and state, regional, or national subject-matter association meetings.
- Provide a list of all school staff and introduce the student teacher to school personnel.
- Give the student teacher a tour of the building, pointing out the location of supplies and equipment, the media center and other special facilities, and review special parking arrangements.
- Explain how to reserve or check out equipment; demonstrate its use.
- Explain district policy, procedures, and forms for special education and special student services.
- Help the student teacher to locate and learn about the nearest Intermediate School District and its services.
- Discuss appropriate attire.

Orientation to the classroom

- Prepare the students for the student teacher's arrival.
- Introduce the student teacher to the students.
- Provide the student teacher with a desk or work area in or near the classroom.
- Create an atmosphere in which the student teacher has a feeling of belonging.
- Explain classroom procedures and the role the student teacher is to take in implementing them.

- Share a plan for classroom management and discipline and tell why it works. Furnish a copy of the discipline procedures and consequences. Discuss other possible management ideas and discipline techniques. Encourage the student teacher to try out a variety of management strategies.
- Explain the curriculum and various plans for instruction; Provide copies of texts and materials, as appropriate.
- Provide a seating chart and distribute name tags.
- Provide an opportunity for the student teacher and the class to share things about themselves.
- Set aside time for each student to work individually and in small groups with the student teacher.

Observation

- Ask the student teacher to observe for specific teaching strategies or patterns of interaction rather than allowing the student teacher to simply watch the lesson unfold. A list of possible observation topics is included in the *Student Teacher* section of this handbook.

Weeks 3 through 7 - Part-time Teaching

During this stage student teachers should gradually take on increased amounts of responsibilities for routine duties as well as instruction. This stage is an ideal time to plan collaboratively and team-teach. The cooperating teacher should continue to provide continuity within the classroom, model effective teaching strategies, management techniques, and offer support. The cooperating teacher should also encourage the student teacher to plan for and deliver longer sequences of instruction and to become increasingly independent.

Students should be provided with specific feedback and recommendations for continued improvement and teaching success. Student teachers should evaluate their teaching and identify current strengths and weaknesses. Mid-semester evaluations are submitted at the eighth week.

Cooperating Teacher Activities

The activities suggested below may help to make this stage of the student teaching experience more interesting and rewarding. Cooperating teachers should complete the following checklist with the student teacher.

- Encourage the student teacher to gather and organize ideas and materials. Share files and filing systems. Encourage him or her to establish a systematic professional materials file.
- Model a variety of teaching techniques and strategies. Demonstrate how to analyze and adapt lessons and encourage an atmosphere in which self-evaluation is valued.
- Allow the student teacher to take on increasing amounts of responsibility for planning and delivering lessons.
- Require that the student teacher make thorough daily lesson plans. Review these plans in advance.
- Encourage the student teacher to contribute new ideas to use in the classroom:
 - Communicate the amount of freedom the student teacher has in making decisions.
 - Allow the student teacher to use new methods and techniques, when possible.
 - Discuss methods and procedures that can supplement existing classroom teaching techniques.

- Set aside a time each day to conference together.
- Take notes on and keep written records of these conferences for reference and evaluation. Additional information on observations and conferences is included later in this section of the handbook.
- Conference with the student teacher concerning the content and organization of his or her instructional unit.
- Remind the student teacher to complete the mid-semester self-evaluation.
- Complete the mid-semester evaluation documenting the student teacher's progress; include a typed, written narrative or a list of strengths and concerns on this evaluation.
- Provide time for, and maintain communication with, the university supervisor.
- Contribute constructive criticism that will assist in improving the Eastern Michigan University teacher certification program.

Weeks 8 through 13 - Independent Teaching

As student teachers develop their skills and confidence, cooperating teachers should relinquish more and more duties and allow the student teacher greater opportunities for sustained, continuous, "solo" instruction. The College of Education Office of Academic Services recommends *a minimum of ten teaching days* as an independent teacher. The length of this independent teaching stage will depend on such factors as:

- The nature of the classes,
- The student teaching assignment,
- The progress of the student teacher;
- The judgment of the cooperating teacher, the university supervisor, and
- The responsibility and maturity of the student teacher.

During this stage, student teachers should have primary responsibility for instruction including planning, teaching and evaluation of the students. Student teachers are required to prepare and teach an original unit of study during either the part-time or independent teaching stage.

Weeks 14 through 15 - Phase-out and Observation

The purpose of this stage is to provide a smooth transition of responsibilities from the student teacher back to the cooperating teacher. While the student teacher will continue to assist with various aspects of teaching, he or she should be provided with opportunities to observe in other classrooms and at various grade levels.

Cooperating Teacher Activities

Student teachers should never be left completely alone over a period of several hours. Cooperating teachers should periodically drop in and out of the classroom, even when the student teacher is in the independent teaching stage. A work area could be set up within earshot of the classroom in the hall or in an adjoining room. The activities suggested below may help to make this stage of the student teaching experience more successful and rewarding. In addition to the items listed in the previous section, complete the following checklist with the student teacher.

- Audio or video record the student teacher.
- Require that the student teacher continue to make thorough daily lesson plans.
- Encourage the student teacher to try out and contribute new ideas.

- Require that the student teacher teach his or her unit if he or she has not already done so.
- Conference with the student teacher concerning revisions to the content and organization of the unit.
- Continue to set aside a time each day to conference together.
- Take notes on and keep written records of these conferences for reference and evaluation. Additional information on observations and conferences is included later in this handbook.
- Provide time for, and maintain communication with, the university supervisor.
- Contribute constructive criticism that will assist in improving the Eastern Michigan University teacher certification program.

Cooperating Teacher Activities

The activities suggested below may help to make this stage of the student teaching experience more successful and rewarding. Cooperating teachers should complete the following activities with the student teacher.

- Assist the student teacher in making arrangements to observe teachers at other grade levels and in other subject areas.
- Expose the student teacher to professional publications and professional local, state, regional, and national organizations for teachers.
- Schedule and conduct a final interview in which the student teacher analyzes and assesses his or her teaching, summarizes the variety of teaching strategies he or she has used, tells what he or she has learned, and describes his or her attitude about teaching as a career.
- Complete the final evaluation documenting the student teacher's progress. The narrative portion of this evaluation must be typed.
- Provide time for, and maintain communication with, the university supervisor.
- Contribute constructive criticism that will assist in improving the Eastern Michigan University teacher certification program. **See page 23 for graphic immersion chart.**

Observation Strategies and Techniques

During the part-time and independent teaching phases, it is important that the cooperating teacher observe and give daily oral feedback and frequent written feedback to the student teacher. Cooperating teachers might find it helpful to experiment with the observation systems outlined below. Cooperating teachers should keep a careful record of their observation notes.

Observation Strategy 1

Planning and delivering a lesson requires many different skills; presenting, reflecting on, and seeking to improve all of these skills at once is often overwhelming to student teachers. It is sometimes useful to help the student teacher focus on a single aspect of the teaching process and to direct observations and coaching over several days toward just that area. Specific areas to consider include:

- Mastery of subject matter
- Writing and stating clear objectives
- Giving clear, age-appropriate, step-by-step directions
- Maintaining classroom control
- Maximizing student participation and active involvement

- Encouraging higher level questioning and thinking skills
- Student-teacher and student-student interaction
- Planning a variety of types of lesson plans
- Planning a learning segment for the edTPA performance assessment
- Record keeping
- Use of materials and technology
- Planning for differentiation for individual abilities, readiness, and interests
- ___ Any areas on the EMU midterm and final evaluation form

By clearly defining one or two purposes or focal points for each observation and by tracking specific progress in those areas, the cooperating teacher allows the student teacher to analyze and feel success about specific aspects of his or her teaching.

Observation Strategy 2

When scripting a lesson, the cooperating teacher writes down in as much detail as possible what the student teacher and the students say and do. Once the lesson is completed, the cooperating teacher and student teacher review the script, looking for:

- Patterns in teacher or learner behavior,
- Cause-and-effect relationships, or
- Other repeated teaching strategies and their consequences.

Together, the cooperating teacher and the student teacher analyze the patterns and draw conclusions about particular strategies and activities.

Conferencing Strategies and Techniques

Student teachers particularly appreciate working with a cooperating teacher who is available to respond to questions and concerns, who gives detailed and constructive feedback, and who provides sustained support and coaching. During the pre- and post-observation conference, the cooperating teacher can provide this kind of assistance. In addition, the conference provides the student teacher with a much-needed opportunity to analyze and reflect on his or her teaching. Taking time to help the student teacher to develop these life-long reflective skills is considerably more important than coming up with a “quick fix” for a particular situation or lesson.

Pre-Conferencing

Pre-conferencing allows the observer and the student teacher to agree on the goals and purpose of the observation. Cooperating teachers may wish to use the following questions to guide a pre-observation conference.

- Determine the topic of the lesson and where it fits in the sequence of lessons (*“What do you have planned for today? What lesson am I going to observe? How does this lesson fit in with what has already been taught? What do the students already know about this topic?”*).
- Determine the purpose of the lesson (*“What do you want the students to know or be able to do by the end of the lesson? What is the objective for the lesson today?”*).
- Ask the student teacher to preview his or her teaching strategies (*“How do you plan to accomplish this?”*).

- Ask the student teacher to explain how he or she will know if the objectives have been accomplished (*“What evidence will you need to know if students have achieved the goal? What will students do to show you that they have learned the material?”*).
- Clarify the observer’s role (*“What would you like me to specifically look for? What kind of information would you like me to gather? How would you like me to collect information about your lesson today?”*).

Post-Conferencing

The post-observation conference should take place as soon as possible after the observation. Cooperating teachers may wish to consider the following general ideas when scheduling and conducting a post-observation conference. Cooperating teachers should:

- Give the student teacher time to reflect and analyze his or her teaching before beginning the conference.
- Hold the conference in a private area where it will not be interrupted.
- Allow sufficient time to discuss specific teaching strategies as well as to discuss general issues and concerns.
- Establish a positive tone that indicates respect and support.
- Frame the conference around specific topics, objectives, strategies, and techniques drawn from the lesson.
- Follow a critical judgment with specific suggestions for improvement and strategies for predicting and analyzing the effect of the suggested behavior.
- End the conference on a positive note with a summary of current strengths and a plan of action for remediating areas of concern.

Post-Conferencing Strategy 1

Cooperating teachers may wish to follow this format to give structure and coherence to a post-observation conference.

Open the conference

- ³/₄ Plan a greeting statement that sets a pleasant tone (*“I really enjoyed being in your class today.”*).
- ³/₄ Preview the conference (*“We are going to spend some time reflecting on the lesson you just taught and then . . .”*).

Restate the objective

- ³/₄ Ask a question that invites the student teacher to restate the objective on the lesson (*“It would be helpful if you could restate your objective for this lesson.”*).

Analyze the lesson

- ³/₄ Ask a question that will help the student teacher to reflect on the instructional skills that were effective in promoting learning (*“What aspects of the lesson helped students to understand?”*).

- ³/₄ Ask a question that will help the student teacher reflect on what did not go well or what he or she might do differently (*“If you were going to teach this lesson again, what might you do differently? Why do you think this aspect of the lesson didn’t go well or needs to be changed?”*).
- ³/₄ Ask a question to find out how satisfied the student teacher was with the lesson (*“How satisfied were you with the lesson today?”*).
- ³/₄ Ask a question to narrow the focus of the conference to isolate and address a particular concern (*“What did you do to keep the students actively involved in the lesson today?”*).

Relate the lesson to larger goals and objectives

- ³/₄ Ask the student to relate this lesson to the unit of study as a whole, or to state/national standards (*“How did your lesson reflect state or national standards for the teaching of . . .? Which standards were met? How might you change the lesson to reflect more of the opportunities to learn outlined in the standards?”*).

Conclude the conference

- ³/₄ Ask the student teacher to summarize the conference and to state his or her goals for improvement (*“What will you do differently when you teach this lesson again?” “How can you put this idea into practice in the lesson you have planned for tomorrow?”*).

Post-Conferencing Strategy 2

Audio or video recording a lesson allows the student teacher to see himself or herself in action. During a conference based on an audio- or video-taped lesson, cooperating teachers should review and comment on the teaching sample with the student teacher, pausing to discuss items of particular interest. For each area of interest, offer the following kinds of information:

- | | |
|---|---|
| ³ / ₄ Cite evidence | “You said (or did) . . .” |
| ³ / ₄ Label | “This is an example of . . .” |
| ³ / ₄ Recommend | “Continue to do this . . .” |
| ³ / ₄ Support | “...because it helps students to . . .” |

Post-Conferencing Strategy 3

Sometimes it is useful to observe for, and focus the conference on, just one or two aspects of the lesson. The sample post-observation conference below addresses “active participation” and follows the same steps as in a direct lesson.

- ³/₄ Set: *“Think back to the part of the lesson when students were bored and off-task.”*
- ³/₄ Objective: *“We’re going to spend a few minutes reviewing some techniques you can use to help to keep students actively involved.”*
- ³/₄ Input: *“Active participation is . . . One way to keep students involved is . . . We could also . . .”*
- ³/₄ Modeling: *“Here’s an example . . .”*
- ³/₄ Checking: *“Now that I’ve given you an example, think about . . . and tell me some different ways you could keep your students involved . . .”*
- ³/₄ Practice: *“Let’s think back to the next section of your lesson. What could you have done to provide for more active participation on the part of the students?”*

- ³/₄ Closure: *“In your own words, tell me again what active participation is and why it is important. Can you list three or four ways to keep students involved that you might use in your lesson tomorrow?”*

Post-Conferencing Strategy 4

Recall, comparison, and inference questions help student teachers to cite specific examples and justify their teaching and their feelings about their teaching.

- ³/₄ Recall question: *“How did you feel about the lesson? What did your students do to make you feel this way? What did you do to make you feel this way?”*
- ³/₄ Comparison questions: *“Do you feel that your lesson went as planned? What aspects of the lesson went according to your plan? You planned to . . . How did that work out? What aspects of the lesson varied from your plan? You wanted students to . . . What happened? Is that what you expected? You were going to . . . but instead you . . . Why? If you were to do one thing the same in a future lesson, what would it be? Think back to other times when you taught . . .”*
- ³/₄ Inference questions: *“What did you do that helped students to be successful? What might explain the number of students who did (did not) meet the objective? Why do you think the lesson turned out this way?”*

Conferencing With the Outstanding Student Teacher

Sometimes a cooperating teacher finds it difficult to suggest areas needing improvement for student teachers who learn quickly, who are well-organized, who have well-developed planning and teaching skills, and who show enthusiasm, “with-it-ness” and empathy from the beginning of the student teaching experience. However, even an outstanding student teacher wants to improve. Cooperating teachers may wish to consider the following ideas when conferencing with a strong student teacher.

- ³/₄ Focus on developing the student teachers’ self-analysis and evaluation skills.
- ³/₄ Be sincere in any requests that the student teacher demonstrate new ideas or techniques.
- ³/₄ Encourage the student teacher to undertake new challenges.
- ³/₄ Provide support and praise. Often strong student teachers expect too much of themselves.
- ³/₄ Encourage the student teacher to plan innovative, team-taught or multi-disciplinary lessons and projects that require two strong teacher-leaders.

Conferencing with the Student Teacher with Challenges

If the student teacher is not making satisfactory progress, contact the university supervisor immediately. The university supervisor will contact the Director of Student Teaching in the Office of Academic Services to officially document these concerns. The cooperating teacher should also notify his or her building principal.

In such instances, it is critical that:

- The cooperating teacher keep detailed, written anecdotal records with dates describing the areas of concern
- The cooperating teacher’s mid-semester evaluation reflects his or her concerns. If it is possible that the student teacher may not be recommended for certification, some performance competencies **must** be marked in the *limited* range.

When working with a student teacher in difficulty, the cooperating teacher should:

- Schedule frequent conferences with the student teacher.
- Plan the conference ahead of time, noting specific information to be shared and how that information is to be presented.
- State any concerns in very specific terms.
- Support each concern with specific examples from the lesson.
- Develop a written plan for action and remediation in conjunction with the university supervisor.

Evaluation

Eastern Michigan University views the evaluation of the student teacher as a shared responsibility involving the university supervisor, the cooperating teacher and the student teacher. Although each of these persons is expected to make a distinct contribution to the evaluation process,

- The cooperating teacher will bear the major responsibility for on-going coaching and day-to-day evaluation because of the unique relationship and time involvement;
- **The final decision for certification rests with the university supervisor.**

There are three basic reasons for evaluating student teachers. The evaluation process:

- Assists the student teacher in recognizing his or her strengths and notifies him or her of areas in need of improvement.
- Helps the student teacher to develop and refine self-evaluation and self-analysis skills.
- Formally addresses the instructional and professional competence of the student teacher and provides input into the certification decision.

Formalized evaluation is a necessary component of any teacher certification process. Formal evaluations must be completed honestly and professionally. Cooperating teachers must use the mid-semester and final evaluation forms provided by the university to evaluate the student teacher. A sample of the evaluation form is available in the Appendix.

Mid-Semester Evaluations

- The mid-semester evaluation is a tool to notify the student teacher of his or her progress, strengths, and weakness; it must be completed in writing.
- The mid-semester evaluation is designed to help student teachers to focus on specific areas where improvement is needed and to make specific plans for the remainder of the semester.
- The **unacceptable** area on the continuum should be regarded carefully. Cooperating teachers should ask themselves if they are *truly* satisfied with the student teacher's performance or if they feel that the student teacher is not making acceptable progress. If a cooperating teacher has concerns or questions about the student teacher's progress, it is imperative that the corresponding elements on the mid-semester evaluation be marked as **unacceptable**.
- A typed narrative or list of strengths and concerns must accompany the cooperating teacher's mid-semester evaluation.
- Mid-semester evaluations must be reviewed with the university supervisor before final signatures are entered. This is very important in the event of **unacceptable** performance.

- Cooperating teachers should discuss the performance rating for each item on the evaluation with the student teacher at the mid-semester time, making certain that the student teacher understands areas in which his or her performance is rated **unacceptable**.
- Because the mid-semester evaluation is a diagnostic tool, comments written in the text portion of the mid-semester evaluation may be re-stated on the final evaluation.
- The mid-semester evaluation will be removed from the student teacher's file once the final evaluation is submitted.

Final Evaluations

- Final evaluations must be reviewed with the university supervisor before final signatures are entered. This is very important in the event of **unacceptable** performance.
- Cooperating teachers must discuss the performance rating for each item on the evaluation with the student teacher at the end of the semester.
- The narrative accompanying the final evaluation must be typed.
- The university supervisor will make the final decision regarding recommendation for certification.

The University Supervisor

Introduction

The university supervisor is the official representative of the university who assumes responsibility for the supervision of the student teachers. He or she works closely in collaboration with the Director of Student Teaching, building and district level educators, and the student teacher to insure that the student teacher is provided an appropriate and well-supported student teaching experience in accordance with the expectations and requirements of Eastern Michigan University and the Michigan Department of Education. Responsibilities associated with each of these roles are outlined below.

Liaison to the School

The university supervisor serves as the liaison between the university and the personnel of the school. In this role, the university supervisor should:

- Represent the university in districts and school buildings where official partnerships have been established.
- Assist in placing student teachers with qualified cooperating teachers.
- Provide pertinent materials to student teachers, cooperating teachers and building administrators.
- Help student teachers, cooperating teachers and building administrators to develop an understanding of the student teaching program.
- Conduct orientation meetings for the student teacher and classroom teacher to acquaint them with their responsibilities.
- Review, with the cooperating teacher, the observation and conferencing strategies and the importance of regular, instructional conferencing.
- Encourage the cooperating teacher to help the student teacher arrange opportunities to observe other classes and teachers.

Coach and Mentor

Although the cooperating teacher has direct, daily opportunities to mentor the student teacher, the university supervisor also has opportunities to coach the student teacher and to help him or her develop reflective, self-analysis skills. In this role, the university supervisor:

- Verifies that the student teacher and cooperating teacher have completed the activities listed in the *Student Teacher* and *Cooperating Teacher* sections of this handbook.
- Holds a minimum of four (4) seminars or workshops with their student teachers.
- Conducts a minimum of four (4) scheduled or unscheduled on-site observations of the student teacher.
- Schedules a conference immediately following each on-site observation to:
 - Discuss the lesson
 - Review observation notes
 - Identify and reinforce effective teaching behaviors
 - Assist in identifying and strengthening skills that need improvement, and
 - Teach and reinforce self-analysis and reflective thinking skills

If a conference cannot be scheduled immediately following the observation, conference with the student teacher at the earliest possible opportunity.

- Conducts additional individual and group conferences when requested and as needed.
- Provides a signed, written copy of the observation notes to the student teacher.
- Retains a copy of the observation notes for his or her files as well as for the College of Education Office of Academic Services.

Evaluator

The university supervisor is responsible for completing a mid-semester and final evaluation, collecting and submitting observation notes, evaluations and other documents, managing the evaluation process, and determining the final recommendation for certification.

Throughout the semester, the university supervisor should:

- Verify that the student teacher is making a satisfactory adjustment to each added responsibility in the student teaching setting.
- Confer with the cooperating teacher at each observation concerning the student teacher's progress.
- Stress to both the cooperating teacher and student teacher the absolute necessity of pinpointing and discussing problems or potential problems, especially early in the student teaching experience. Problems that are not ameliorated with discussion and action by the cooperating teacher, student teacher, and university supervisor should be brought to the attention of the Director of Student Teaching in the College of Education, Office of Academic Services.

The mid-semester evaluation is designed to distinguish among outstanding student teachers (target), competent student teachers (acceptable), and students who have not developed the skills needed for success in teaching (unacceptable). If withdrawal from student teaching is necessary, it should

become evident by the mid-semester evaluation. At the mid-semester, the university supervisor should:

- Assess the progress of the student teacher's plan for immersion into student teaching.
- Remind the cooperating teacher that the mid-semester evaluation should be signed and given to the university supervisor.
- Review and sign the cooperating teacher's evaluation to indicate that he or she concurs with the cooperating teacher's judgments. A sample evaluation form is available in the Appendix.
- Remind the student teacher to complete a mid-semester self-evaluation and discuss this self-evaluation with him or her.
- Complete a mid-semester evaluation, based on the supervisor's observations.
- Conference with the student teacher and with the cooperating teacher, if possible, to discuss the mid-semester evaluation.
- Provide the student teacher with a photocopy of the signed mid-semester evaluation.
- Mail or deliver both the cooperating teacher's mid-semester evaluation and the university supervisor's mid-semester evaluation to the College of Education Office of Academic Services.
- Retain copies of these evaluations as well as the student teacher's mid-semester self-evaluation for his/her files.
- Report any changes in the status of the student teacher. Documentation is required when there is a doubt about the eventual recommendation for certification.

The final evaluation becomes part of the student teacher's permanent record. It is designed to distinguish among outstanding student teachers (target), competent student teachers (acceptable), and students who will not be successful as teachers (unacceptable), as well as among students who will, or will not, receive certification. At the end of the student teaching experience, the university supervisor should:

- Remind the cooperating teacher that the final evaluation must be signed and that the narrative portion must be typed. It should be given, correctly signed, directly to the university supervisor.
- Review and sign the cooperating teacher's evaluation to indicate that he or she concurs with the cooperating teacher's judgments.
- Complete a final evaluation of student teacher's performance.
- Conference with the student teacher and with the cooperating teacher, if possible, to discuss the final evaluation.
- Provide the student teacher with a photocopy of the signed final evaluation.
- Determine the student's final grade and submit online through emich account:

$\frac{3}{4}$ Credit, and recommended for certification (Satisfactory)	SC
$\frac{3}{4}$ Credit, but <i>not recommended</i> for certification (Passing)	PN
$\frac{3}{4}$ No credit (Unsatisfactory performance)	U
$\frac{3}{4}$ Incomplete	I
$\frac{3}{4}$ Withdrawal	W

Turn in to the College of Education, Office of Academic Services all necessary forms and evaluations prior to the end of the semester.

Appendix

STUDENT _____ SEMESTER _____ YEAR _____

Eastern Michigan University

Caring, professional educators for a diverse and democratic society

Student Teaching Mid-Semester Evaluation Rubric – Cooperating Teacher

Definitions	
Unacceptable	= Teacher attitudes, behaviors and/or skills are limited.
Acceptable	= Teacher attitudes, behaviors and/or skills are demonstrated in a consistent and satisfactory manner.
Target	= Teacher attitudes, behaviors and/or skills meet or exceed the expectations for a beginning teacher.

	Unacceptable	Acceptable	Target	Not Observed
1. Sets realistic and developmentally appropriate expectations for all students	1	2	3	n/a
2. Exhibits maturity, poise, professionalism and self-confidence	1	2	3	n/a
3. Creates a safe and caring classroom environment that promotes cooperation, interpersonal skills and positive self-esteem	1	2	3	n/a
4. Helps students develop expectations and shared values that foster inquiry, mutual respect, openness and support	1	2	3	n/a
5. Focuses professional decision-making on students' needs rather than on personal preferences	1	2	3	n/a
6. Adheres to standards of professional ethics: confidentiality of information and fair treatment of students	1	2	3	n/a
7. Demonstrates willingness to participate in school activities	1	2	3	n/a
8. Acts as an advocate for children and young adults	1	2	3	n/a
9. Demonstrates mastery of subject matter	1	2	3	n/a

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>	<i>Not Observed</i>
10. Demonstrates ability to present subject matter in a manner that results in learning	1	2	3	n/a
11. Exhibits a positive and enthusiastic attitude when teaching	1	2	3	n/a
12. Models effective communication skills: listens responsively, speaks articulately, writes clearly	1	2	3	n/a
13. Uses multiple teaching strategies: centers, cooperative learning, demonstrations, direct and indirect lessons	1	2	3	n/a
14. Uses formative and summative assessment strategies including frequent checks for understanding during instruction	1	2	3	n/a
15. Provides for active student involvement with key ideas of content	1	2	3	n/a
16. Maximizes use of instructional time	1	2	3	n/a
17. Adjusts plans based on students' needs and changing circumstances	1	2	3	n/a
18. Utilizes spontaneous learning opportunities	1	2	3	n/a
19. Demonstrates effective questioning skills	1	2	3	n/a
20. Provides students with useful and timely feedback	1	2	3	n/a
21. Uses information technologies to enhance learning	1	2	3	n/a
22. Accepts responsibility for professional decisions and integrates feedback from supervision	1	2	3	n/a
23. Demonstrates self evaluation skills and seeks out opportunities to grow professionally	1	2	3	n/a

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>	<i>Not Observed</i>
24. Meets administrative responsibilities: attendance, paperwork and punctuality	1	2	3	n/a
25. Encourages and models respect for all people	1	2	3	n/a
26. Creates opportunities to help students respect and value diversity	1	2	3	n/a
27. Selects approaches and content that reflect positive contributions of both genders and diverse cultures	1	2	3	n/a
28. Differentiates instruction to accommodate individual differences including students with special needs	1	2	3	n/a
29. Provides opportunities for students to develop skills in decision-making and self-management	1	2	3	n/a
30. Creates learning environments that promote creativity, higher order thinking and problem solving	1	2	3	n/a
31. Communicates and implements a classroom management plan that fosters mutual respect and supports a positive learning environment	1	2	3	n/a
32. Works collaboratively with others: colleagues, family, school staff	1	2	3	n/a

Sample - Do not use

OVERALL ASSESSMENT	Unacceptable	Acceptable	Target
Demonstrates the attitudes, behaviors, knowledge and skills consistent with those required of a beginning teacher	1	2	3

COMMENTS: (Optional, but highly recommended)

Signatures:

Cooperating Teacher _____

Principal _____

Student Teacher _____

Date _____

Sample - Do not use

Sample Local Evaluation

Parent/Guardian/Student Release Form

Dear Parent/Guardian:

I am a student teacher at Eastern Michigan University, participating in edTPA to fulfill a program requirement for my institution teacher certification requirement. edTPA is a teacher performance assessment for teacher candidates, created by Stanford University. As part of this program, my edTPA materials will be reviewed by other educators in a secure system.

The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at Eastern Michigan University. Any review of materials will be under secure conditions and support edTPA program development and implementation, including faculty training. The videos will only be viewed by faculty evaluating my portfolio and will never be made public. The form attached will be used to document your permission for these activities.

Sincerely,

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

PERMISSION SLIP

Student Name: _____

I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Parent or Guardian: _____ Date:

I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form, and agree to the following:

“ I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

“ I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Student: _____ Date:

Date of Birth: ____/____/____ MM DD YR

School Safety Legislation Summary

(2005 PA 129-131 and 138)

Effective January 1, 2006

The following requirements apply to local and intermediate school districts, public school academies and nonpublic schools:

- “School Safety Zone” prohibits individuals convicted of a “listed offense,” with some exceptions, from being within 100 feet of school property [MCL 28.733 – 28.736].
- The district shall not employ, in any capacity, an individual who has been convicted of a listed offense (a crime that requires registration as a sex offender).
- A district may employ an individual who has been convicted of a non-listed offense felony only if the superintendent and school board each specifically approve the employment or work assignment in writing.
- Not later than July 1, 2008, each individual who, as of January 1, 2006, is either employed full-time or part-time or is assigned to regularly and continuously work under contract, shall to be fingerprinted for the purpose of performing a criminal history background check.
- If a person who is employed in any capacity by the district, or has applied for a position, or has had an initial criminal history check, or is regularly or continuously working under contract in a district, shall report to the Michigan Department of Education and the school district that he or she has been charged with a crime, within 3 business days after being arraigned for the crime.

- If the employee does not report the charge or conviction, he or she is guilty of an additional crime. If the non-reported charge or conviction is a felony or listed offense, the person is guilty of a felony. If the non-reported charge is a non-listed offense misdemeanor, the person is guilty of a misdemeanor.
- If the employee does not report the charge or conviction, the district may discharge the person from employment or termination of his or her contract, following notice and the opportunity of a hearing. If a collective bargaining agreement is in effect as of January 1, 2006, and the agreement is not in compliance with the requirement, the district may not discharge a person for failing to report the charge or conviction until after the expiration of that collective bargaining agreement.
- The Department of Information Technology (DIT) will work with the Department of Education (MDE) and State Police to develop and implement an automated program that will compare the list of Registered Educational Personnel (REP) with the conviction information database. If a person on the REP has been convicted of a crime, the MDE is required to notify the district indicated on the REP as the employing district. Convictions for listed offenses will require immediate dismissal of the employee.

Suspensions/Revocations

- Upon notification, the Office of Professional Preparation Services will review the criminal conviction and initiate administrative proceedings as determined by either law or administrative rule.
- Certificate holders or those who hold State Board approval are notified of the proceedings and their right to a hearing.
- It is a criminal offense to attempt to obtain employment as a teacher using a fraudulent certificate. Upon application for employment, each certificate should be reviewed for authenticity. Any discrepancies should be reported to the MDE.

Listed Offense

A “listed offense” is a crime that requires registration as a sex offender. “Listed offense” is defined in Section 2 of the Sex Offenders Registration Act. A “listed offense” includes any of the following:

- Accosting, enticing, or soliciting a child for immoral purposes.
- Involvement in child sexually abusive activity or material.
- A third or subsequent violation of any combination of engaging in obscene or indecent conduct in public, indecent exposure, or a local ordinance substantially corresponding to either offense.
- First, second, third, or fourth degree Criminal Sexual Conduct (CSC).
- Assault with intent to commit CSC.

- If the victim is less than 18 years of age, the crime of gross indecency (except for a juvenile disposition or adjudication), kidnapping, sodomy, or soliciting another for prostitution.
- Leading, enticing, or carrying away a child under 14 years of age.
- Pandering.
- Any other violation of a state law or local ordinance constituting a sexual offense against an individual less than 18 years of age.
- An offense committed by a sexually delinquent person.
- An attempt or conspiracy to commit one of the offenses listed above.
- Any offense under the laws of the United States, any other state, or any other country or tribal or military law, that is substantially similar to a listed offense.

What Student Teachers Must Know About Substitute Teaching During Student Teaching

1. Student teachers should apply by September 20 or January 20.
2. Student teachers must complete ten full weeks of successful student teaching first, but approval can be provided by the Director of Student Teaching for special circumstances in consultation with the university supervisor.
3. Student teachers must be approved by both their cooperating teacher and university supervisor to be eligible for substitute teaching.
4. Student teachers must have an EMU GPA of 3.0.
5. Student teachers must pay any fees required for the day-to-day permit or criminal check.
6. Student teachers will be evaluated on both student teaching and substitute teaching.
7. Student teachers can be removed from substitute teaching by the university supervisor, building principal or the Director of Student Teaching.
8. Student teachers may substitute teach no more than TWO days per week, ten total days during the semester of student teaching.
9. Student teachers may only substitute in the building in which they are student teaching.
10. Student teachers may be evaluated on their substitute teaching by either the university supervisor, building principal or the Director of Student Teaching.
11. Student teachers are not required and should not be pressured to substitute teach.
12. Student teachers must keep a log of the days they substitute teach; student teachers must submit the log (or a copy) to their university supervisor.

To apply to substitute teach while student teaching, please use the “**Substitute Teaching While Student Teaching**” form available here: <http://www.emich.edu/coe/forms>

The InTASC Model Core Teaching Standards (April 2011) A

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by

drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.