Oakland University

Teacher Education Program

**Interim**

# Internship Handbook

## A Guide for

Student Interns

Cooperating Teachers

Principals and

Student Teacher Supervisors

Revised 8/14

## **Communication Information**

Should you have any questions or concerns, please feel free to contact either of the following personnel:

Director

Office of School and Field Services

Pawley Hall Room 381

456 Pioneer Drive

Rochester, MI 48309-4482

248-370-3083

**Student Teacher Supervisor:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##  **Downloading Forms**

Copies of the Midterm Assessment, the Final Evaluation, and other forms related to the student teaching internship can be downloaded from the following site: <http://wwwp.oakland.edu/sehs-sfs/>

To access the online version of the *Student Teaching Handbook* and other forms, please do the following once you have accessed Oakland University’s website:

* Click on “Student Teaching Internships.”
* Click on your program area.
* On the right side of the website, click on the button labeled “Handbook”.

For forms, please see the forms tab for evaluations, unit plans, and substitute forms.

For exit requirement forms, please use the “exit requirements and certification” button on the right side of the website or the last area under “Student Teaching Internships”.

**OAKLAND UNIVERSITY**

Teacher Education Program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ✓ | Internship Reminders and Completion Requirements | Syllabus | **Handbook** | Website [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs) |
| 1. |  | Teaching schedule  | X | 24-26 |  |
| 2. |  | Notebook | X | 18-19 |  |
| 3. |  | Unit and Lesson Plans | X |  18,27 |  |
| 4. |  | Weekly reflection/communication with student teacher supervisor | X |  |  |
| 5. |  | **Equity Form** | X |  | Under Exit and Certification Requirements |
| 6. |  | **Mid-Term Assessment (Turned in by supervisor)** | X | 32, 49-50 | Under Forms Tab |
| 7. |  | **3 Classroom Observations (One of Cooperating Teacher turned in my supervisor with midterm; Two of other teachers turned in at culminating seminar)** | X | 28 | Under Exit and Certification Requirements |
| 8. |  | Attend all meetings, conferences, and programs as required of cooperating teacher | X | 11 |  |
| 9. |  | Notify student teacher supervisor when absent from classroom | X | 11 |  |
| 10. |  | Make up absences as required by supervisor and cooperating teacher |  | 11 |  |
|  | **Final Paperwork** | X |   |  |
| 11. |  | **a. Cooperating Teacher’s Supervisor Evaluation** |  |  | Under Cooperating Teacher |
|  | **b. Intern’s Supervisor Evaluation** |  |  | Under Exit and Certification Requirements |
|  | **c. Program Evaluation (Complete for your particular program)** |  |  | Under Exit and Certification Requirements |
|  | **d. Placement Evaluation** |  |  | Under Exit and Certification Requirements |
|  | **e. Certification Request for Oakland University** |  |  | Under Exit and Certification Requirements |
|  | **f. Final Evaluation (Turned in by supervisor)** |  |  | Under Forms |
|  | **g. Last page of MDE Teacher-Candidate State Survey (**Numerical code to be E- mailed by supervisor) |  |  | Under Exit and Certification Requirements |

 \* Please note: *Items highlighted in* ***“bold****”**must be turned in by the end of the internship.*

TEACHER CERTIFICATION PROGRAM

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**INTRODUCTION**

This handbook is designed to guide the student teacher, cooperating teacher, principal, student teacher supervisor, and all persons involved in this important aspect of the teacher education program at Oakland University. It is a compendium of lists, suggestions, and insights that have been collected through the years of student observations, personal interviews with students and public school personnel, and information gathered through surveys of the educational community and our program graduates.

Through their interactions in the schools as student teacher supervisors, faculty of Oakland University have added to their practical and theoretical knowledge of the teaching profession a vision of the problems that beset even the best prepared candidates as they begin their professional practice. As a result of these interactions, they have been able to contribute their suggestions for the prevention, or alleviation, of common problems. We hope that you take time to read the entire handbook.

**SECTION I**

PROGRAM INFORMATION

**School of Education and Human Services Conceptual Framework**

**Mission**

The mission of the School of Education and Human Services is to prepare competent practitioners and leaders who are able to meet the challenges and demands of a global, complex society. This mission fits well within the overall mission of the University which is to “create the future,” becoming a model university of the 21st century through research and community partnerships.

Oakland University is a regional University with a commitment to addressing the issues facing urban areas. Embedded in both the University and school mission is the commitment to integrate and synthesize research and practice such that Oakland graduates are able to utilize the resources available to them in order to collaboratively resolve issues facing urban communities.

**Purpose**

The School of Education and Human Services has a single-minded purpose: to prepare professionals who are able to use knowledge to create and disseminate new knowledge in the broader community. This purpose is accomplished through the construction of programs based upon an integrated and constructivist approach to learning that recognizes and makes use of professional partnerships and other resources within the community.

Students and faculty do research and implement practice in schools, business, industry and a variety of community-based organizations that serve the local and global community. In addition, as members of professional organizations, faculty and students participate in national and international conferences, sharing research findings and contributing to the setting of policy and standards for the various disciplines housed within the School of Education and Human Services.

**Professional Commitment**

The School of Education and Human Services (SEHS) provides students with a contextual, inquiry based program. All members of the SEHS community recognize that any change in systems if they are to be successful, must include a practitioner culture where those most directly affected by the change take responsibility (Darling Hammond, 1997; Becker and Riel, 1999). A professional culture of teaching for example does not happen automatically. It is nurtured and developed and successfully accomplished when teachers play a central role in constructing implementation strategies and choosing resources (Becker and Riel, 1999). The School of Education and Human Services at Oakland University is committed to the improvement of education for all children and adults. Interwoven throughout SEHS programs is the evidence of this commitment to improvement and developing a professional culture. It is reflected in our commitment to a field-based model for school personnel preparation (Posner, 1996) and to a partnership model with K-12 educators (Holmes Group, 1990) for school improvement.

Team projects and cohort action research activities (i.e., research in schools or agencies) by practitioner-researchers, which inform and improve professional practice, are valued. Advanced students, in particular, are encouraged to study, interpret, and generate research activities together. The uniqueness each participant brings to the collaboration makes learning significant, authentic, and focused outward, exemplifying the unit’s commitment to continuous improvement of schools and the professionals responsible for those improvements.

**Vision and Results**

A commitment to collaboration, a professional culture of service, teaching and learning, and the construction of knowledge in contextually meaningful ways insure that research and practice are integrated and real for students and faculty. The demonstration of this commitment results in graduates who are highly esteemed and recruited by school districts.

In summary, the framework that is the underpinning of SEHS programming can be conceptualized as collaboration and inquiry resulting in leadership and outreach developed through the use of appropriate technology characterized by commitment to diversity, maintained and sustained through a performance excellence model of continuous improvement.

**Knowledge Base**

Able to address issues of diversity, ability to use technology, a commitment to a seamless pre-K through graduate education, local, national and global leadership and excellence describe the skills, abilities and performance expected of both undergraduate and graduate students of the School of Education and Human Services professional programs. Based on sound educational research and practical experiences, faculty designed courses and fieldwork, often in collaboration with community professionals, to provide students with the knowledge and experiences necessary to become proficient and to be productive professionals in the 21st century.

Further, in synthesizing research with practice, faculty within the School of Education and Human Services recognize the need to evaluate and are committed to the process of ongoing assessment and program modification based on that assessment. In the final internship semester for education majors, for example, grades are assigned based on a performance rubric which synthesizes the dispositions and habits of mind as well as the performance competencies expected of professionals.

These performance competency goals are articulated as follows in the *Oakland University/SEHS Professional Education Programs Competency and Retention Statement:*

**Expected Competencies**

The goal of our professional education programs is to develop capable practitioners who will prepare children and adults for multiple roles in an ever-changing, global environment. By completion of their program study, candidates will demonstrate:

**Knowledge Base:** An understanding of a common core of the knowledge gained through study in the liberal arts and in selected areas of content specialization and will evidence skill in the use of this knowledge in their teaching.

**Performance Excellence**: Readiness to assume responsibility for classroom teaching and to use appropriate teaching practices including effective communication and classroom/group management skills.

**Diversity and Collaboration:** Respect and value for human diversity and the ability to work with others (e.g. parents, colleagues, and community professionals) to meet the needs of diverse populations.

**Technology:** The ability to use information technology to support student learning and productivity.

**Continuous Improvement:** The ability to use research, best practices, and assessment to evaluate and improve student learning and personal professional performance.

**Conceptual Framework:** The ability to articulate a professional conceptual framework or philosophy based on research, best practices, and reflection when speaking to current educational issues.

**Leadership and Outreach:** A disposition to continue professional growth and to make on-going contributions to their professions.

**Ethics and Professional Judgment:** Knowledge of and a willingness to comply with the Michigan Code of Ethics for Teachers, including without limitation the ethical obligation of teachers to demonstrate personal and professional integrity, behave in a trustworthy manner, adhere to expected social practices, current state and federal law and state and national student assessment guidelines, and exercise sound professional judgment.

**Retention in SEHS Professional Education Programs**

Retention in the SEHS professional education programs is based on the expectation that students will demonstrate the characteristics of, and conduct themselves as members of, the profession as described in the Expected Competencies.

Students may be removed from a program, removed from a field placement or may not be recommended for certification for the following reasons:

1. If they fail to fulfill any such expectations to Oakland University’s satisfaction, including without limitation the expectation that they demonstrate adequate and appropriate communication ability and character and develop, maintain and fulfill their professional relationships, responsibilities and competencies;
2. Academic misconduct;
3. Violations of the Michigan Code of Ethics for Teachers;
4. Failure to fulfill any Oakland University academic or conduct requirements; or
5. Violations of any other program or Oakland University’s policies, rules, regulations or ordinances.

Students may also be removed from field placements:

1. Upon request of a building administrator;
2. For a failure to comply with the requirements of this Competency and Retention Statement;
3. If Oakland University determines that removal is in the best interests of the student, Oakland University, the professional education programs or the schools where the student is placed;
4. Inadequate planning, classroom management, and/or discipline;
5. Lack of content knowledge;
6. Deficiency in oral or written communication skills;
7. Inappropriate personal or professional behavior;
8. Ethical impropriety;
9. Violation(s) of community standards or policies; or
10. Failure to exercise appropriate, professional judgments.

**Procedure for Termination of Student Teaching Internship**

Any of the conditions noted in the *Retention Policy* will be cause for termination of a student's placement in a directed teaching contact. The following termination procedures are meant to be humane, but firm.

1. Student teacher supervisors may document the deficits with written observations, logs, notes, videotapes, or formal evaluations of performance, and the use of concern forms. If possible, an improvement plan may be implemented to attempt to help the intern success in the placement.
2. Once a cooperating teacher or student teacher supervisor judges that there is cause to terminate the internship, the student teacher supervisor presents documentation to the Director of School and Field Services. The Director of School and Field Services, under advisement of the Teacher Development and Educational Studies Chair, will then decide if the case warrants possible termination.
3. It is recommended by the School Services Office that the school administrator work through the Student teacher supervisor and the Director of School and Field Services before making a decision to terminate an intern. However, as guests in the school we must accede to the building administrator\* for requests of removal.
4. Following the termination the intern is required to have a conference with the Director of School and Field Services.
5. In certain cases, the intern will be given another opportunity for an internship experience. He or she will first need to file a petition of exception, stating the rationale to be considered in making this determination. If approved, an Individual Development Plan will be devised to attempt to ensure a successful contact. An individualized plan may include but is not limited:
6. Additional course work,
7. Additional training in the deficit area(s),
8. Support service offered by the University, and/or
9. Extended internship experience.

 If a remediation plan is not possible, or if requirements of the plan are not satisfactorily completed by the intern, **termination from the program will be final.**

6. If problems continue during the second assignment, the intern will be excluded from the certification program.

*\*In cases where other school personnel make the recommendation for termination, it is still the building administrator’s responsibility to give approval for your removal.*

**SECTION II**

**ROLE OF THE INTERN**

In the transformation from learner to teacher, the student teacher faces what is frequently considered the most exciting and intense semester in teacher preparation. It is the time to

* Assert confidence and authority as a teacher;
* Plan, implement and evaluate lessons and unit;
* Apply educational theory and sound teaching practices in a directed/supervised classroom environment;
* Learn from experience, constructive criticism and example;
* Develop and refine communication with students, professional colleagues and parents and/or guardians; and
* Develop and refine an understanding of the total school environment and the symbiotic relationships among all constituents of the school and larger community.

 The student teaching internship is, in short, the capstone activity of the teacher preparation process.

 **Expectations of the Intern**

The following are general rules governing the entire internship experience. They are included in this handbook for the purpose of helping the intern maximize his or her opportunities for success in the internship and beyond.

1. **Prior to the internship, you must document the following in the School and Field Services Office:**
	1. **Bloodborne Pathogens Training** through Oakland University on-line.
	2. **Felony / misdemeanor form** with court paperwork if you had a conviction.
	3. **CPR (adult and child) and First Aid training** active at least two months beyond your student teaching. You must show your original cards and hand in a copy of the front and back if the cards.
	4. **Liability insurance** for $1 million per occurrence through **SMEA membership** or person insurance. The SMEA card or proof of membership must be documented in order to enter the classroom
	5. **Successful completion of the appropriate MTTCs.**
		1. Elementary—Basic Skills or Professional Readiness Examination, Elementary Education Test (Prior to certification, at least one subject area endorsement)
		2. Middle School—Basic Skills or Professional Readiness Examination, two or more subject areas in major and minor. (If elementary prepared, you also need the Elementary Education MTTC)
		3. High School—Basic Skills or Professional Readiness Examination, two or more subject areas in major and minor.
		4. Art and Music—Basic Skills or Professional Readiness Examination, Subject area test
2. **Remember to apply for graduation by the deadline date of the appropriate semester.**
3. **Complete attention must be given to the internship experience**. You are discouraged from holding part‑time employment during the semester; full‑time employment is prohibited. Only professional courses, as scheduled, may be taken during the student teaching internship.
4. **Attendance and participation in a variety of professional activities** will strengthen your knowledge and teaching credentials. Talk with your cooperating teacher and student teacher supervisor about the kinds of professional activities in which it is possible to be involved.

1. It is expected that you will participate **in all of the activities required of your cooperating teacher**. These include supervision of extra‑curricular activities, attendance at school meetings, participation in staff development programs, and attendance when the school is in session, even when it conflicts with university vacations. (*Please keep in mind that your district’s calendar determines your work and vacation schedules.*)
2. **The cooperating teacher and student teacher supervisor should be informed before the school day begins if you are to be absent for illness.** Both individuals should concur in advance if you are to be absent for other reasons, and should determine if you will be expected to make up any absences beyond three.
3. If you become ill and have the lesson plan book and other materials at home, the **items must be delivered to the cooperating teacher in a timely fashion.**
4. **Attendance at all seminars**, including the orientation seminar, **is required.** This includes the seminars arranged for you by the Office of School and Field Services and the small group seminars held by your student teacher supervisor. **Once the specific internship schedule has been identified for the year, it is expected that no other activities will interfere with that schedule.** Inform cooperating teachers about the seminar schedule at the beginning of the internship and remind them of your pending absence at least 24 hours before each internship seminar.
5. **You are expected to make every effort to use and modify the methods, strategies, and techniques that comprise the Oakland University teacher education program**.
6. **If you sign up to substitute** following the form on [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs) under Student Teaching Internship, your program, and the tabs form, and with the substitute company used by your district, you may substitute up to seven times per semester.

**General Suggestions**

The following suggestions are gleaned from the experiences of previous student teachers. Read them before you begin your internship, and re‑read them periodically throughout the semester.

1. **Show your enthusiasm.** Be cheerful and out‑going in the school. Greet everyone, from students to the principal, including building maintenance, food services personnel, secretaries and other staff members.
2. **Act and dress like a professional***.* Be mindful that students’ behavior can be influenced positively by your professional appearance.
3. While your cooperating teacher is teaching a lesson, **observe and take notes.**
4. Each cooperating teacher has his or her own style. Some teachers will embrace your ideas, others will not. **Try to** **extend or build on your cooperating teacher's strengths.**
5. **If the cooperating teacher leaves the room, take charge and report any unusual happening immediately upon her/his return.**
6. **Check with your cooperating teacher before attempting learning activities that depart from normal classroom procedures.**
7. **Never point out a student’s faults in front of others.**
8. **Refrain from making any negative comments** about the school or the school's personnel, especially when talking with fellow interns.
9. **When making lesson plans in the plan books, be specific.** For example: Note a textbook's name, page number and location. The precise location of any supplementary materials should also be included. This is particularly important in case you must be absent.
10. **If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong.** If possible, re-teach the lesson using the teacher's suggestions.
11. **If you want to observe in another room, make prior arrangements** with both the cooperating teacher and the teacher in the room to be observed.
12. **Always get approval for any communications home** from your cooperating teacher, prior to making contact by E-mail, letter, or telephone.
13. **During a parent‑teacher conference, let your cooperating teacher take the lead.** While you are capable of participating in the conference, parents are more likely to accept your opinions if the cooperating teacher shares and expresses them.
14. **If you are having a problem of any kind that interferes with your teaching, inform your cooperating teacher and student teacher supervisor.**
15. **Look for the "good" in every situation.** Keep your sense of humor and try to be flexible. Let common sense be your guide.
16. **Be you** – cordial, interested, excited, concerned, and committed to teaching and learning.
17. **Before you leave the placement, be sure to return all textbooks and materials** to the school or other resource centers. Thank-you notes will be welcome as well.
18. **Observe, reflect, and change strategies and behaviors, including your own, when they are counterproductive.**
19. Use E-mail messages to **keep open communication with your student teacher supervisor** on a weekly basis, and, if necessary, to contact the Director of School and Field Services.

**Suggestions on Classroom Management**

Of all the situations confronting student interns, few are as formidable as classroom management. Rarely do interns believe they have been adequately prepared for managing a classroom even in programs that contain courses on the topic. Much of the success in this area depends on your planning, confidence and assertive command of the situations. The hints that follow are compiled from the experiences of student teachers. They are presented in the hope that future interns will learn from the experiences of others.

1. **Carefully observe, learn and discuss** with your cooperating teacher any formal classroom management program that he or she uses, such as Assertive Discipline or Teacher Effectiveness Training. Also be aware of how classroom routines assist in making the classroom organized, friendly and functional.
2. **Learn the names of students** quickly, preferably on your first day in the classroom.
3. **Proper, detailed planning** improves classroom management and avoids much off‑task misbehavior. If an unpleasant situation develops, ask "How could I have planned differently to avoid this situation?"
4. When you communicate with your students, **watch the expressions** on their faces; these can be clues to the effectiveness of your communication.
5. **Be firm and establish control early.** Use an assertive quality in your voice. It is easier to relax when control has been established than it is to become firm when control is lost.
6. **Be consistent.** Students need to know the kinds of behavior you expect of them.
7. **Expect students’ attention**, yet be aware of their attention spans. Do not begin speaking until everyone is listening.
8. When you must talk to a specific student about inappropriate behavior, **use clear, precise and positive comments that redirect the behavior**, such as, “Chris, I want you to...” The remark tells who the student is, what the problem is, and redirects the behavior. Follow up with a courteous acknowledgment such as, “Thank you,” or, “I really appreciate that...”

1. **Try not to cover too much with one set of directions.** If the assignment is complicated, approach it in stages. It may be helpful to duplicate instructions or to write them on the chalkboard or project them on an overhead so that each student will have a guide or outline.
2. **Ask students if they have any questions** about the work before they begin.
3. **Before beginning a lesson, review the seating and,** with the cooperating teacher’s permission, **make any necessary changes** for potential visual, auditory, or behavioral concerns.
4. **Set up and adjust audiovisual equipment before the lesson. Always preview media materials.**
5. **Plan and communicate what students are to do when they have finished an assignment.**This is crucial since students work at different rates.
6. **Try to minimize interruptions** while students are working on an assignment.
7. **Inform students, in advance, of the day's planned activities.** Students can then prepare, and transitions are more likely to be smooth. Plan specific ways of moving from one activity to another with minimum disruption.
8. **Do not allow students to monopolize** your time when instructing a large or small group. Appoint students as resource helpers to others when you are working with a small group.This reduces frequent interruptions that interfere with the continuity of your instruction.
9. When working with one student or a small group, **be aware of every student in the classroom at all times.**
10. **Learn and consistently enforce the existing rules for students** who leave the classroom to use restrooms, to go to the resource center, or elsewhere.
11. When a student has become severely upset, **give the student sufficient time to calm down** before continuing the discussion. This sometimes takes a few minutes; at other times, it may mean delaying the discussion until the next day.
12. **Reprimand students in private**, if at all possible.
13. **Do not threaten any action that you might not be able to carry out.**
14. **Students should never be sent into the hall as punishment.**
15. **Involve in discussions those students whose attention is wandering.** Ask them directly for comments or opinions.
16. **Involve all students in learning.** Plan physical movement during class to allow for muscle relaxation and shifts in body position. Alternate passive and active student involvement.
17. **When possible, develop gestures and use facial expressions instead of verbal reprimands.** Remember also to use positive gestures and facial expressions to communicate as often as possible.
18. During large group instruction, **circulate to different physical locations in the room,** making sure that each student receives an equal share of your physical closeness.
19. When addressing a group **use gender-fair terms** such as: “students, class, ladies and gentlemen, friends, scholars.”
20. **Give encouragement and specific praise** often to each class member.
21. **Enunciate clearly and loudly,** without raising your voice, so all can hear. Students often quiet down so they can hear you.
22. **Make transitions smooth and clear***.* Be sure students understand their purpose.
23. **Avoid sarcastic or cutting remarks** and **never argue with a student in class.**
24. **Be positive and proactive** rather than negative and reactive.

**How to Handle Criticism**

The proper response to criticism is one of the essential elements of the successful internship experience. Welcome constructive criticism as a positive means toward self-improvement. An attitude of openness toward other points of view is essential for maximum learning during the internship experience. Act on the suggestions made by the cooperating teacher or student teacher supervisor.

The following suggestions may be helpful:

1. **Anticipate criticism and welcome its contribution.** Take a positive attitude toward any advice that is offered by the principal, student teacher supervisor, or cooperating teacher.
2. **Candidly evaluate and critique your efforts.** Often you can soften necessary criticism by identifying weaknesses in your lessons and raising them with the cooperating teacher or student teacher supervisor.
3. **Be consistent in acting on suggestions that are made.** It is important not to repeat the same mistakes day after day.
4. **Avoid reacting defensively to criticism.** Redirect that energy toward eliminating future mistakes.
5. **If a criticism upsets you, delay discussion until you can address it rationally, not emotionally.** You often react differently or can resolve an unpleasant situation better after a good night's sleep.
6. **Use judgment in interpreting criticisms.** Sometimes a criticism is made to fit a particular occasion and will not apply to every situation. This often results in difficulty and confusion. When criticisms seem to conflict, try to sort out the situation. If necessary, ask the cooperating teacher or student teacher supervisor if your interpretation is appropriate.

**Ethics and Standards of Professionalism**

Interns are expected to exercise the highest degree of ethical and professional behavior. To that end, the ***Michigan Professional Educator’s Code of Ethics*** becomes the common goal and standard.

**Ethical Standards:**

1. ***Service Toward the Common Good***

 **Ethical Principle:** The professional educator’s primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

1. ***Mutual Respect***

 **Ethical Principle:** Professional educators respect the inherent dignity and worth of each individual.

1. ***Equity***

 **Ethical Principal:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

1. ***Diversity***

 **Ethical Principle:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

1. ***Truth and Honesty***

 **Ethical Principle:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national assessment guidelines, and exercise sound professional judgment.

Most, if not all, of these principles encompass the following ethical standards developed by the National Education Association (1975).

**In relations with students, the educator shall:**

* Promote independent action in the pursuit of learning;
* Promote student access to varying points of view and sources of information;
* Honestly and conscientiously report student progress;
* Protect the student from unhealthy and unsafe conditions;
* Avoid embarrassing or disparaging students at any time;
* Provide equitable treatment to students of different races, creeds, ethnic groups, sexual orientation, socio-economic groups, and gender;
* Refrain from using professional relationships with students for private gain;
* Avoid sexually suggestive behavior or language with students;
* Keep information about students confidential except when disclosure serves a compelling professional purpose, could prevent injury, or is required by law;
* Pursue goals in the best interests of all students;
* Subordinate personal interests to the interests of the students; and
* Avoid gossip, hearsay, or rumors about students.

**On a professional level, the educator shall:**

* Be honest and truthful in all applications for professional positions;
* Not assist unqualified persons into the profession;
* Not make false statement concerning the qualifications of a candidate for a professional position;
* Not assist a non-educator in the unauthorized practice of teaching;
* Not disclose confidential information about a colleague except when disclosure serves a compelling professional purpose, could prevent injury, or is required by law;
* Not make false or malicious statements about a colleague;
* Actively cooperate and collaborate in all professional initiatives and activities related to the responsibilities of one’s position;
* Maintain a positive, proactive attitude toward the practice of education; Actively seek to improve professional practices and skills in the classroom;
* Shall not take gratuities, gifts, or favors that might impair or appear to influence professional decisions; and
* Not break copyright laws in hardcopy or video materials.

 **Intern-Generated Documentation**

Interns are required to generate a variety of documents during their internship experience. It is a time-consuming but essential activity. Its purposes are to:

* **Demonstrate what you have done.** Teaching is remarkably complex. As complex as it is for experienced teachers, it is all the more complex for interns. Intern-generated documents provide one set of ways to demonstrate that you are meeting program expectations.
* **Communicate your ideas to others.** Face-to-face communication among the participants in the internship experience will occur frequently. However, because of the complexity of schooling, there is seldom time to settle all critical communication tasks using direct interpersonal channels. Intern-generated documents allow you to communicate ideas about lessons, your professional growth and your thoughts and ideas about becoming a professional educator in a systematic way that is independent of daily time constraints.
* **Create a framework for making decisions.** Documentation presents data in ways that can be organized and studied, and can serve as a basis for decision-making. No matter how good we think our memory is, research clearly shows that beyond a reasonably small amount of input, we lose the capacity to recall, in any useful detail, what we have thought or done. Weekly journals provide some of this documentation, and the templates in the appendices should be useful. However, your own documentation enables you to re-visit and to study out ideas and actions, and, when used effectively, becomes an invaluable source of data for making decisions about: (1) the teaching and learning process, (2) your growth and development, (3) your students’ learning, (4) time management in and out of school, and (5) the effectiveness of the internship program.

It is understood that this documentation is no small task. Neither is the documentation that will be expected of you as you enter your teaching career. Because of the importance of intern-generated documentation, it is expected that all interns will take it seriously and maintain an **internship notebook**.

 **Internship Notebook Requirements**

The following items are to be included in the Internship Notebook. It is strongly recommended that the information be organized in sections that are easily identified and readily accessible for the student teacher supervisor as well as for you.

1. **Student and Classroom Information:** seating charts, schedule(s), school/classroom rules and procedures, etc.
2. **Classroom Management*:*** Provide a written summary of the management program used in the classroom(s), and show how it is used within the school management program.
3. **Unit and Lesson Plans.**

**Lesson plans** are required for *all* lessons that you teach. Although the nature of each plan may vary according to the intended purpose of the lesson, the format, in general, should be consistent with the form shared in your courses. (The exceptions to this requirement include but are not limited to such things as warm-up activities. These do not require a formal lesson plan, but interns are expected to keep a log of the skills and strategies addressed each day.) All lesson plans must be kept in the internship notebook.

As you assume responsibility for teaching each class, you will be expected to develop **units** – i.e., coherent collections of lessons – to help students acquire the skills of learning and develop the deeper understandings of learning.

All units and lesson plans are to be kept in a designated section of the internship notebook, and must be available to the cooperating teacher, building principal, and/or student teacher supervisor to view at any time.

**Please note:** One unit is to be designated as the “portfolio quality” unit and should be kept in a separate section of the notebook. It will receive extra scrutiny by the student teacher supervisor for two purposes. The first is to provide general feedback which may be applicable to the development of other units. The second purpose is to provide specific feedback to help the intern in developing a unit suitable for inclusion in his or her professional portfolio.

1. **Written Observations** and other forms of feedback from the cooperating teacher and the student teacher supervisor.
2. A **copy of the mid-term assessment**.
3. **Other Resources:** You will encounter many excellent ideas and resources; use this section to record them for future use.
4. **University Information:** Syllabus, seminar schedule/information, reminders from supervisors, etc.

***The notebook must be readily accessible to the student teacher supervisor when he or she visits your classroom.***

**Michigan Student/Intern Teacher of the Year Competition**

Interns are encouraged to apply for the *Michigan Student/Intern Teacher of the Year Competition* sponsored by the Michigan Association of Teacher Educators. Information about the competition and application materials is available at the Michigan Association of Teacher Educators (MATE) website: <http://www.MichiganATE.com>. Click on “Contest” for more information.

**Liability Insurance**

School districts in Michigan require student teachers to have $1,000,000 in liability insurance per occurrence. Liability insurance must be purchased and maintained by the intern either through his or her own insurance provider or MEA/NEA student membership. The MEA/NEA form is available on-line at <http://www.mea.org/SMEA/index.html>.

If you plan to use a personal liability insurance rider on your homeowner's policy, you must provide a letter from your insurance agent confirming that the liability policy will cover you in a professional setting.

**Interns must provide verification of liability insurance in order to begin their student teaching internships.**

**Health Insurance**

Interns are not covered by the university for medical, surgical or hospitalization insurance. The purchase and maintenance of such insurance is the responsibility of the intern.

**Exit Requirements**

1. The following completed items must be turned in to the Director for School and Field Services. These forms are all found on the website [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs) under Student Teaching Internships / Exit and Certification Requirements.
2. Felony / Misdemeanor Form
3. Equity Task
4. Intern Perception of Placement
5. Intern’s Evaluation of Program (complete for the appropriate program)
6. Cooperating Teacher’s Assessment of the Student Teacher Supervisor (under Cooperating Teacher on the website)
7. Intern’s Evaluation of Student Teacher Supervisor
8. Last Page of MDE Teacher Candidate State Survey (Toward the end of student teaching, you will be given a link to access the survey and an identification code to use.)
9. Portfolio (Include resume, evaluations, unit, sample lesson plans, student work, etc.) Be prepared to interview using your portfolio at the culminating seminar.

 2. Student must have documented passing scores for the MTTC basic skills or Professional Readiness Examination and major/minor subject area tests. Make sure that you have your scores sent directly to Oakland University when you take the test. If you don’t do this, you will need to have the scores sent using the form on the MTTC site along with the additional fee.

3. Student must have completed all required coursework with appropriate grade earned. (The grades for all coursework, including the student teaching internship, must be 3.0 or greater in the master’s program.)

4. Complete the MOECS application on-line. Directions are on the Exit and Certification Requirements page under Michigan Teacher Certification.

**SECTION III**

**ROLE OF THE COOPERATING TEACHER**

The role of the cooperating teacher in the preparation of interns is a crucial one. Whether your intern has completed a field experience with you or is new to your classroom, he or she is *in the process* of acquiring and refining the essential skills of a professional educator. As such, your intern will likely not demonstrate either master or superior teaching in the beginning of the student teaching internship. Instead, and as a result of your encouragement, guidance and advice, as well as that of the student teacher supervisor, the intern will develop and refine the knowledge and skills of teaching throughout the internship, and acquire a better understanding of learners, instruction and effective classroom management.

 **Preparation**

In most instances the intern is assigned a specific teacher and classroom only after a pre‑placement interview has been completed. In some programs, the intern has been with the teacher for the field placement that precedes the student teaching internship. If the intern assigned to you did not do his or her final field assignment with you, you will want to prepare for his or her entry into your classroom. A number of suggested orientation activities can be found on the Cooperating Teacher link on the website at <http://wwwp.oakland.edu/sehs-sfs/cooperating-teacher/> . In addition, the following suggestions are also likely to assist in making the intern’s entry into the classroom more comfortable.

1. If the student teacher is assigned for fall semester, try to see that (s)he is invited to all in-service sessions and orientations held before the school year begins.
2. If the student teacher is assigned in the winter semester, invite him or her to spend at least one full day in the building prior to the beginning of the semester. This will afford the student an opportunity to meet the children and staff, as well as become familiar with the building.
3. Provide the student teacher with curriculum resources and goals you expect the students to achieve. When your student teacher is with you for their final field experience, you have the opportunity to begin their orientation the semester before the student teacher role is assumed.
4. Establish a working area for the student teacher so (s)he will have adequate and separate work space.
5. Provide the intern with an overview of the long-range plans for the classroom and actual samples of what these may look like.
6. Provide the intern with curriculum resources and goals that you expect the students to achieve.
7. Engage the intern in cooperative planning. Although he or she will eventually take full control of several of your classes for an extended period of time, this does not mean that a “hands-off” approach is required. For at least part of the internship, team-teaching is a valuable option. Your intern should be familiar with a range of options for teaching. Try to encourage controlled experimentation.
8. As legal teachers of record in your classroom, you are responsible for all activities in your classroom. Legally, interns are still considered students. They should be given responsibilities and supervised in accordance with recognized policies of the district and rules of the State. They should also be given responsibilities and supervised in accordance with sound pedagogical practice. The internship is intended as a developmental learning experience for the intern. He or she is a novice making the passage to professional educator.

**Orientation**

School Rules and Regulations

Because routine matters are usually done without much thought given to them, cooperating teachers may overlook their importance to the intern, or assume that the intern knows them already. A school handbook or a handout prepared by the cooperating teacher should outline matters such as:

1. Expected time of arrival and departure from building for both students and teachers.
2. Procedures for leaving the classroom and building.
3. Taking and reporting attendance.

 4. Attending to announcements that have come from the principal's office.

 5. Checking books or items of equipment in or out.

 6. Duties such as hall, lunchroom, playground. or bus supervision.

7. Emergency procedures, such as tornado alerts, fire alarms, lock downs and school closings.

8. Attending to injuries (All Oakland University School of Education interns shall be provided “general” blood borne pathogens exposure control and universal precautions instruction before they begin student teaching. It is each hosting school’s responsibility, however, to provide explicit and site-specific instruction in exposure control at its facility during the orientation period.)

 Classroom

Establish at the beginning that the intern is a colleague, a partner and a co‑worker. Following are some suggestions that will help the intern feel like a partner, and pave the way for the time when he or she will assume control of the class:

1. Introduce the intern as Mr., Ms., and use the last name. Explain that he or she is another teacher who will be working with the class. You might even congratulate your students on being fortunate enough to have two teachers this semester.
2. Describe to the intern the ability level or range of ability within the class or classes involved, and the varying expectations that result from this range.
3. Alert the intern to any students who have emotional or medical conditions. (Interns are not to administer medication to a student at any time.)
4. Outline the classroom rules and regulations. Identify which could be changed once the intern assumes full authority for the classroom. For example, some teachers expect students to raise their hands for help; others allow them to come to the desk.
5. Regularly share materials, notices, space, and equipment with the intern, and, otherwise, treat him or her as you would a colleague.

Staff and Building

It is the responsibility of the cooperating teacher to introduce the intern to the various staff members and to the responsibilities that he or she will have during the normal school day. Remember to include the following:

1. Make a conscious effort to introduce the intern to other faculty members and school personnel. A few comments about each person will serve as memory clues for the intern in recalling that person.
2. The intern should be oriented to the school building layout if the principal has not done this already. Such items as the location of teachers' restrooms, use of telephone, where to find the custodian, and how to use an intercom system are important to the intern.
3. Since the intern will use the teacher's workroom, it is suggested that ample time be provided for a full understanding of the technology found in this important workstation and of the procedures to be followed.
4. Please make sure that the student teacher understands all of the procedures for pupil conduct related to the lunchroom, playground, library, computer lab, school bus loading and unloading, and any other facilities and routines.

School Community

Help the intern become familiar with the community by discussing the following information:

1. Socio‑economic structure.
2. Ethnic and racial composition.
3. Religious character and cultural aspects.
4. Types and adequacy of housing.
5. Occupational similarity or diversity.
6. Service agencies, such as recreational facilities and social welfare organizations.

7. Attitudes toward teachers and education.

School Records

Early in the internship both the cooperating teacher and the principal should outline the parameters for the intern’s access to and use of the students’ records.

**Teaching Schedule**

Whether the intern is new to your classroom or returning to do his or her student teaching internship, it is important to look ahead and, with the intern, establish a tentative schedule for the internship.

Please prepare and discuss with the student teacher supervisor a schedule for gradually introducing the intern into various activities and responsibilities. This is normally a cumulative schedule in which the intern adds new responsibilities every one or two weeks.

Because most, if not all, interns will have completed a field experience in the same classroom prior to the internship, it is anticipated that the schedule may be modified, as agreed upon by the cooperating teacher, student teacher supervisor, and intern, to reflect and accommodate the knowledge of students, curriculum, classroom policies and procedures, and the like that have been acquired during the field experience.

**Suggested Teaching Schedule**

The responsibilities and activities of the internship may unfold according to the following schedule.

During the first week of the internship, the intern might:

* Become oriented to the school facilities, policies, and routines.
* Observe certain students, especially those who are highly capable, those who are ethnically or culturally diverse and those with special needs in order to identify their educational needs.
* Learn the names of the students
* Become familiar with the emergency procedures.
* Determine effective classroom management approaches for the students and the unique environment of the classroom.
* Review and become familiar with the learning materials students use.
* Participate in activities suggested by the cooperating teacher.
* Work with individuals and small groups of students as identified by the cooperating teacher.
* Begin lesson planning for the following week.
* Determine the topic for the unit of study to be developed and implemented during the internship
* Conduct the required observation of the cooperating teacher.

Weeks Two and Three:

* Plan and teach one lesson each day of the week.
* Receive feedback on the daily lessons.
* Begin planning lessons for subsequent weeks.
* Identify topics for units and begin gathering resources and planning lessons.
* Participate in a variety of classroom and school activities.
* Observe your cooperating teacher using the form found on the website at [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs), Student Teaching Internships, Exit and Certification Requirements.

Weeks Four through Six:

* Plan and teach additional lessons each day/each week.
* When appropriate, have some opportunity to talk with parents alongside the cooperating teacher
* Receive feedback on lessons.
* Plan units/lessons for subsequent weeks.
* Participate in a variety of classroom and school activities.

Weeks Seven through Eleven:

* Plan, teach, and assess for the full day, every day.
* Plan units/lessons for the subsequent days.
* Effectively, appropriately, and consistently address the unique strengths and needs of all students in the classroom.
* Consistently use a variety of assessment tools.
* Receive feedback on performance.
* Continue to participate in school and classroom activities.

Week Twelve and Beyond:

This is the “phase-out” time in which responsibilities are transitioned back to the cooperating teacher. Activities and responsibilities for this week should be jointly decided by the intern and the cooperating teacher.

* Observe in a minimum of two other classrooms. Each required observation must be pre-planned with the teacher to be visited and the reasons for the observation must be clarified. Use the form found on the website at [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs), Student Teaching Internships, Exit and Certification Requirements.
* Consider team teaching or other options to facilitate a smooth transition for the students.

You and your intern are encouraged to draw up a plan collaboratively for the 12-15 weeks the student teacher will be working/teaching in your classroom. Use the suggestions and guidelines provided above, as well as those that follow, to construct the plan. You and the intern are encouraged to revisit the plan frequently, and to make adjustments that reflect the developing expertise and/or needs of the intern.

**Additional Guidelines and Suggestions**

Interns usually are eager to begin classroom instruction. As the professional, you should arrange for the transition from teacher control to intern instructional control to be a gradual one, dependent to some degree upon the readiness of the intern. In general, the transition must occur no later than Week 7.

Below are some additional guidelines for directing this process:

1. From the beginning, schedule time with the intern for daily planning and evaluation.
2. It is recommended that you consult with the student teacher supervisor about a sequence for content areas and the amount or type of lesson planning.
3. Before assuming responsibility for a class, the intern should have ample opportunity to study your plans, observe you teaching the subject, and discuss the success of lessons. The intern also must show proficiency in formulating clearly stated and appropriate lesson plans. These plans should be detailed at first, but may become less so as teaching proficiency improves.
4. Before assigning a new subject area, you may wish to arrange for a special planning period to assure yourself that the intern understands what is expected.
5. Let the intern assume responsibility for one section of the curriculum at a time, adding new responsibilities gradually.
6. As you and your intern plan, please keep in mind the requirements for the internship unit. Information regarding the unit can be found on the “forms” tab of the website.

7. As the intern assumes an increasing teaching role, include him or her in professional discussions with other teachers and in events which are part of the total school social and/or professional setting including faculty meetings, school parties and staff development programs.

1. Capitalize on the intern’s special talents to enhance the instructional program.
2. Encourage the intern to collect materials and teaching ideas from you, other teachers, and resource centers in the school, ISD, and university.
3. Support the intern’s attempts to try out new methods, providing that they are consistent with the objectives of the curriculum and are appropriate for the setting.
4. As the intern gradually assumes more responsibility for classroom instruction and planning, your role will become more of an observer and diagnostician. You can continue to support the student as a teaching assistant and team member.
5. Throughout the internship, arrange specific times for the intern to observe your teaching. By the end of the term, the intern will be a sophisticated observer, able to benefit even more from carefully guided observations.
6. Toward the end of student teaching, cooperating teachers gradually take back the major class responsibility. This transition period is an ideal time for student teachers to observe teachers and classrooms. Good results are more likely if these observations are:
	1. Planned in advance and for some very definite reasons (to see a different grouping or organizational pattern, to see the same student or students in a different setting, to see a completely different methodology getting good results, etc.)
	2. Pre-planned with the teacher to be visited with the reasons for the observation clarified.
	3. Evaluated by the student teacher during a conference or in a written report.

**Lesson Plans**

Interns are expected to prepare written lesson plans. The purpose of this requirement is to ensure that the intern acquires and refines a sound structure for planning. As the semester progresses, it is expected that the intern will internalize an increasing number of steps in the process and, as a result, need to commit less of the process to writing. Eventually, one should be able to observe a lesson and identify all steps in the process. If any steps are omitted, however, the intern should be asked to return to writing detailed lesson plans.

Different formats exist for lesson plan preparation. The format below is an extension of the “backward design” conceptualized and developed by Wiggins and McTighe (*Understanding by Design*, 2006).

In general, the lesson plans should include the following elements:

* Goals (standards), understandings, essential questions, and objectives
* Authentic assessments for determining the achievement of the desired results
* A learning plan (sequence of learning activities)
* Closure
* Provisions for students with special needs.
* Materials needed for teaching the lesson, including technology
* Reflection following the lesson

The extent of lesson plan content may depend on the materials used. Lessons drawn from well-designed commercial materials, such as textbooks, kits and curriculum guides, may require less writing than lessons that are mainly designed by the intern.

When making plans cooperatively, it may be helpful for you to use a different color pen or pencil than that used by the intern. In that way, the student teacher supervisor will be able to tell at a glance how much the cooperating teacher is planning in contrast to the intern.

**Observations**

**Observations *of* the Cooperating Teacher**

Early observation of the cooperating teacher by the intern is most purposeful if it is framed by questions. For example: "Note any situations where you see disruptive elements being diverted or controlled. What clues alerted us to potential misbehavior? What principles of learning did you see applied?" or "Identify the devices used for individualizing instruction."

It is important that the intern take notes as he or she observes. In addition, interns should be encouraged to write down questions about the instruction and interactions that they would like to discuss with you.

Please note: The intern must complete two observations of other teachers during the internship. However, the intern should continue to observe you informally per the guidelines recommended.

**Observations *by* the Cooperating Teacher**

As the term progresses and you begin formal observations of the intern, the students in the classroom are most likely to accept the role reversal as routine. When observing the intern, your physical position in the classroom ought to be minimally distractive to the students. Students who approach you during this time should be told to consult the intern.

**Formal Observations**

The Cooperating Teacher is encouraged to make two formal observations before the mid-point of the internship and the completion of the Mid-Term Assessment, and two more formal observations before the completion of the Final Evaluation at the end of the internship. Although not required, use of the ***Observation Form*** is greatly encouraged. This can be found on the website at [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs). Go to Cooperating Teacher, Student Teaching.

***Please be reminded that the intern should be evaluated as a novice and not as a master teacher.***

When making a formal observation it is helpful to make a copy so that both you and the intern have a written record of what has been recorded. It is also helpful to record the date and the time the observation begins and ends. (Observations should be approximately 20-30 minutes in length.)

**Informal Observations**

Informal observations and feedback should be part of the daily fabric of the classroom and internship experience. They may be semi-formal in that the Cooperating Teacher may set a specific purpose for the observation such as one of the following:

* To learn how the intern implements written plans;
* To improve specific teaching techniques of the intern such as; asking questions or giving clear directions.
* To identify distracting mannerisms or speech patterns (such as repeatedly saying *Shhhh* or failing to have eye contact with the class while speaking).

Observation may also be more informal with the Cooperating Teacher providing feedback from a spectrum of observed activities and student interactions over a period of time.

In either instance, Cooperating Teachers are encouraged to provide written feedback and to discuss the same with the intern. It is essential for a number of reasons:

* It can be kept, read and reflected upon by the intern. Whereas oral feedback may be forgotten or misinterpreted, written feedback is permanent.
* Written documents help to focus and sharpen the observation and feedback, and provide a record against which future work can be compared

Written comments are most effective if they are positive and proactive; i.e. they say what might be done rather than what was done incorrectly. A couple of examples of negative and positive comments are shown in the following table.

|  |  |
| --- | --- |
| **NEGATIVE** | **POSITIVE** |
| You didn’t illustrate that concept well. | I’ve had really great success by having students interpret adaptations of plants and animals through illustrations. May I show you?  |
| Your students were very unruly, and you didn’t handle Jeff very well | I noticed you had a problem with Jeff. How else might you handle that situation if it occurs again? |
| You’re doing too much talking and lecturing. | Students learn best when they are involved. What visual or physical models could you use to better meet students’ multiple intelligences? |

**Providing Feedback**

Interns respect cooperating teachers who deal directly but kindly with all issues. Although criticism may sometimes be temporarily jolting, honest feedback is essential for the intern to grow professionally. By meeting problems as soon as they arise, you may deepen and strengthen the level of communication with the intern.

**Conferences**

It is difficult to think that a cooperating teacher and an intern can spend many hours each day in the same place without communicating, but the fact is that this is often the most serious problem in the internship experience.

There are many roadblocks to effective communication and some of the most frequent include the following:

* No time before and after school due to preparation, seminars, lunch, etc.;
* No time during the school day since both are with students;
* Feelings of inadequacy on the part of the intern and/or the cooperating teacher;
* Over-concern for hurting the feelings of the intern; and/or
* No place to talk in private.

Effective communication is so important that it cannot be left to chance. Good communication will occur if the time and place are planned in advance, the environment is private, and the purpose is understood.

To avoid overwhelming an anxious intern, select only one or two points at a time and have frequent conferences during the first weeks of the term. Ask the intern to keep notes or an informal record of the topics considered, the points made, and the plan for action. This record becomes a ready reference for both parties and often furnishes the cooperating teacher with clues regarding the intern’s understanding and readiness to assume more classroom responsibility. At first you may need to be quite directive, identifying the topics, sequencing the next steps to be taken and evaluating the progress. As the term progresses, move from a directive to a non‑directive approach during the conferences.

The gradual assumption of responsibility for self-assessment should be the goal of post-observation conferences. At first it may be helpful to begin with written notes. As the experience progresses, let the intern take the initiative for analyzing his or her teaching. You might facilitate this by asking, "What would you do differently if you were to teach this lesson again?" By the end of the internship, the student teacher should be capable of a thorough self‑assessment before reading your notes. It is very helpful to retain anecdotal records concerning the most important points of each conference. This forms a solid record of the student teacher's experience and may be used when writing the final narrative evaluation of the intern.

**Questions for Discussion:**

To facilitate the dialogue with your intern, you may want to use one or more of the following questions:

* Before the Lesson:
	1. What are goals/standards for your lesson and how have you chosen them?
	2. What are the understandings and essential questions for your lesson?
	3. What prior knowledge and skill(s) are required in order for the students to be successful in achieving the desired results for the lesson?
	4. How is this lesson linked to previous or future lessons?
	5. How will your teaching methods/learning activities/instructional materials help the students achieve the desired results for the lesson?
	6. How will you assess student learning, and how is your strategy linked to the lesson’s goals/understandings/essential questions/objectives?
* After the Lesson:

1. Did the students achieve the desired results? How do you know?
2. Were your learning activities and instructional materials effective? Explain.
3. Did you have to make adjustments to your lesson? If so, what and why?
4. What changes will you make in the next lesson with this class?

**Suggestions:**

In addition to planned conferences, you will find many opportunities for enriching and modifying the intern’s methodologies. Following are some suggestions that will make this process easier and more effective:

1. Ordinarily, do not correct a student teacher or “rescue” him or her during the class period. However, if the student teacher is creating misconceptions or if the behavior of the students is dangerous or highly disruptive, you should intervene as unobtrusively as possible.
2. Be candid but not blunt in making suggestions to the student teacher.
3. Be specific; avoid generalizations. "Good lesson," may make the intern feel good temporarily, but it does not give sufficient information about what should be learned and retained from the experience. It is better to say something like, "The demonstration held everyone's attention and interest. It illustrated the points you planned in your objectives."
4. Give the intern an opportunity to identify the strengths and problems before you begin. For example: "Talk about the ways in which you kept students on task. . . .What problems did you encounter?"
5. Express encouragement even when identifying errors and problems. For example: "Your lesson showed me that you are learning how to adjust to the students’ levels. How can you apply this idea of being more exact and specific in tomorrow's lesson?”
6. Provide written or oral feedback every day.
7. Share encouraging comments from others.

Even when the student teacher has assumed full teaching responsibility, continue to analyze teaching procedures and confer with the student teacher concerning ways and means for improvement.

 **The Intern Experiencing Difficulty**

If an intern is not making satisfactory progress, contact the student teacher supervisor immediately. The student teacher supervisor will contact the Director for School and Field Services to document officially the concerns. The cooperating teacher should also notify his or her building principal.

In instances where an intern is experiencing difficulty, it is critical that:

* Dated, detailed, written anecdotal records be kept describing the areas of concern. The concerns should be stated in very specific terms and supported with specific examples from observed lessons and activities.
* A Concerns Reportshould be completed (Student Teacher Supervisors have a form.)
* The Director should be asked to schedule an observation, and an improvement plan written and put into place.
* The cooperating teacher’s mid-term evaluation of the intern should reflect his or her concerns.
* Regular and focused conferences should be scheduled with the intern.

**Completing the Mid-Term Evaluation**

A critical task in the internship is the mid-term evaluation (See [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs), Student Teaching Internship, your program, forms tab). It represents a summative evaluation of the student teacher’s progress at the midpoint of the internship. The feedback provided by the cooperating teacher should encompass both the growth the intern has made, as well as the areas that need to be further developed and refined.

The mid-term assessment generally is completed jointly by the cooperating teacher and the intern. However, it may be completed independently by each party and then discussed jointly. It is recognized that some areas in the mid-term assessment are not applicable at that time the assessment is completed; however, the process of completing the mid-term assessment should help to identify the goals for the remainder of the student teaching internship. A copy of the mid-term assessment is to be given to, and discussed with, the Student teacher supervisor by the intern and the cooperating teacher. (If the mid-term was initially done independently by the intern and cooperating teacher, copies of each assessment should be given to the student teacher supervisor.)

The ratings for the criteria in each section of the mid-term evaluation should reflect the intern’s performance to date. Please keep in mind that you are rating the progress and performance of a student teacher.

Your narrative comments should support the criteria ratings and highlight the areas that need to be developed or refined as the intern continues his or her internship in your classroom.

**Writing the Final Evaluations**

One of the vital tasks involved in supervising interns is the final narrative evaluation (See [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs), Student Teaching Internship, your program, forms tab.) A good place to begin this final step is by revisiting the mid-term evaluation and the formal observations completed during the internship, and then assessing your intern’s progress and growth in the second half of the internship. The ratings for the criteria in each section of the final evaluation should reflect the student teacher’s performance *by the end of the internship*. Please use your best professional judgment in rating each criterion and, as always, please keep in mind that you are rating the progress and performance of an intern.

 Your comments will be important considerations as future employers examine the credentials of candidates for teaching positions. You will want to be fair and accurate in describing your intern’s strengths and weaknesses. Furthermore, given that the narrative portion of the final evaluation will serve as the intern’s letter of recommendation, it is essential that the final evaluation be word processed or typed. Visually pleasing and well-written narrative comments communicate to a prospective employer that this person was worth some extra time and effort

Writing positive, honest, tactful, fair and objective comments can be a challenging task. The following suggestions may help you write your narrative comments:

1. Describe the type of classroom in which the intern has been completing his or her internship: Self-contained, transitional, departmentalized, etc. Note the grade or level, number of students, background of students, and subjects taught.
2. Describe any special meetings, experiences, staff development programs, or extracurricular activities in which the student participated.
3. Mention overall enthusiasm, willingness to accept responsibility, knowledge of subject matter, ability to work well with parents, other teachers and students, voice quality and the intern’s ability to relate to children or teens.
4. Where appropriate, describe the intern’s understanding of the community, relationships with parents, and other community related activities.
5. There are certain words that describe qualities that administrators look for when reading these narratives. Words like *warm, perceptive, creative, imaginative*, and *innovative* are frequently used to describe good teachers. Avoid phrasing your comments in such a way that they leave a more negative impression than you intend. For example: "She is better with large groups than with smaller groups;" "During the first few weeks, he hesitated to try any form of discipline;" "She will learn that students will respect her when she respects them;" "I often find that when asked to do something, he takes it as a punishment;" or “In my opinion, Ms. Y is an average candidate for the teaching profession." (In actual usage, the word "average" is close to "poor" in meaning.)
6. Avoid vague statements that leave too much to the reader's imagination. For example: "He will be a successful teacher if he strives to improve his weaknesses."
7. Whenever possible, make positive statements to show growth where the intern is still showing some weakness. For example: "She is showing steady improvement in classroom management;" "He is learning to accept more responsibility;" "As lesson plans began to improve, classroom control became easier;" or "Ms. Y has made good use of the extended time that she was allowed to improve her teaching techniques.”
8. End on a positive note if possible. Remember that the final comments are the last impression left with the employer as he or she considers a prospective candidate.
9. Four copies of the final evaluation, including the written narrative, are required. They are distributed as follows: cooperating teacher, intern, student teacher supervisor, and the Director for School and Field Services.

**Completion of Student Teacher Supervisor Evaluation**

Our student teacher supervisor is a liaison between Oakland University and our district partners. It is very important to us that we have your perspective on how they are performing their responsibilities. You will find a student teacher supervisor evaluation form on the website at [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs) under Cooperating Teacher. We request that you complete this online form at the end of the internship placement.

# Teacher Absences from the Classroom

If you are to be absent for a day or a half-day, please make sure that a substitute is employed. While the intern may be more capable of handling the classroom than the substitute teacher, the intern is not legally liable and protected, nor is the cooperating teacher if the intern is left in charge of the classroom for an extended period of time. When the intern has assumed responsibility for the classroom, it is desirable and appropriate for him or her to do the teaching while the substitute handles small group instruction or becomes involved with other classroom activities. Directions explaining the procedure should be written and understood by the intern, teacher, principal, and substitute.

An Oakland University intern can be hired as a substitute for his/her cooperating teacher for a maximum of seven (7) days if the Oakland University Substituting Policy has been agreed to by your district and all requirements have been met. The form is found at [www.oakland.edu/sehs/sfs](http://www.oakland.edu/sehs/sfs) under Student Teacher Internship, your program, then the forms page. The form must have ***all*** ***of the required signatures*** and be submitted for approval ***before*** an intern may do substitute teaching during the internship. The Office Assistant II will E-mail you when you can substitute.

In the case of brief (15‑20 minute) absences another set of conditions prevails. These absences give you an opportunity to see if the student teacher can manage the classroom.

When the teacher leaves for educationally valid reasons, the following conditions should be met:

1. You must be confident that the intern is able to successfully manage the classroom.
2. Teaching plans should be reviewed with the intern in advance.
3. A teacher in a nearby room should be informed, including how long you plan to be away from the classroom, and where you can be found.
4. The principal of the school should be informed and concur with your judgment.

**SECTION IV**

 **ROLE OF THE PRINCIPAL**

As the primary instructional leader in the school, the principal has an important role in the internship program. Frequently he or she is responsible for the selection of competent cooperating teachers at the grade levels appropriate for the student teachers. Orientation to building and district policies are also part of the principal's role. As head of the staff, he or she is responsible for general supervision and may initiate, when necessary, the removal of a student teacher from the building.

**Selecting Cooperating Teachers**

The selection of competent cooperating teachers is the foundation for a professional internship. Selecting teachers who have the appropriate competence and professional expertise is a major responsibility. The following criteria may help you make these selections. A good cooperating teacher should:

1. Have completed a minimum of three full years of successful teaching experience with the most recent year being in his or her present teaching position.
2. Be seen as a creative thinking, innovative professional who is an outstanding role model for interns.
3. Have a teaching style that is sufficiently flexible to allow a student teacher to grow professionally.
4. Possess the skills and understanding for developing effective team working relationships with other adults.
5. Convey enthusiasm to others.
6. Be self‑assured and confident.
7. Be a good organizer and planner.
8. Have a positive attitude toward the teaching profession.
9. Utilize self‑assessment techniques.
10. Be a continual learner.
11. Treat each student as a unique personality with individual qualities and developmental need.
12. Participate actively as a member of selected professional and educational organizations.
13. Possess knowledge of the research and literature appropriate for use in his or her field of specialization.

 14. Have sufficient experience to be a good teacher of students and a teacher educator.

 **Orienting and Observing Interns**

As a principal you also have a key role in the education of the interns placed in your school. It is from the principal that the interns gain information about the understanding of school policies and procedures, as well as the socio‑cultural milieu of the pupils. Therefore, it is suggested that you conduct at least one formal internship orientation session to review the following information:

1. The philosophy and organization of the system and the school.
2. The general background of the student population and the socio‑economic and demographic background of the community.
3. The special qualities of the school that add strength to instruction.
4. The administration's expectations of the intern regarding:
	* Classroom management.
	* Loyalty to the system, staff, and students.
	* Procedures in case of absence, illness, or tardiness of the intern, students or the cooperating teacher.

 5. The special services available to the intern including, among others:

* Consultants in technology, special education.
* Counseling services.
* Helping teachers.

 6. A review of the school’s policy handbook (if available).

7. Procedures for handling emergency situations such as illness **(All Oakland University** **School of Education interns shall be provided “general” blood borne pathogens exposure control and universal precautions instruction before they begin student teaching. It is each hosting school’s responsibility, however, to provide explicit and site-specific instruction in exposure control at its facility during the orientation period.)**

8. Procedures for handling emergency situations such as accidents, fire, tornadoes or lock downs.

9. School schedules and calendars of special school events that are planned during the semester.

In addition, if permitted by school district policy, it is deemed appropriate to make the interns aware of the procedures for reading and utilizing students' records. Included should be the proprieties of confidentiality, interpretation and general professional ethics.

**It is also suggested that you conduct one observation, evaluation and conference with the intern. This will further orient them to the principal’s leadership role within the school environment.**

**Removal of a Student Teacher**

In the event that the student teacher supervisor and/or the cooperating teacher deem that the student teacher is not making progress toward successful completion of the internship, the principal may choose to initiate one of the following actions:

1. Place the student teacher with a different cooperating teacher.
2. Ask for an extension of the internship to help the student teacher achieve a satisfactory level of performance.
3. Ask that the student be removed from the building.

Any of the above options should be discussed with the student teacher supervisor before action is taken. He or she may be able to suggest additional options.

# Interns as Substitutes

Schools frequently inquire about using an intern as a substitute teacher. While there are obvious advantages and disadvantages to using interns as substitutes, this must fit into the guidelines established by the Oakland University agreement that has been forwarded to each district office. Please contact your district office to see if they have approved this agreement. A copy of this agreement is available in the appendices.

The internship is a supervised learning experience. The State Board of Education has approved substitute teaching as part of this supervised learning experience for Oakland University intern, but only under the conditions set forth in the Oakland University Substitute Teaching policy.

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### Intern Absences

If the intern must be absent from the classroom due to illness, (s)he must notify you, the cooperating teacher, and the student teacher supervisor as soon as possible. Permission for absences other than illness should not be granted without conferring with the student teacher supervisor.

 **SECTION V**

 **ROLE THE STUDENT TEACHER SUPERVISOR**

The student teacher supervisor is a professional educator who serves as the liaison between Oakland University and the public school personnel. For this reason, the student teacher supervisor must be informed of any problems or unusual circumstances that affect the intern; he or she is also ultimately responsible for the grade that the intern receives.

Student teacher supervisors are selected and directed by the Director of School and Field Services and a committee from Teacher Development and Educational Studies.

##

## **Supervisor Responsibilities**

The student teacher supervisor will meet with his/her interns prior to the start of the internship. At this meeting, specific details, including purposes and practices of the internship will be reviewed. The student teacher supervisor is responsible for sharing Oakland University guidelines for the internship with the building principals. It is recommended that the student teacher supervisor visit each school early in the semester to talk informally with the principal, to meet the cooperating teacher and let them know where the handbook and other resources are located on the website. Establish good rapport with the principal and continue to keep him or her informed about the progress of the intern(s).

Although not present as often as the cooperating teacher, the student teacher supervisor is an important participant in the internship experience. As the third member of the team, the student teacher supervisor should be consulted and advised on any changes in the schedule or participation of the intern, should assist in setting goals, procedures and assignments, and should be part of regular meetings with your intern.

**Seminars**

Interns are required to attend seminars scheduled throughout the student teaching internship. A variety of topics pertinent to the internship experience, teaching and learning, and the teaching profession will be at the center of each seminar. Student teacher supervisors will be in attendance at seminars to meet with their students and to discuss common concerns and issues that arise during the internship experience. Interns may be excused for part of the school day to attend these mandatory internship seminars on campus.

Student teacher supervisors will also be required to hold three small group seminars at a place of their choice, either on campus, in a public library, etc.

**Observation/Conferences**

During the first observation, an overview of the program requirements should be shared with the cooperating teacher and intern. Aminimum of five classroom observations of thirty or more minutes each should be arranged at appropriate intervals for each intern. A written record of your observation should be left with the intern. A copy of the written observation should be retained for the student teacher supervisor’s files, and another copy should be given to the Director for School and Field Services with the midterms and finals.

When possible, each observation should include conferencing with the student teacher supervisor, the cooperating teacher, and the intern. Three‑way conferences including the intern, the cooperating teacher and student teacher supervisor are required at mid‑term and final evaluation times in order to clarify all aspects of the evaluations. **It is imperative that the intern, cooperating teacher, and student teacher supervisor sign the assessment forms and that each person receives a copy. An additional copy should be delivered to the Office of School and Field Services at midterm and final evaluation times.**

Whenever possible, the student teacher supervisor is encouraged to establish E-mail and phone communications with interns, cooperating teachers, and administrators when on-site visits are not scheduled.

**Unsatisfactory Student Progress**

**Unsatisfactory progress must always be documented in writing**. This is to ensure that the intern is formally notified that (s)he needs to improve in certain areas of teaching. If an intern is not performing satisfactorily and is potentially in danger of not being recommended for certification, whenever possible, this information should be recorded explicitly in writing at or prior to the time of the mid‑term evaluation. The Director of School and Field Service will be involved in the writing of an Individual Development Plan for the student teacher.

If there is a disagreement by the intern, cooperating teacher or student teacher supervisor about the intern’s potential for certification, any party may request an observation by another supervisor. To initiate this visit, the disagreeing person(s) should contact the Director of School and Field Service/Professional Development. In consultation with the Executive Director of Professional Development, (s)he will identify a second supervisor who will schedule an observation. The observation is made without consulting with any other personnel about the nature of the situation. That individual's observation notes and recommendations will be used to confirm or negate the decision regarding potential for certification.

**Grading**

The student teacher supervisor is responsible for assigning a grade for the internship experience. **Critical to determining the grade is the input of the cooperating teacher.**

Grades submitted will be in the standard Oakland University format of numerical grades with decimal fractions from 0.0 to 4.0. In this system, grades are representative of the following:

* + 1. **Honor Grade:** *The intern was highly motivated and demonstrated consistent and exceptional talent for teaching and contributing to students’ learning.*
			1. **Grade of A:** *The intern was highly competent and demonstrated the abilities and knowledge necessary for teaching and contributing to students’ learning. All internship requirements and teaching responsibilities were fulfilled with little or no supervision required.*
			2. **Grade of B:** *The intern demonstrated the essential abilities and understandings for teaching and contributing to students’ learning. All internship requirements and teaching responsibilities were fulfilled with minimal supervision required.*

2.0-2.9**Grade of C:** *The intern demonstrated the basic abilities and understandings for teaching and contributing to learning. All internship requirements and teaching responsibilities were fulfilled but with moderate to significant levels of assistance.*

**A grade of 3.0 or above is required for all professional coursework in the Master of Arts in Teaching program and a grade of 2.8 or above is required for all professional coursework in the undergraduate program at Oakland University, including the student teaching internship.** Students in danger of earning less than 3.0 for the internship should be notified in writing before the mid-term evaluation whenever possible.

A grade of “Progressing” will be given until all required internship paperwork is completed and submitted.

## **Substituting Approval**

The student teacher supervisor should become familiar with the Oakland University Substituting policy found in the appendices. Before an intern may be used as a substitute for their cooperating teacher, the student teacher supervisor must sign, so as to indicate that the student teacher is judged to be ready to serve in this capacity. **Do not sign this for students who are in jeopardy with regard to the certification recommendation or who are on an Individual Development Plan.**

**SECTION VI**

 **ROLE OF THE SCHOOL AND FIELD SERVICES DIRECTOR**

The School and Field Services Director is responsible for the general coordination of the internship program. The Director works with school administrators in the placement of interns and in the selection of cooperating teachers and is available to aid with issues that arise within the internship experience.

The Director has the following responsibilities:

1. Provide leadership for the cooperative development of high quality internship experiences in schools.
2. Cooperate with appropriate individuals in the development of evaluation procedures for the improvement of teacher education programs. These procedures assure that programmatic changes are based upon research, suggestions from cooperating schools, faculty members, student teacher supervisors, and students, as well as appropriate follow‑up studies of the students who complete the Oakland University teacher education programs.
3. Act as a resource person to prospective interns who apply for internship or who need to discuss problems relating to their internship.
4. Provide initial information, orientation, and other processes and procedures for prospective interns.
5. Coordinate and approve the placement of interns in cooperating schools and districts.
6. Provide student teacher supervisors, interns, and cooperating school staff with information pertinent to the internship experience.
7. Maintain a record keeping system for intern evaluations, grades, and any other appropriate information.
8. Construct and monitor Individual Development Plans.
9. Identify a second supervisor who will give an independent opinion when an intern, student teacher supervisor, or cooperating teacher disagrees concerning the intern’s potential for satisfactorily completing an internship.
10. Prepare reports, as needed, for certification and accreditation agencies regarding the pre‑internship and internship programs.

 11. Schedule and conduct seminars. Notify all interns, cooperating teachers and student teacher supervisors of the seminars.

**SECTION VII**

**GENERAL INFORMATION**

 **Benefits to Cooperating Teacher and Principals**

**Tuition Awards**

At the completion of the internship experience, cooperating teachers may request a tuition award that may be redeemed for two hours of graduate credit at Oakland University and which must be used within one calendar year. Cooperating teachers are free to choose any Oakland University course that best suits their professional needs. Please request your tuition voucher at least two weeks in advance of when you need it for registration purposes.

**SCECH**

Cooperating teachers may receive SCECHs (State Continuing Education Clock Hours) for serving in the capacity of cooperating teachers for Oakland University student teachers. There are specific guidelines that must be followed. If you are interested in receiving SCECHs, please refer to the information you received as part of the internship packet. If you have questions, please direct them to the SCECHs Director whose contact information is listed on the application form.

 **Communication Information**

Should you have any questions or problems, please feel free to call any of the following personnel or offices:

**Director,** Office of School and Field Services

381 Pawley Hall (248) 370‑3083

**Department Chair,** Teacher Development and Educational Studies

485A Pawley Hall (248) 370-3093

**Teacher Development and Educational Studies,** Office Assistant

485B Pawley Hall (248) 370-3061

**School and Field Services,** Office Assistant II

385 Pawley Hall (248) 370-3060

**SEHS Advising Office** (248) 370-4182

 363 Pawley Hall

 **Career Services** (248) 370-3250

 154 N. Foundation

 **SEHS Educational Resource Lab** (248) 370-2485

 363 Pawley Hall

 **Kresge University Library Reference Desk** (248) 370-4426

**CERTIFICATION INFORMATION**

 **Procedures and Student Responsibilities**

At or near the end of the internship semester, you must go online and create a Michigan Education Information System (MEIS) account. Once that account has been created, you must register with the Michigan Online Education Certification System (MOECS) and apply for your Initial Provisional Teaching Certificate. (A hard copy of the certification application must also be completed and submitted as part of the internship packet that is turned in at the end of the student teaching internship.)

At or about the same time, -- i.e., the end of the internship semester -- the Director of School and Field Services and the Education Advisors will audit your field and advising files to determine that you have fulfilled all of the requirements for certification.

After you have applied for your Initial Provisional teaching certificate, your application will be submitted to Oakland University for review and approval. Once approved, you will receive an e-mail to pay MDE’s fee online using a debit or credit card. Once the fee is paid, your certificate will E-mailed to you. You will print it out on nice paper and get it notarized at a Notary Public.

Please note:

* Applicants who have felony or misdemeanor convictions, other than traffic violations, apply online as described above, and submit copies of all court documents (Statement of Judgment or Register of Action) related to your conviction prior to your student teaching along with a statement detailing the charge, including the year of conviction, name and location of the court, and all circumstances surrounding the conviction. This information will remain confidential but must be forwarded to Michigan Department of Education.
* If you have answered “yes” to any of the statements included on the Felony/Misdemeanor Disclosure Form, you need to know that passing our program, student teaching, and state certification tests does not guarantee certification or employment. Convictions are assessed and evaluated at the state level, including a review of the court documents.

The first certificate you receive is called a **Provisional** certificate. It is a temporary certificate that is valid for six years.

* A secondary certificate permits the teaching of your subject areas of endorsement in grades 6-12. The certificate automatically expires after the six years have lapsed. The **Professional** certificate is the next certificate teachers must acquire. The professional certificate is issued to Michigan teachers after they have documented completion of 6 semester hours, 180 SCECHs three years of teaching experience within their certificate level, or a combination.
* An elementary certificate permits the teaching in all subjects grades K-5, all subjects K-8 in a self-contained classroom, and subject area endorsements, as listed on the certificate in grades 6-8.

 For current information about renewing a Provisional certificate, moving up to a Professional certificate, or adding an endorsement, please refer to Education Advising website: <http://www.oakland.edu/sehs/certrenewal/>.

**Professional Placement Opportunities**

**Career Services**

Career Services, 154 North Foundation Hall, offers a wide range of services including resume writing, portfolio workshops, and job placement assistance. Office hours are 8:00 a.m. until 5:00 p.m., Monday through Friday.

**Handshake**

Oakland University’s Career Services department provides students with the opportunity to access and utilize – at no cost – an online resume and job search system, **Handshake**. To learn more go to <https://wwwp.oakland.edu/careerservices/handshake>.

**APPENDIX A**

**Art Education Program**

Undergraduate students in the art education program have considerable pre-student teaching field experience, a minimum of 132 clock hours spread out over a minimum of four semesters in four or more districts, at both elementary and secondary levels. They have completed a major in studio art, as well as professional courses in the following areas:

1. Introduction to Education
2. Visual Culture and Theories in Teaching Art
3. Theory and Practice of Teaching Art in the Elementary School
4. Theory and Practice of Teaching Art in the Middle School
5. Theory and Practice of Teaching Art at the Secondary Level
6. Child Development Variability
7. Identifying learning and Behavior Differences in Students
8. Managing the Classroom Community for U.S. Diverse Learners
9. Guided Reading- Learning in Content Subjects

Before beginning the internship, undergraduate students must have successfully passed the appropriate exams of the Michigan Test for Teacher Certification (MTTC). Register on-line at [www.mhc.nesinc.com](http://www.mhc.nesinc.com) or call (800)823-9225.

It is recommended that students have a placement at two different levels—elementary and middle school, middle school and high school, or elementary and high school. The students will stay at each level for half of their internship time.

**APPENDIX B**

**Elementary Education Program**

**YEAR-LONG CONFIGURATION**

**Most cooperating teachers will be receiving this handbook the semester before a student teaching assignment.** Most of our elementary education candidates now complete their final field placement, the semester before student teaching, with the teacher who will potentially accept them for student teaching placement. This allows our candidates to experience a full year in a district and school, and become immersed in the culture of that school. It also allows our candidate and the potential cooperating teacher to make the determination regarding student teaching confirmation, based on working together within the classroom.

During this semester, our candidates will be enrolled in their methods classes and therefore will have periodic assignments to complete within the field. These will involve our candidates in creating units and lessons in math, science, social studies and/or reading. This is an opportunity for them to relate these assignments to the curriculum of their host school. It is also an opportunity for the potential cooperating teacher to begin planning with our candidate for the responsibilities of the student teaching semester.

For these reasons, our candidates will bring this handbook to cooperating teachers at the beginning of their final field placement semester. **It is important that both candidate and cooperating teacher examine their roles during the student teaching semester, and implement many of these beginning with the final field placement.**

**During the field portion** of this configuration students should be expected to:

* + - 1. Design, teach, and evaluate lessons
			2. Become completely familiar with the classroom management protocol of the cooperating teacher
			3. Become familiar with the content area curriculum of the assigned district/classroom
			4. Schedule to attend a specials class with the students- art, gym, music
			5. Become familiar with the human resources of the district/school

***These activities should be designed to prepare the student teacher to begin the student teaching placement.***

**Elementary Education Program**

Undergraduate students in the elementary education program have considerable pre-student teaching field experience, Ua minimum of 132 clock hours spread out over a minimum of four semesters in four or more districts. They also have completed Ua major concentrationU of approximately 36 hours or Utwo minor concentrationsU of approximately 24 hours in content areas, as well as professional courses in the following areas:

1. an introduction to education
2. educational psychology
3. social and philosophical foundations of education
4. human interactions
5. tests and assessment tools
6. reading methods
7. language arts methods
8. mathematics methods
9. social studies methods
10. science methods
11. computers in education
12. educating exceptional children

Before beginning the internship, undergraduate students must have successfully passed the appropriate exams of the Michigan Test for Teacher Certification (MTTC). Registration booklets are available in the SEHS Advising Center, 363 Education/Human Services Bldg.

Retention in the professional program is based on the expectation that students demonstrate the characteristics of, and conduct themselves as members of, the teaching profession. Deficits in characteristics and conduct including, but not limited to the following, can result in removal from the program or a failure to recommend a student for certification: communication ability, character as well as professional relationships, responsibilities and competencies.

**APPENDIX C**

**Master of Arts in Teaching and Secondary Certification Program**

The Master of Arts in Teaching and Secondary Certification Program (MAT) is designed for individuals who already have an undergraduate degree and who are seeking secondary certification in order to teach in a middle school or high school. The program requires the completion of 38 credit hours of professional education courses. Upon the completion of an additional 8 credit hours, participants in the program earn a Master of Arts in Teaching degree. In addition to the professional coursework, the MAT students have field experiences through which to observe good practices and to participate in every facet of classroom life.

The certification portion of the MAT program culminates with the student teaching internship. While the internship provides MAT students with yet another opportunity to expand their knowledge of teaching and learning, it also encompasses the real world responsibilities of planning, teaching, classroom management and working with all members of the school community.

Through all of these learning opportunities and experiences, the MAT program strives to develop highly competent educational professionals who have the propensity and capacity to impact, in ways that are positive and enduring, the quality of life of children and youth through the teaching of their subject matter specialties.

**MAT Seminars**

MAT Interns are required to take TD 556: Student Teaching Seminar. A variety of topics pertinent to the internship experience, teaching and learning, and the teaching profession will be at the center of each seminar. Student teacher supervisors will also be in attendance at selected seminars to meet with their students and to discuss common concerns and issues that arise during the internship experience. Interns may be excused for part of the school day to attend these mandatory internship seminars.

**APPENDIX D**

**Master of Arts in Teaching and Elementary Certification Program**

The Master of Arts in Teaching and Elementary Certification Program (MATEE) is designed for individuals who already have an undergraduate degree and who are seeking elementary certification. The MATEE program requires the completion of 42 credit hours of professional education courses. These courses encompass the following:

* Learning Models
* Classroom Management
* Instructional Systems Technology
* Foundations of Reading
* Teaching Social Studies
* Reading and Language Arts Instruction
* Integrating the Arts into the Classroom
* Teaching the Exceptional Student
* Teaching Elementary and Middle School Science
* Teaching Elementary and Middle School Mathematics

Upon the completion of an additional 6 credit hours, participants in the program earn a Master of Arts in Teaching degree.

In addition to the professional coursework, the MATEE students must complete a minimum of 100 hours of field experience that includes, but is not limited to, observing instructional practices and participating in every facet of classroom life.

The certification portion of the MATEE program culminates with the student teaching internship. While the internship provides MATEE students with yet another opportunity to expand their knowledge of teaching and learning, it also encompasses the real world responsibilities of planning, teaching, classroom management and working with all members of the school community.

**APPENDIX E**

**Modern Language**

**(See also—STEP)**

**K-12 Modern Language Teacher Education Program Description**

The Oakland University K-12 Modern Language Teacher Education Program (OU STEP) is a fifth-year, internship-based program of study leading to recommendation for Michigan K-12 Modern Language teacher certification. ***It is a certification, and not a degree program.*** Teachers who become certified through this program earn bachelor’s degrees in their major content areas. They then engage in 42 credits of professional education coursework to complete requirements for certification. The program accommodates both undergraduates and persons already holding bachelor’s degrees in teaching subject areas. In the case of undergraduates, professional education coursework is integrated into the latter stages of their degree completion program. The Modern language major areas for which we recommend certification are Spanish, French, German, and Japanese.

**K-12 Modern Language Coordination and Governance**

The Director of School and Field Services, is responsible for overseeing the processes of program admissions and advisement, and systems related to program data organization and management, and program evaluation.

The K-12 Programs Education Council is made up of faculty members from each of the departments in the Arts and Sciences that house the teaching majors of our K-12 programs—music, art, and modern language. Faculty serves an indefinite term, and is appointed by the chairs of their departments. In many cases, these faculty members are also those who advise secondary education students in their teaching areas. The Council serves both a policy-making and an advisory function and as such is apprised of current program status, and presented with ideas for continued program development.

**Field Experience Overview**

Our K-12 Modern Language interns have previously completed 110 hours of fieldwork during their academic preparation. This experience has been split between their content major and minor, secondary and elementary, and with experience in both urban and suburban school districts.

The internship is conceptualized as a set of activities, which include both field experience and on-campus coursework. For the field component, students work daily in a selected school district for our entire academic year (August through April). Where possible, this work will be scheduled to occur within two placements: a) Both K-5 and 6-8 or b) Both 9-12 and 6-8.

The field experience component occurs in two phases. The first of these is analogous in purpose to “early field” experience. The second phase, which occurs January-April is full days and is analogous to “student teaching.”

Although we do not attempt to draw conclusions about “best” schedules, here are a few features that appear to have been successful in a number of placements. These features suggest a number of degrees of freedom.

* Interns work with more than one teacher during the year.
* Interns teach in both major and minor areas at some time during the year.
* Interns spend some time at both high school and middle school levels, or middle and elementary levels.

**APPENDIX F**

**Music Education Program**

Undergraduate students in the music education program have considerable pre-student teaching field experience, a minimum of 160 clock hours spread out over a minimum of four semesters in multiple districts, and at varying grade levels.

Before beginning the internship, undergraduate students must have successfully passed the appropriate exams of the Michigan Test for Teacher Certification (MTTC).

**APPENDIX G**

**Secondary Teacher Education Preparation (STEP) Program**

**Secondary Teacher Education Program Description**

The Oakland University Secondary Teacher Education Program (OU STEP) is a fifth-year, internship-based program of study leading to recommendation for Michigan secondary teacher certification. ***It is a certification, and not a degree program.*** Teachers who become certified through this program earn bachelor’s degrees in their major content areas, receiving their degree from the College of Arts and Sciences. They then engage in 36 credits of professional education coursework to complete requirements for certification. The program accommodates both undergraduates and persons already holding bachelor’s degrees in teaching subject areas. In the case of undergraduates, professional education coursework is integrated into the latter stages of their degree completion program. The academic major areas for which we recommend certification are biology, physics, chemistry, Spanish, German, French, Japanese, mathematics, history, English and music.

The Oakland University Secondary Teacher Education Program aims to develop highly competent education professionals who are committed to the lifelong study of human experience as a function of learning. More specifically, ***to develop educators who have the propensity and capacity to positively and enduringly impact the quality of life of children and youth through the teaching of their subject matter specialties.*** Teacher preparation toward this end is grounded in four fundamental programmatic beliefs shaping the goals of the STEP:

* Schooling is a system of interaction among curriculum, learner, control and contextual variables. The ability to assess these variables, and the ability to manage interactions among them in specific classroom settings, are characteristic of educators who effectively move pupils to new levels of subject matter literacy.
* The purpose of schooling at all levels and across all disciplines is to systematically move pupils toward higher levels of responsibility in four domains:

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| --- | --- |
| Academic Responsibility | To know, understand, and be able to do an ever-expanding range of things; To be curious, and to take pleasure in figuring things out. |
| Personal Responsibility | To form, articulate, support and defend ideas and positions in ways respecting of self and others. |
| Interpersonal Responsibility | To collaboratively promote group goals and the development of community at many levels. |
| Intercultural Responsibility | To balance aims and actions in ways that support different perspectives in a multicultural, global society. |

* Effective educators operate among inter-connected roles that encompass inquiry (reflection and action research), intervention (teaching, coaching and remediation) and integration (school and community collaboration and service). Further, they demonstrate leadership, which is grounded in the skilled and mindful management of resources, information, and communication.
* The work of effective educators is guided by thoughtful, data based decisions about aims, roles, and tasks. These decisions must be informed by a deep understanding of academic disciplines, human diversity, and self.

***STEP Coordination and Governance***

The Director of School and Field Services, is responsible for overseeing the processes of program admissions and advisement, and systems related to program data organization and management, and program evaluation.

The Secondary Education Council is made up of faculty members from each of the departments in the Arts and Sciences that house the teaching majors and minors supported by the STEP. There are also members representing some of the teaching minor areas not represented in the group of majors. Faculty serves an indefinite term, and is appointed by the chairs of their departments. In many cases, these faculty members are also those who advise secondary education students in their teaching areas. The Council serves both a policy-making and an advisory function and as such is apprised of current program status, and presented with ideas for continued program development.

**Placement Procedure Detail**

We are committed to developing secondary education relationships with school districts who support and understand the internship, and who are willing to help us explore new possibilities for the internship as a way to becoming a teacher. Ideally, these will be districts that are willing to work with a cluster of interns for our entire academic year (August through April).

The following materials provide an overview, by marking period, of the yearlong learning agenda for the internship. **At the start of the school year we will initiate meetings between the district mentor teachers and our director and student teacher supervisors to consider district and school-specific intern schedules that can best meet the needs of all parties concerned.** There is also a whole “community” meeting at the Oakland Center on the university campus to provide all mentor teachers and interested administrators the opportunity to raise questions and to meet those working with us in other districts.

Our student teacher supervisors will establish a schedule of site visits for the fall university semester, which will have them visiting your school, and intern no less than five times. The intern experience should begin with extensive orientation activities, and develop toward the assumption of teaching responsibilities. The speed of transition from orientation to assumption of teaching responsibility will be determined by the intern’s progress and by the mentor teacher and student teacher supervisor’s assessment of the intern’s readiness to teach. At approximately the third week of the second school marking period, the following data will be examined:

* Mentor teacher and school administrator assessments of the current success of intern adaptation, performance and placement,
* Student teacher supervisor and program director estimates of the same,
* Intern assessments of their own performance and their school experiences, and
* University course instructor current evaluations of interns.

On the basis of these data, one of three primary decisions will be made concerning each intern:

* They will continue toward certification in the internship at their same placement site,
* They will continue toward certification at another placement location, or
* They will be asked to consider a career path other than teaching.

Conditions may be applied to any of these outcomes.

**Field Experience Overview**

Our secondary interns have previously completed 80 hours of fieldwork during their academic preparation. This experience has been split between their content major and minor, and with experience in both urban and suburban school districts.

The internship is conceptualized as a set of activities, which include both field experience and on-campus coursework. For the field component, students work daily in a selected school district for our entire academic year (August through April). Where possible, this work will be scheduled to occur in both a high school and a feeder middle/junior high school.

The field experience component occurs in two phases. The first of these is analogous in purpose to “early field” experience. The second phase, which occurs January-April is full days and is analogous to “student teaching.”

Attached are tables describing the two phases in more detail.

It is important to establish a tentative yearlong schedule for each intern at the start of the school year. It is also important that this schedule be consistent with the time frames articulated in the tables. Those times have been constructed to:

* Support internship as development.
* Maintain a reasonable match between clock hours and credit load.
* Balance field and university course demands.
* Meet directed practice requirements for certification.
* Allow time for interns to work part-time for much of the year.

It is understood that all placements are unique. **Some variation of the schedule may be negotiated to the degree that it provides a better learning experience for the intern, and more service to the school and district. Negotiated variations must, however, be made explicit, and clearly agreed upon by all participants.**

Although we do not attempt to draw conclusions about “best” schedules, here are a few features that appear to have been successful in a number of placements. These features suggest a number of degrees of freedom.

* Interns work with more than one teacher during the year.
* Interns teach in both major and minor areas at some time during the year.
* Interns spend some time at both high school and middle school levels.

**PHASE I**

 **First Semester Minimum: 240 field hours including 80 teaching hours**

**August-September**

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| **Development Foci for Interns** | **Intern Activities** | **Intern Assignments** | **Community Development and Assessment** |
| Assessment: Develop abilities to collect data, reflect on, and draw conclusions about district-specific relationships among context, curriculum learners and controls. | Approximately 3 to 3 ½ hours spent at school each day. | Personal/professional time management plan. | Participants meet at start of year to articulate internship schedule. Interns 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. |
| Instructional Design: Develop instructional units and management plans. | Be in two target classrooms daily. | Assessment of community. | Student teacher supervisor establishes a tentative visitation schedule for 1st sem. (min. 5 visits) |
| Service: Foster participation in the broader school community; identify areas where individual personal/professional skills can be applied beyond the classroom. | Become oriented to the students and to the classroom curriculum. Observe in a variety of classrooms and subjects to become acquainted with the whole-school curriculum. | Assessment of school culture. | “Community Forum” at Oakland University in August to share ideas about the start of the year. (Cooperating teachers, administrators and student teacher supervisors) |
| Professional Collaboration: Create norms for working with cooperating teacher and student teacher supervisor. Develop system for feedback and guidelines for responding to criticism. | Become oriented to the local school community. | Interns are encouraged to attend faculty meetings, in-service training opportunities, school board meetings, PTSO meetings, and other school functions. | **First collaborative evaluation using “Initial Feedback on Field Adaptation” form.** |
| Identity: Begin to form an image of self as teacher. Develop comfort with school environment, students and tasks of teaching. Identify beginning pieces of personal/professional identity. | Assists mentor teachers, co-teach and teach individual lessons as the marking period develops. | Plan for starting the school year. |  |
|  | Begin to develop instructional units for the second marking. |  |  |
|  | Develop organization of 2nd marking period teaching. |  |  |

**October - December**

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| --- | --- | --- | --- |
| **Development Foci for Interns** | **Intern Activities** | **Intern Assignments** | **Community Development and Assessment** |
| Instructional Repertoire and Implementation: Develop abilities to translate conceptual units into interactive, higher-level learning focused instruction. Demonstrate applications of content specific methods and sensitivity to special needs students. | Begin to assume responsibility for instruction in two classrooms. Complete at least 80 hours of teaching total by the end of semester one. (Students may count co-teaching toward the fulfillment of this, assuming that they have instructional control over the lessons that are co-taught. | Classroom management and organization plan. | Student teacher supervisors begin to focus observations on instruction. Discuss strengths and areas to improve with the cooperating teachers. |
| Instructional Management: Develop the ability to manage activity in ways that support intended learning outcomes. | Assume responsibility for classroom management and organizational tasks | Instructional units (SED 428) |  |

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| Resource Management: Begin to make use of a variety of resources available in the local community to support instruction. | Develop/finalize teaching schedule for the third marking period. |  | **Early December decision about second semester continuation of the internship.** |
| Communication: Develop ways to interact with students in a variety of interpersonal situations that promote learning and foster the development of responsibility in learners. Develop abilities to confront problems and to handle difficult communication situations. | Observe in some of the classes that will be taught third marking period. | Daily lesson plans. | Collection of data from participants about the effectiveness of internship to date. Materials to be completed found in the appendices under “Assessment.” |

**PHASE II**

**Second semester minimum: 600 field hours including 300 teaching hours**

**January-April**

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| **Developmental Foci for Interns** | **Intern Activities** | **Intern Assignments** | **Community Development and Assessment** |
| Instructional Management: Develop, improve abilities to manage a full load. | All day, 5 days per week, 15 weeks. | Instructional unit plans. | **Midterm Assessment completed-Jan.** |
| Student Assessment: Increase focus on outcomes for learners. Create assessment systems that are effective and efficient. | Develop instruction for four class periods for the marking period.  | Daily lesson plans. | Four to five student teacher supervisor visits |
| Communication: Increase ability to talk about instructional effectiveness in terms of students’ needs and performance. | Assume full control of instruction. | In-services and meetings as required of cooperating teacher.Completion of portfolio and other program documents, found in the handbook. | Collaborative assignment of grade for SED 455. Finalize collaborative internship report writing process. |

**Reflective Coaching Model**

The reflective coaching model is highly consistent with the themes of the internship. In it, the coach is a colleague whose primary interest is to help the teacher reflect on the effectiveness and appropriateness of his or her behavior, goals, beliefs and values. The reflective coach is not super ordinate, nor does he/she attempt to impose beliefs or methods on the colleague being observed. Instead, the coach holds up a professional mirror, asking the teacher to consider and reconsider what he or she is doing.

Nolan and Hillkirk (1991) identify four features of the reflective coaching model:

* The model is based on cycles of pre-conferencing, observation, and post-conferencing.
* The partners share control over the process.
* Data are collected and used to orient instruction and test hypotheses.
* The coaching process is continuous over a significant period of time.

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| **Function of the Coach** | **Changes due to Reflective Coaching** | **Coaching Cycles** |
| Lets the teacher call the plays | Questioning behavior | Should be planned collaboratively |
| Focus coaching on particular aspect of their teaching, such as pace | Classroom management | Should reach agreement about what behavior(s) is/are being observed and changed. |
| Collects data and provides feedback | Use of different teaching strategies | Coaches should keep clinical records of their observations and comments |
| Asks, listens and “engages the teacher in an ongoing dialogue about the meaning of his intentions and actions in the classroom.” (Nolan and Hillkirk, 1991) | Use of more effective techniques to increase student understanding | Coaches should provide a copy to interns and the intern’s university instructor |
| Clarification of elements of the lesson plan |

**Questions are best, which relate to the effectiveness of the lesson vis-à-vis the teacher’s stated goals, or which relate to the values that are espoused by the teacher.** For example, if a teacher espouses inquiry values but presents an expository lesson, this should be raised as a question. Other questions might include:

* Is the goal really important?
* Is there a good reason why the concept is being taught or the lab being done?
* Were students engaged?
* Would slowing/speeding the pace improve attention?
* Is there a better way to teach the topic?
* Are all students involved in the lesson?
* Are students learning how to learn?
* Should you re-teach the concept?
* Is the level of questioning varied?
* Is concept understanding being monitored?

**Themes of the Internship**

Three themes are intended to unify the program and practices of the OU STEP and, in particular, the internship. They are the themes of collaborative, reflective, and professional practice. Each is discussed briefly below.

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| **Collaborative Practice**In the past, teacher education has typically been regarded as the responsibility of the university. Teachers “loaned” their classrooms to student teachers, who were generally regarded as practicing students rather than colleagues. Student teacher supervisors would occasionally come by to check on the progress of the student teacher and to ensure that the experience was running smoothly. Students would sometimes have only a few weeks to actually practice teaching. *In the Collaborative Practice Model, efforts are made to encourage interaction between student teacher supervisors (formerly supervisors) and cooperating teachers and interns. Although interns are still, technically, students, they are treated as first-year colleagues and encouraged to participate fully in the academic community and in setting the tone and pace of the internship. Cooperating teachers and administrators are included in the planning and implementation of the internship as professional colleagues with student teacher supervisors. Most importantly, participants must see themselves as equal contributors and colleagues, rather than members of a hierarchy.* |

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| **Reflective Practice**Attempts to apply traditional science to teaching have proven less than satisfying, at least in part because of the number of variables which operate within the classroom system. In general, effective teaching requires that teachers know their goals, use approaches and techniques with the greatest potential for achieving those goals, assess the results, and modify their approaches according to their assessments. *The Reflective Practice paradigm assumes that the teacher is both an artist and a scientist, making full use of both intuitive ideas and confirmed practice. The reflective practitioner never rejects new ideas as impractical without testing them to see if they help him or her to achieve carefully defined goals. The basis for reflective practice is a willingness to carefully observe student responses to various teaching activities and management strategies with an eye to recording and modifying, retaining, or rejecting the practices in the future. The reflective practitioner is willing to change his or her own behavior, if necessary, to achieve goals which he or she considers to be most important. Reflective practitioners are problem-solvers and are not prone to the continuation of ineffective practices for the sake of false ideals.* |

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| **Professional Practice**The theme of professional practice is built around the assumption that the teacher should engage in active learning enabling him or her to become progressively more effective throughout his or her career. Students are encouraged to attend workshops, take advantage of personal development opportunities, join professional organizations, and in general to build an ever-expanding portfolio of competencies and experiences. *Professional practitioners value scholarship, but understand that their first obligation is to assist students in the pursuit of their legitimate life goals, encouraging learning as a means to an end. They are aware of the social and political structure within which they operate, and are willing to extend themselves beyond the classroom. They are willing to interact with colleagues, share their knowledge, pursue further education – either formally or informally, assist new colleagues into the profession, cooperate with administrators, and participate in school and district endeavors. They regard their profession as important and avoid displaying attitudes that are negative and self-defeating. They are, in short, positive and proactive in the practice of teaching and education in general.* |

**INTERN-GENERATED DOCUMENTATION**

**Documentation Requirements**

The intern is required to keep a folder of the following items, and **have it available for their student teacher supervisor** at all times: **the field log, reflective journal, and the feedback log; the plan book.** Each is described below, and as you read about them, begin to develop ideas about formats and processes that you think might be effective.

It is the responsibility of the interns to manage the documentation processes. All interns are encouraged to explore technology as a way to facilitate and enhance the documentation process. Here are some ideas to start with:

* Keep your documentation current by making it a habit to update it on a regular basis. Scheduling time for documentation is a regular task of “real” teaching.
* Keep the documents neat and clean. Remember that these are a representation of the professional you. A minimum requirement is a binder with two sections: one for the daily log and reflective journal and one for the field feedback including the required gender equity forms.
* Set up your documentation system ahead of time. It is much easier to have a “place” for log entries, reflections and plans before they are created than to have to organize a sheaf of unsorted documents after-the-fact.
* Logs and reflections will be reviewed by your student teacher supervisors about every two weeks. The portfolio will be presented at the end of the program, at the culminating seminar.

**Description of Documents**

1. Internship Log (*Includes the Field Log, Reflective Journal, and Feedback Log*: This document contains two sections. The first, contains the field log and reflective journal which show how time in the field is spent and your reflections regarding those activities. You are to log the activities daily, and complete bi-weekly reflections. The second section contains the feedback received by the intern from the cooperating teacher and the student teacher supervisor, and must include two completed gender-equity observation forms during the course of the year. It involves objective reporting.
2. Field Log Section: For this section, record how time is spent each day in school. Report simply the nature of the activity, and the time it occurred. **This section will be used to evidence the number of field and teaching hours that have been accomplished.** A format with minimum requirements included follows this section.

You should develop a way to categorize your experience. Categories might be teaching, observation, planning, etc. It might also be useful to log time spent on internship activity that does not occur in school. These data will be useful in developing your system of personal time management.

 b) Reflective Journal Section: The most successful teachers are those who are able to change their behaviors according to the needs of their students. The reflective journal is, in essence, a personal research document which can help you to achieve needed changes in a systematic manner. You will be, in effect, observing and processing data about yourself, your own feelings and performance, successes and failures. From these, you should be finding directions for future behaviors.

This is not a log of what you do each day. It is an analytical and evaluative document. It raises and answers questions. Reflections are to be written *no less than two times per week.* Teachers who use reflection effectively often set aside specific times during the week to engage in the process. Reflections may be word-processed or hand- written, whichever makes it easier for you to generate a flow of thought. If you want to consider an electronic journal using e-mail technologies, discuss your ideas with your student teacher supervisor, to develop a mutually acceptable plan.

Reflection is a very personal process, and each person will develop a best strategy for entering into it. The program suggests the following strategy as has been used in prior classes. It involves reflecting on a particular incident or experience, and then processing it using the following questions to stimulate thought. The form that follows this section may be used for the field log and reflective journal requirements. These are minimum requirements that must be met.

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| ***What did I observe or experience?*** | You should focus on a specific event or events. Describe your experience briefly, and yet in sufficient detail for the reader to know what the event was, and was about. |
| ***How did I react to the experience?*** | Tell how the event caught your attention and what it caused you to feel. As you get better at reflection, try to be as clear as possible about the nature of your reaction. Work to develop new and more specific ways to describe your reactions. |
| ***How did I come to react as I did?*** | What about you and your history caused this event to be attention getting; to be significant for you? What events was this one like, and how does it connect with other experiences in your life? |
| ***What does this have to do with me as a teacher?*** | Try to draw a specific conclusion about your processing of this event. What more do you know about yourself through this personal interaction, and how can it inform you about becoming a teacher. |

Remember that the log and the reflective journal serve very different purposes. While the log is a list of events, the reflective journal is a tool for inquiry. Logging of activities should be done as they occur. Reflection on events should always occur sometime after the event has passed. Develop a way to keep reflections together and in order.

1. Field Feedback Section: This section will include copies of all written feedback

given to you by your cooperating teacher and student teacher supervisor. Early in the experience, talk to these persons about how they intend to give written feedback, and discuss how you can be involved in that process. ***This feedback must include one gender equity observation form per semester.*** A feedback form is available in the appendices. Your cooperating teacher and student teacher supervisor may choose to use it, or an entirely different option that you all agree upon. In addition to the gender equity observation form, the Initial Feedback on Field Adaptation must be completed in October, and the Periodic Criterion-Based Assessment must be completed in January.

Remember that the primary purposes of this log are to report activity and to provide data that can facilitate better time management. If you have and know about strategies for reporting that are especially effective, you should use these and share good ideas with your peers.

OU STEP Internship Log

Intern Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Time Began | Time Ended | Description of Activity | Check if Reflection Included |
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SUMMARY OF HOURS

\_\_\_\_\_Conference \_\_\_\_\_ Planning \_\_\_\_\_ Observation \_\_\_\_\_Teaching

\_\_\_\_\_ Tutoring \_\_\_\_\_ Grading \_\_\_\_\_ Other

OU STEP Intern Reflection

Intern Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| What did I observe or experience? |
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| How did I react to the experience? |
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| How did I come to react as I did? |
|  |
| What does this have to do with me as a teacher? |
|  |

1. Plan Book: **Lesson plans are required** for all activities that you teach. Although the nature of the plan will vary with its intended purpose, the format should be consistent with the practices of the district and, in general, should include:
2. A clear statement of purpose and intended outcomes, preferably stated as one or more objectives,
3. Benchmarks and/or standards addressed,
4. An organizer or set,
5. A description of the lesson in reasonable detail,
6. A plan for closure or transition to the next lesson,
7. A plan for the analysis and evaluation of the lesson in terms of its success in achieving the intended outcomes.

*\*****Lesson plans will be completed and available for the cooperating teacher to view and critique or comment on, on Thursday of the week before they are to be taught. You must present a copy of the lesson plan to your student teacher supervisor at the beginning of each observation session. All lesson plans should be available in a binder for the student teacher supervisor, cooperating teacher, or principal to view at any time.***

As with the other documents you will be creating, you are encouraged to develop formats and processes that are the most efficient and functional for you. You might want to refer to the plan formats in the Callahan and Clark text from SED427, and discuss these with your cooperating teacher.

As your teaching agenda becomes more solidified, you will be expected to also develop unit plans for each class you are teaching. The above text is also a source for ideas about units, and this will also be a focus of your methods class. In the cases of both lesson and unit planning, always consult your cooperating teacher for ideas first. They will be able to tell you about school and district planning requirements, as well as provide valuable information about curriculum that will form the core of your long-term plans.

1. The Professional Portfolio: **Each intern is expected to assemble a portfolio** that can be presented to potential employers as evidence of teaching capability and competence. While the contents of a portfolio cannot be rigidly prescribed, assignments from SED 428, SED427 orSED426 or Eng. 398, as well as lesson plans, records of achievement, student evaluations, and so forth are the core of the document. In addition, videotape should be made of at least two exemplary lessons. Cooperating teachers and student teacher supervisors, as well as building administrators, may help the intern to construct this portfolio. Sections of the portfolio may include a brief explanation of the importance, or important parts of the section materials.

You are to keep the original portfolio for employment purposes. **You will present this portfolio at the culminating seminar in April. You will not be recommended for certification until this requirement is met. Your internship grade will be affected by late submission, and will be held until this documentation is submitted.** The following are anticipated as required elements in your portfolio:

1. A complete resume including personal and professional information which would help an employer get a complete picture of you as a person, and of your real and potential capabilities as a teacher.
2. A statement of educational and disciplinary philosophy and other supporting documents related to your performance as a classroom manager, or a project related to discipline, discipline rules you created and follow, evidence of successful discipline management, etc.
3. Results of at least one formal project in which you present evidence of having identified, confronted, planned and changed either a classroom management problem, or a problem related to teaching style or planning. This includes a statement of the parameters of the problem, a plan for changing it, a description of the implementation of the plan, and an evaluation using either qualitative or quantitative data.
4. Copies of exemplary lesson plans, including a brief explanation of the importance of identifying and changing misconceptions. Should include two lesson plans, which specifically target anticipated misconceptions in your major and/or minor area.
5. Copies of original activities, which you created, or lessons in which you substantially modified the content or intent.
6. A basic unit plan with a constructivist design showing how the elements of the plan follow the basic themes and goals stated in the unit, and which are consistent with contemporary goals.
7. Evidence of successful use of lessons using cooperative learning.
8. Evidence of working with students in science fairs, individual projects, and so forth.
9. Results of evaluations from students or from individuals not in your credential file.
10. Evidence of training and/or experiences that expand your competence and range of expertise, including workshops, conferences, etc.
11. Evidence of effectiveness from other sources (such as grades), evidence of using a systematic system for evaluation including formative feedback.
12. Evidence of successful work with exceptional children or those who have difficulty working within the normal system.

Portfolios should be compiled in a neat, clean three-ring binder of appropriate size and should be constructed as you go. The document should be checked regularly by both cooperating and university teachers.

**Videotapes**: In addition, you may use videotape of two lessons taught by you to complete your gender equity observation forms. One lesson should be done during the first semester, and a second lesson taught toward the end of the third quarter of the year during your full-time teaching. By videotaping the lessons, both you and your cooperating teacher may complete the gender equity observation form and discuss the variations that you find. The videotape is not to be turned in, and should not have to leave the school building. It is simply a tool to facilitate self-examination. The evaluation forms are to be turned in.

**Periodic Criterion-Based Assessment**

These assessments will occur two times during the internship year. These are formative assessments that will be used to adjust intern professional development agendas, and to make decisions about intern progress and continuation. The data for a grade in SED455 internship, and for writing of the culminating internship report, should be gathered by looking at growth from the midterm period to the end of the internship.

**INITIAL FEEDBACK ASSESSMENT**

At first, less formal assessment will be implemented about six to eight weeks into the school year. The purpose of this first assessment is to collect data that can be used to draw some general conclusions about the early field adaptation of the interns, and the degree to which they have successfully gained entry into the school community. At their first meeting, intern s, cooperating teachers, and student teacher supervisors should review the assessment areas and come to a consensus about what successful early performance in each of the categories should look like.

These areas are shown on the “Initial Feedback on Field Adaptation” form which follows.

This will help to establish a set of specific expectations. **For this first assessment,** **interns, cooperating teachers and student teacher supervisors will rate the intern independently** using the form. Participants will then meet as a group to share their individual perceptions of performance, identify areas that need particular attention, identify strengths, and make suggestions about ways to improve. On the basis of this first evaluation, decisions about internship program and placement continuation will be discussed. **These suggestions will be written down, and student teacher supervisors will submit one copy with all the scores relevant to this first evaluation to the Director of School & Field Services.** Dates for these will appear on your seminar schedule form.

Initial Feedback on Field Adaptation

**SED 455 – Secondary Internship/ October**

**Intern\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rater\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This form is intended to provide interns with feedback related to their early adaptation to the internship field setting. Interns, cooperating teachers and student teacher supervisors should each rate the intern on the form below. On the back of the form are questions and room for including comments and suggestions for the intern that you feel are appropriate. **After ratings and comments are shared among the raters,** please give all forms to the student teacher supervisor who will turn them over to the Director of School and Field Services. Thank you.

 Outgoing; Confident 5 4 3 2 1 Timid and Shy

 Strong Initiative 5 4 3 2 1 Little Initiative

 Communicates Well 5 4 3 2 1 Communicates Poorly

 Exhibits Leadership 5 4 3 2 1 Mostly a Follower

 Positive and Proactive 5 4 3 2 1 Negative/Reactive

 Strong Presence 5 4 3 2 1 Weak Presence

 Does the Maximum 5 4 3 2 1 Does the Minimum

 Eager About Teaching 5 4 3 2 1 Appears Ambivalent

 Curious and Exploring 5 4 3 2 1 Indifferent and Retiring

 Likes Students 5 4 3 2 1 Doesn’t Like Students

 Flexible and Attentive 5 4 3 2 1 Rigid and Unaccepting

 Organized 5 4 3 2 1 Disorganized

 Punctual 5 4 3 2 1 Often Late or Absent

 Neat Appearance 5 4 3 2 1 Slovenly Appearance

**Initial Feedback on Field Adaptation (page 2)**

Please answer the questions to the best of your knowledge.

1. How did the intern enter into the classroom routine?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Please describe the intern’s ability to interact appropriately with students.\_\_\_\_\_\_\_\_\_\_

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1. Please describe the responsibilities that the intern has thus far taken on.\_\_\_\_\_\_\_\_\_\_\_\_

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4. Please describe the strengths and weaknesses demonstrated by the intern in fulfilling these responsibilities:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Please comment on any other exhibited behaviors (e.g., temperament, capability, motivation, potential, professionalism, etc.) that you believe should be considered.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Additional Comments About the Intern:

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School of Education and Human Services

Office of School and Field Services

Pawley HallRoom 385

456 Pioneer Drive

Rochester, Michigan 48309-4482

248-370-3060

**(Fictional) Final Assessment of Student Teacher**

Student Name\_\_\_Ms. Every Intern\_\_\_\_\_\_\_\_\_\_\_\_\_\_Program\_\_\_STEP \_\_\_\_\_

Building\_\_Typical JH and Awesome HS \_\_\_\_\_\_\_\_\_District\_All-American in Everytown State\_MI

 Fall and Winter\_\_/\_2017-2018\_\_ Assignment\_\_Junior High and High School Mathmatics \_\_\_\_

 Term Year Grade level/subject(s)

Cooperating Student Teacher

Teacher(s)\_\_\_Faye Function and Ron Euclid\_\_\_\_\_\_\_\_\_Supervisor\_\_\_\_Cal Culus\_\_\_\_\_\_\_\_\_

DESCRIPTION OF ASSIGNMENT

(community; district; unique characteristics of school, staff, students)

 Ms. Every Intern did her secondary education teaching internship during the 1995-96 academic year. This experience fulfilled her requirement for directed practice to complete her program of study in the Oakland University Secondary Teacher Education Program (OUSTEP). Her teaching internship was done in the All-American Community Schools, Everytown, Michigan. She taught at Typical Jr. High School and at Awesome High School in the content area of mathematics.

 The All-American Community School District is located in Southeastern Michigan. The population in the area that feeds Awesome is predominantly middle class. Occupations generally include factory work, small business operations and some professional enterprises.

 During her teaching internship, Ms. Intern was responsible for teaching a variety of classes at both the middle and high school levels. This included pre-algebra, algebra, geometry and some work in a trigonometry class. Pre-algebra included topics related to introductory statistics such as the graphic representation of data and the exploration of measures of central tendency. In algebra she worked with students, for example, on exponents and the concept of exponential growth. This idea was developed using graphing, and the comparison of linear vs. exponential equations. Geometry included the study of basic properties of plane sections, and considered similarities among, and the transformation of geometric figures. Ms. Intern’s focus in the trigonometry class was statistics from a problem-solving perspective.

 In the following sections are detailed some of the personal/professional qualities which Every Intern demonstrated during this very successful teaching internship experience.

Student Name\_\_\_Ms. Every Intern\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COOPERATING TEACHER’S ASSESSMENT

(attach additional pages if necessary)

INTERPERSONAL RELATIONSHIPS

Ms. Intern established effective and productive interpersonal relationships with

her students. Courtesy and respect characterized these relationships. She always addressed students by name, and made a point of knowing her students as individuals. Before the start of class and during transitions, she would frequently ask individuals about their work, and about other current events in their lives. Her consistent treatment of all students resulted in effective communication, and a high level of student-teacher trust. This trust was also fostered by Ms. Intern’s strong commitment to fairness in the classroom that was evident in all of her interactions with children.

 Ms. Intern had an excellent ability to challenge students by holding high, explicitly stated expectations for their learning, and it was apparent that the students knew she cared about their learning. Students considered Ms. Intern to be accessible, and also knew that she was always willing to give help to students who were willing to try for themselves. She established the condition that students could ask her any questions as long as they agreed that she could ask any questions back. The result was that students made more of an effort to solve their own problems before seeking help and this strategy reduced the number of students looking for an easy way out.

 Ms. Intern also communicated effectively with her cooperating teachers and with other members of the school staff. She sought advice when needed, and always responded appropriately to suggestions. In several instances, Ms. Intern also interacted with parents about the in-school behavior of their children.

CLASSROOM CLIMATE AND MANAGEMENT

Ms. Intern’s expectations for classroom organization and management were as

high as her expectations for student learning. She maintained an orderly environment, and was consistent in her establishment and maintenance of rules and procedures for effective classroom operation. She was especially effective at the management of time. Her instruction was consistently well paced, included clean transitions, and the effect was lessons with a high percentage of time on task.

 Ms. Intern was explicit about the way she wanted the class to be, and also about her reasons for wanting that. These reasons supported effective learning. She was very aware of what was going on in the class at all times, and frequently circulated around the room to maintain and re-direct students’ attention. She was consistent at using questioning both to stimulate learning and to keep students attentive.

 The level of student involvement was generally high, and few instances of problematic student behavior were every observed. In those rare instances that it did, Ms. Intern was quick

Student Name\_\_\_Ms. Every Intern\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

to interact with her cooperating teachers, and to consult parents about ways to better work with their children. The result was that the few occasions of problem behavior were restored very quickly with little or no negative impact on the total learning environment.

INSTRUCTIONAL PLANNING AND IMPLEMENTATION

Effective general management skills were mirrored in the delivery of instruction.

Plans were consistently delivered in a clear, purposeful manner. Lessons were paced to maintain interest. Ms. Intern’s lessons showed a clear ability to match instructional methods both to desired outcomes and to the particular students that she was teaching. The latter was clearly seen in Ms. Intern’s ability to effectively teach higher level mathematics to high school students, and also middle school math students.

 To engage students, Ms. Intern used a variety of hands-on activities using manipulatives. For example, M&Ms were used in a group activity in pre-algebra to develop students’ ideas about graphing data. Students examined the effect of cutting paper rectangles as a route to generating equations for the area of a triangle. In higher math, balloons were used to convey ideas about the geometry of curves to support the development of non-Euclidean concepts. Ms. Intern also took advantage of opportunities to connect the learning of mathematics with her students’ lives. She selected and developed problems that had components that the students could relate to, frequently placing them in a story context using names of popular people with whom the students were familiar. In other areas, she had students generate their own data sets to bring in and to apply to problem situations.

Ms. Intern was excellent at assessing her own instruction, and modified her

teaching based on data collected during class. On one occasion where discrepancies in solutions to an instructional problem related to trajectory were observed, Ms. Intern spent time finding the problem, and then modified her next plan to involve students in the identification of the discrepancy.

INSTRUCTIONAL PLANNING AND INCORPORATION OF TECHNOLOGY TO ENHANCE STUDENT LEARNING

 As lessons were planned, the major lesson was shared using SMART Board technology. Ms. Intern took care to make her presentations colorful with excellent graphics to hold students’ attention. She used clickers for review and for quick quizzes to gain insights into what needed to be retaught. Every and her students used white boards connected to the SMART board to model math problems and during guided practice. Short video clips helped students to see how real-world jobs used mathematics. By choosing to break up the hour into three sections, she was able to keep students engaged in a variety of ways.

Student Name\_\_\_Ms. Every Intern\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EVALUATION

 Formative assessments were given weekly to help Ms. Intern plan for students’ needs.

She worked hard to make sure all of her students would learn, generally differentiating instruction following the main lesson. Technology was used to help analyze the assessments.

Ms. Intern was sensitive to feedback which showed that students were tiring of a given activity or strategy. She was also continuously aware of individual student progress, and attended well to the tasks of assessing students and communicating the results of evaluation.

COMMAND OF SUBJECT MATTER

Ms. Intern has an excellent content knowledge base, and she took the time to be

well prepared to teach. Her daily planning was very good, and she consistently entered class with a sound, thoughtful instructional agenda. She also put in extra time to increase her own knowledge when she felt that she needed more background to be able to teach a topic effectively.

 Ms. Intern’s instruction reflected up-to-date knowledge of state and national guidelines for new teaching in mathematics, and an awareness of new technologies for delivering and enhancing instruction in these disciplines. Her interactive instruction was characterized by sound presentation skills; thoughtful questioning and creative whole class and group activities. She was comfortable teaching early mathematics and also higher levels.

PERSONAL QUALITIES

 A heart for students, a warm smile, and an enthusiastic teaching style characterize Ms. Intern. She goes over and above to help her students and even other students who come asking for help. Her excellent work ethic and knowledge base will take her far. She is flexible, creative, and honest.

PROFESSIONAL QUALITIES

Ms. Intern displayed dedication and commitment in the accomplishment of her

teaching responsibilities. She clearly saw a great deal of importance in doing well for her students and for herself as a professional. She actively sought feedback about all aspects of her work, and was dedicated to doing the best job possible during her internship. She engaged in activities with students both in and out of school. Activities ranged from chaperoning a dance to coaching volleyball at the Jr. High. Ms. Intern was mindful of the real-world politics of schooling, and at the same time committed to the teaching of mathematics in a manner consistent with new visions of best practice as prescribed by new national standards for the teaching of mathematics.

 Ms. Intern consistently displayed a highly professional orientation toward her

Student Name\_\_\_Ms. Every Intern\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

internship. She came to be valued as a colleague by her cooperating teachers, and used her experience to begin building a professional network in the region. It is clear that she has developed a good sense of the broader professional community. Ms. Intern’s fulfillment of professional responsibilities during her internship experience was excellent, and the fact that she is a well-qualified young teaching professional was clearly demonstrated.

OAKLAND UNIVERSITY

STUDENT TEACHER SUPERVISOR’S ASSESSMENT

 Ms. Every Intern is a bright, positive, enthusiastic, and effective teacher. Because of her caring, helpful nature, she is appreciated by students, parents, and staff. She challenges students to do their best and works with them to gain understanding of mathematics in ways they never thought was possible. All-American Community School District will hopefully see quite a rise in their math scores this year due to Every’s work.

 Every has built good relationships. She worked hard to learn the names of all of her students. She has learned most every name in the school since she participates in before school tutoring, volunteers in the lunchroom one day a week, and attends many after school activities to get to know the students. Attending staff meetings and staff development, she has become acquainted with all of the teachers. Many people call on her to assist them with technology since she is a natural in this area.

 Classroom management was made clear at the beginning of the year. Expectations and procedures were set in place and followed daily. The work for the beginning of the class is always posted, and students get right to work on it. This gives much more time for Every to teach and guide students. Because she works from bell to bell, she rarely has any down time where students have time to get bored. They are very involved in the lessons. Students work together to accomplish tasks well. The classroom climate is friendly and productive.

 When Every plans lessons, she considers what her students need to learn. She develops “I Can” statements from the common core to make the day’s work more understandable to students. She knows that some ideas must be broken down in order to be effective for students. Combining her knowledge of mathematics, pedagogy, and her students’ skills, she has come up with great lessons. Using differentiated learning, some small group lessons and individualized lessons help build skills that are lacking. Every uses a variety of techniques with students and isn’t afraid to try something new.

 Technology has played a big part in Ms. Intern’s classroom. She uses it to share her lessons with students so they have a visual to go with the conversation. She brings in clickers, white boards, electronic manipulatives and calculators, etc. Video clips help to bring real world applications to the ideas shared. Technology is a tool to help students gain understanding of the mathematics concepts.

 Students are given formative assessments weekly based on the previous week’s lessons. Sometimes this is done with clickers so it can be easily analyzed right away. This helps Ms. Intern know what changes are needed in instruction. She pulls together small groups or individual students for reteaching or challenge activities. Before school tutoring is open to all of her students and others who don’t have her classes but need help with math. She has taught students that all the formative assessment questions are likely to be similar to the unit test.

 Ms. Intern is very comfortable with mathematics from 8th grade through Calculus. What is really great is that she understands how to break down the tasks into smaller, meaningful bites of information when students get stuck. She is very comfortable with the common core and uses these standards in all of her planning. When she isn’t sure about something, she isn’t afraid to ask someone or to research it herself.

 With a warm personality, Every is pleasant to be around. Her smiles, encouragement, and willingness to help have been so welcome at All-American. She has a great work ethic. Her honest, sincere ways are appreciated. She is creative, flexible, and takes suggestions well.

 In all ways, Every is a true professional. Her work with teachers and parents has been done well. She understands the importance of being a teacher and all of the responsibility this brings. She has risen to each and every task before her very well.

 It is privilege to recommend Ms. Every Intern for teacher certification.

Certification Recommendations:

\_\_\_Recommended for certification \_\_\_Recommended for certification

\_\_\_Not recommended for certification \_\_\_Not recommended for certification

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Student Teacher Supervisor’s Signature Date Cooperating Teacher’s Signature Date

The above assessment and certification recommendations have been shared with me.

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Student Teacher’s Signature Date student teacher are attached.

Please provide 4 copies of the assessment and distribute to the Cooperating Teacher, Student Teacher,

Student Teacher Supervisor, Office of School and Field Services