OAKLAND UNIVERSITY
School of Education and Human Services/Teacher Development and Educational Studies
EED 455: Internship in Elementary Education
Winter 2016

*** Remember to register for 12 credits of EED455 for Winter 2016 and apply to graduate. Remember to follow the deadline for applying to graduate in April 2016 as stipulated in the Winter 2016 class schedule.**

1. **EED455: Internship in Elementary Education, 12 cr. hrs., Department of Teacher Development and Educational Studies**

2. **Catalogue Description:** Provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher. General and specific instructional concerns of interns are explored in five or more concurrent seminars. Completion of a program evaluation survey is required before a grade is reported to the registrar. **May not be repeated.** ***Satisfies the university general education requirement in the Integration Area: Capstone Experience.***

3. **Authorized University Supervisors:** Bev Allen, Dr. Helen Clemetsen, Gary Cornish, Amy Cutler, Carl Dowty, Sharon Gryzenia, Dr. Cynthia Judson, Tony Kruzman, Margaret Lesser, Shirley Oleinick, Barb Staniszewski, Madeline Stewart, Dr. Dyanne Tracy, and Andrea Williams

4. **Contact Information: Supervisor Name: _____**

Email: _____OU Phone: _____Home Phone: _____
(*OU students are provided with individual emails and phone numbers upon assignment of supervisors.)*

5. **Prerequisites:** Participants must have completed all other coursework in their preparation program, maintaining the requisite grade point and achieving the individual course grade point required in each of the courses in their professional program. All assigned fieldwork must have been documented. Students must have documented passage of the MTTC Elementary Education test, proof of liability insurance and CPR/First Aid Certification. The CPR/First Aid may not be taken on-line and should be valid at least two months past student teaching.

Participants are advised to make sure that they apply for graduation by the date listed in the semester course schedule. You will not graduate at the end of this term if you do not meet the application deadline. This is different and separate from applying for certification.

6. **General Education Learning Outcomes:**

Integration Knowledge Areas
Capstone Experience
The student will demonstrate:

- Appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
- The ability to integrate the knowledge learned in general education and its relevance to the student's life and career

7. Foundations of Knowledge Area
Formal Reasoning
The student will demonstrate:

- Knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic
- Application of formal reasoning to read, understand, model and solve problems across a variety of applications

8. Cross-cutting Capacities:

- Effective communication
- Critical thinking

9. Course Objectives:

See the mid-term rubric evaluation for specific description of course objectives and expectations.

- Students must demonstrate meaningful interaction with students, parents, teachers, and other school personnel.
- Students must identify major challenges, and demonstrate through reflection and implementation, the ability to model, solve and resolve problems within the context of the K-8 classrooms.
- Students must demonstrate appropriate knowledge base through their lesson design and implementation within the classroom environment.
- Students must demonstrate the ability to incorporate persons of diverse value systems and societal structures within the classroom and also to develop and implement appropriate management to ensure maximum learning and a safe environment.

10. Required Textbook(s) and/or Readings: Oakland University Elementary Teacher Education Internship Handbook. (Found at www.oakland.edu/sehs, Student Resources, Field and Student Teacher Placements, Elementary Placements, Student Teaching Information, Elementary Internship Handbook) Expectations are stipulated and interns are expected to know them and complete all with the highest degree of professionalism. Also expected is reading and understanding of the OSHA standards, and all seminar materials posted on the website.

11. Unit and Professional Education Program Performance Goals Addressed in Course: *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.

12. Course Topics or Knowledge Base: Emphasis is placed on the application and integration of instructional methods and classroom management techniques. Additionally, attendance is required at on-campus seminars conducted by Oakland University on the subjects of risks of and universal precautions regarding bloodborne pathogens, classroom management, gender equity, resume writing and interviewing, applications, substituting, and contractual issues. See the on-line schedule on Oakland's website for dates of required seminars arranged by the Office of School and Field Services. (Found at www.oakland.edu/sehs/sfs, Elementary Student Teaching, Student Teaching Internship, Seminar Dates tab.)

13. Field Experience and Clinical Practice: This is a full-day, 15-week field experience in an elementary classroom under the (a) daily leadership of a cooperating teacher who holds an elementary-level teaching certificate and (b) the periodic supervision of a university supervisor. The cooperating teacher provides day-to-day assistance and feedback; the university supervisor assesses growth across the experience as well as the intern's ability to apply procedures that reflect the program's preparation and goals.

14. Methods of Instruction: This will consist of guided observation, modeling, team teaching, self-evaluation, daily leadership of a cooperating teacher, periodic observation by and conferencing with a university supervisor, and utilization of seminars, email and the website for information dissemination and communication.

15. Performance Assessment: This is a graded course for which 12 undergraduate credits are awarded. Conferences of the intern, cooperating teacher, and the university supervisor are held to assess progress. The midterm performance assessment is to be used as a weekly talking point between the cooperating teacher and the intern to assess involvement and progress. It will be discussed with and collected by the supervisor at the mid-point of the 15-week period. There is ample time to re-mediate concerns that arise early in the internship, and if necessary, institute a professional growth plan. The grade will be reflective of the final written narrative evaluations by the cooperating teachers and by the university supervisor. Because these narratives are letters of recommendation, no additional letters of recommendation will be written by the supervisors. Interested employers may contact the supervisor by phone.

16. Grading: The grade is based on performance that reflects preparation in Oakland University's elementary education program and performance that exceeds, meets, or Winters short of expectations of students who have been prepared in Oakland University's program. The relationship between numerical grade and expectations appears below:

A (exceeds expectations)	**B** (meets expectations)	**C** (Winters short of expectations)
4.0	3.5	2.9
3.9	3.4	2.8
3.8	3.3	2.7*
3.7	3.2	
3.6	3.1	
	3.0	

*Grades of 2.7 or lower do not qualify for recommendation for certification
A grade may be lowered a tenth of a point for each missed seminar.

The mid-term is the rubric indicating expectations. This is completed independently by both the cooperating teacher and the student and then discussion of any differing perceptions should occur. It is recognized that some areas in the mid-term are not applicable at that time; however, **it does identify the goals for the remainder of the experience.** Two copies of this evaluation should be made and given to the University supervisor at the designated time.

17. Academic Conduct Policy: Cheating, plagiarism, falsifying records/reports, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

18. Professional Expectations: Students are responsible for attending full days for their 15 weeks of placement, and attending all seminars scheduled. If an emergency arises, which precludes this, the cooperating teacher is to be notified early and all plans and materials that the intern is responsible for are to be available at the school. Students are also to notify their university supervisor as to the emergency and their projected absence from their placement. Dependent upon the length of absence, an extension of the placement may be required.

- **Teaching Schedule**: Interns should prepare a schedule of times for specials such as art, music, physical education; district vacation days, start and ending times for the day, etc. for the supervisor by the first introductory visitation. Interns and their cooperating teachers will establish a schedule so the intern cumulatively adds major content areas –mathematics, reading, social studies, science, language arts- each week. This is to be discussed with the university supervisor. In Michigan, interns should teach all subjects and be in full control for a *minimum* of 5 weeks.
- **Lesson Plans**: These should contain the following elements:
  Core Curriculum Benchmark(s) from relevant curriculum area
  Objective(s)
  Motivation or Anticipatory Set
  Development
  Conclusion
  (You may reference the handout provided in your packet of information or your university supervisor may provide you with a preferred form.)

  Written plans are more detailed for novice teachers than for experienced teachers who, due to their experience, are able to plan mentally and instinctively. It is expected that lesson plans may become briefer throughout the semester as student teachers gain skills in lesson planning and delivery. However, this will be determined by the supervisor and cooperating teacher. Carefully planning for the same elements should be evident while the lesson is being taught. Remember: Set a purpose before any reading, listening, or viewing activity.

  The following materials should be given to the university supervisor when she/he arrives at each scheduled observation:

1st* Full lesson plan, student seating chart
2nd* Full lesson plan, seating chart
3rd* Shorter lesson plan, seating chart (Supervisor may require full lesson plan if preferred.)
4th Abbreviated lesson plan, seating chart (Supervisor may require full lesson plan if preferred.)
5th Abbreviated lesson plan, seating chart

*Supervisors may schedule additional observations if desired or deemed necessary. These may also be unannounced observations.

- *At one of the first three observations, provide a set of assignments completed by the students and assessed using a rubric developed by the intern.*
- *Completion of your gender equity videotape and evaluation is to also be scheduled and the evaluation provided to your university supervisor by the 3rd observation scheduled. Provide them also with a lesson plan for the videotaped lesson and a short reflection on the lesson.* Make sure that you check into, and follow, your school district's policies for video taping when students are present.
- *Lesson plan, folder containing all lesson plans previously written, and cooperating teacher observations.*

- **Notification of Experiences:** Weekly communication with your supervisor is required. Dependent upon the supervisor's direction, this may be by email, letters, journal entries. It should inform the supervisor about content areas, activities, and experiences in which you have been involved. It helps the supervisor add specific activities to the final evaluation, and may also alert her/him to something that you wish her/him to see during a scheduled observation. This may be about instruction, classroom management, special experiences (e.g. parent conferences), professional development training, other meetings attended, or materials developed (e.g. bulletin boards, learning centers, units). It may also serve as a log to express items of frustration or celebration. Entries must be at least a paragraph and exhibit correct usage and form. Your supervisor may have a particular format for you to use.

- **Classroom Observation Forms:** Interns will complete and submit to the university supervisor, one (1) completed Classroom Observation Form from an observation in your cooperating teacher's class. This observation should be made in the early weeks, and it should be ready to share with your supervisor on their first scheduled observation date.

Interns will complete (2) two additional Classroom Observation Forms, from observations not from your cooperating teacher's class, during your phase out week. These will be submitted to the Director, School and Field Services, at the culminating seminar, along with other exit documentation. Be sure to make detailed, specific, factual observation notes on the forms. Do not make general statements like,

"…teacher walked around the room looking at student's papers…", tell what the teacher told the student to put on the paper. For example, a response to number 5, "Monitoring and Adjusting" might be, "…teacher asked students to do a division problem on their Think Pads, looked at progress of a few students in different parts of the classroom, then asked all students to show the correct answer by holding up fingers."

- **Unit of Study: Analysis-** When you take over the whole class, or when working with a group, it is important that you analyze student progress and your effectiveness. This could be done, for example, for a geometry unit/chapter in math, or possibly a social studies unit (Character Education) that encompasses all content areas. The unit of study you analyze will depend on what curriculum is being taught when you are student teaching. Whatever it is, use the following guidelines as you analyze.
  1) An outline or overview of the general goals ("Benchmarks and Content Standards" from state curriculum) and specific objectives taught during the unit for each subject or content area.
  2) A task analysis of the skills or content for each of the specific objectives.
  3) A student evaluation "grid" sheet for your class showing progress toward mastery of the skills or content (task analysis) of individual students.
  4) A "reflection" section which discusses; (a) the overall reaction of the students to the unit, (b) the learning progress of the students toward the objectives, (c) your thoughts on modifications you would make to any of the lessons before teaching them again (or use the "Reflection Sheet").
  5) A folder of activity sheets used with students, homework sheets, parent communications, assessments, copies of grade, records, rubrics, or anecdotal notes, samples of student's work, photos of bulletin boards or projects, etc. which may become part of your portfolio.
  6) Weekly plans.

  This should be available for your university supervisor to review by the final visitation.

- **Classroom Management:** It is required that the management program used in the classroom be written down and it should show how it is used within the school management program. These will be shared at one of the supervisor seminars.

- **Requirements to Insure Success:**

1) Arrive early before school and stay after school, according to the mandated contract hours, or more if necessary, to prepare and conference with the cooperating teacher.
2) Attend all meetings, conferences, programs, etc. before and after school, and always be on time.

3) Prepare plans and materials and review these with the cooperating teacher **no later than the Thursday before** the beginning of the week they are to be instituted.
4) If you are ill, contact the cooperating teacher and the university supervisor, and make sure that all plans and materials for which you are responsible are ready for your cooperating teacher.
5) Correct, record, and return students' papers in a timely fashion.
6) Incorporate as many "hands-on" experiences as possible.
7) Maintain effective classroom management.
8) Exhibit appropriate usage of English, both verbal and written.
9) Attend your placement for the AM portion of the days on which seminars are scheduled.
10) If possible, plan a field trip and/or a team teaching activity.

19. University Supervisor Observations: Students will be observed a minimum of five times by the university supervisor. A block of time is scheduled by each intern on dates that appear on the schedule. Each block should allow time to observe an entire lesson (at least 30 minutes), **a short conference between the supervisor and the intern, and a short conference between the supervisor and the cooperating teacher**. If possible within the time scheduled, a three-way conference between the intern, cooperating teacher and supervisor is preferred. Five constitutes the minimum number of observations. It does not restrict supervisors from making more numerous observations, nor does it restrict them from observing for more than 30 minutes at each observation or making unscheduled observations.

Interns within the district pairings listed on the schedule are asked to coordinate observation schedules on the same day such that the supervisor has sufficient time to drive from one building to another. In case of an emergency (e.g. weather) that either closes the school or prevents the supervisor from getting to the school, observations will be re-scheduled.

It is to your advantage to prepare lessons in a different subject each time you are observed, though it is not a requirement. It is also to your advantage to demonstrate the incorporation of technology.

Cooperating teachers may wish to join the University supervisor during the observation and are welcome to participate in a three- way conference if classroom schedules allow. The supervisor would like to have one observation, with the cooperating teacher not present, so that she/he can assess the intern's classroom management.

20. Substituting: Substituting for your cooperating teacher is permitted according to the policy stipulations described in the last section of your handbook. **The appropriate paperwork to authorize this requires the signature of the student teacher, cooperating teacher, university supervisor, principal and district representative or private company such as PESG or EduStaff with whom the district contracts for substitutes. Supervisors will not sign off until they have observed you in the**

classroom. The completed materials should be faxed to the Director of School and Field Services at (248)370-4920 along with verification that you have a substitute permit in that district. The final approval will be faxed back to the district office.

21. Portfolio—Throughout your student teaching, keep pictures of work in progress. Make copies of excellent lessons and copies of a few of the projects students created. Add your resume, philosophy, lessons, activities, professional development, etc. These items should show what you have done. You will use your portfolio for interview questions at the culminating seminar. It will help you to be prepared for future interviews.

22. Timelines:

1. For Schedules of specials, MEAP dates, vacation dates: **Supervisor's Introductory Visit**
2. For Tentative Teaching Schedule: _____
3. For Gender Equity Form: Culminating/April 20, 2016
4. For Midterms: March 2, 2016
5. For Final Evaluations April 15, 2016
6. Portfolio, Program Evaluations, Supervisor Evaluations, Placement Evaluations, Application for Certification (located on the Exit and Certification Tab on the website), MI online survey **Culminating/April 20, 2016**
7. Two observation forms: **Culminating/April 20, 2016**

23. Retention in the 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: (i) 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: (ii) academic misconduct; (iii) violations of the Michigan Code of Ethics for Teachers; (iv) failure to fulfill any Oakland University academic or conduct requirements; or (v) violations of any other program or Oakland University's policies, rules, regulations or ordinances.

Students may also be removed from field placements: (i) upon request of a building administrator; (ii) for a failure to comply with the requirements of this Competency and Retention Statement; (iii) 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; (iv) inadequate planning, classroom management, and/or discipline; (v) lack of content knowledge; (vi) deficiency in oral or written communication skills; (vii) inappropriate personal or professional behavior; (viii) ethical impropriety; (ix) violation(s) of community standards or policies; or (x) failure to exercise appropriate, professional judgments.

A GUIDED LEARNING EXPERIENCE
INTERNSHIP /OAKLAND UNIVERSITY
SUGGESTED TIMELINE

STAGE I: (Field and Week 1-2) ORIENTATION AND OBSERVATION

- Get acquainted with staff, building and district policies, curriculum and instructional materials.
- Observe in their own classroom and others of similar grade or subject, for specific instructional strategies, management techniques, discipline plans, etc.
- Get to know students, schedule, classroom procedures.
- Cooperating teacher shares lesson planning process, assessment, grading, discipline, classroom management, record keeping, etc.
- Student teacher assists students and begins to take responsibility for procedures (attendance, "bell work", materials distribution, lining up, etc.)
- Evaluate student work, prepare bulletin boards, or prepare materials for coming units.
- Works with groups of students in language arts, math.

STAGE II: (Weeks 2-6) OBSERVING, ASSISTING, TEACHING

- Student teacher continues activities from Stage I and takes responsibility for one group, subject, class, etc., weekly, making written lesson plans, either jointly with or previewed with cooperating teacher. Cooperating teacher is present, provides lots of positive feedback and assists the student teacher to see needed improvements, through daily feedback conferences. Team teaching is appropriate at this phase.
- Cooperating teacher assists the student teacher to become involved in parent communication, building or district functions, extra curricular activities, staff development, etc.
- Cooperating teacher should encourage the student teacher to use a variety of instructional techniques, management techniques, grading and assessment of students,

etc., always providing positive feedback while encouraging self-reflection on the effectiveness of the lessons.

- University supervisor will observe a lesson and provide a feedback conference to the student teacher immediately following the lesson during this stage.
- Student teacher and cooperating teacher should be using the Midterm Performance Based Assessment weekly to note involvement and progress.
- Cooperating teacher should contact the university supervisor with any concerns regarding the professionalism, knowledge, skills, or abilities of the student teacher. This is true throughout the entire student teacher placement.

STAGE III: (Weeks 7-13) INDEPENDENT

- Student teacher may take on the full schedule of the cooperating teacher, making and sharing written lesson plans and materials with the cooperating teacher prior to teaching. The cooperating teacher should be in and out of the room, never leaving the student teacher for more than a few hours.
- Daily conferencing or written communication should take place, with positive feedback and encouraging the student teacher to reflect on what went well, and why, what might be improved, and how.
- Gender Equity observation and form completion should take place.
- Student teacher should prepare and teach a unit assignment, shared with and pre-approved by the cooperating teacher.
- Observation and feedback to the student teacher, by the principal, should be arranged if possible.
- Two observations with conferences by the university supervisor should take place during this time, with the cooperating teacher taking the class during the conference if possible, and meeting with the university supervisor either before or after the student teacher conference, if a three way conference is not possible.

STAGE IV: (Week 14 OR 15) PHASE OUT/OBSERVATIONS

- Cooperating teacher should be in the classroom most of the time and gradually take over instruction while the student teacher assists.
- Cooperating teacher should complete final narrative evaluation and share this with the student teacher and university supervisor.
- Cooperating teacher should recommend a final grade to the university supervisor and share this with the student teacher and university supervisor.
- Student teacher should collect and organize lesson and unit samples from their experience and from other observations.
- Student teacher should complete some focused observations in other classrooms, at other grade levels.
- Portfolio should be updated.

LESSON PLANNING

The following "KEY COMPONENTS" should be part of every lesson planned or taught.

1. Core Curriculum Benchmark(s) from relevant curriculum area.
2. Selecting an "objective" appropriate to the learner's skill, knowledge, and ability.
3. Determining a method of assessment so that you know if the objective was met.
4. Linking the past experiences of the learner to the skills or content to be taught.
5. Presenting reasons or purposes that motivate the learner to put effort into learning this skill or information.
6. Provide learning activities that:
    - Present information in a variety of ways including: telling, showing, reading, experimenting, creating, and discovering.
    - Are observable throughout the lesson, allowing the teacher to monitor progress and make adjustments in teacher actions.
    - Allow students to choose their strongest learning modes, (linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal/social, intrapersonal/introspective, or understanding of nature).

    Try to use the different intelligence strengths of individuals or the group. Stay with the learners, monitor their progress, adjust activities to make them more effective.

7. Providing opportunities for "closure," or assessing their own progress and reviewing their understanding.
8. Providing opportunities for students to extend their thinking or practice independently.

COOPERATING TEACHERS…..

Create a comfortable, welcoming climate for the student teacher:

Introduce the student teacher as a teacher who is learning and should be shown the same degree of respect and patience as is shown to you, the full-time teacher.

- Familiarize them with district administration, services, resources, community make up, geography, schools, population, etc.
- Acquaint them with the building, lounge, restrooms, supplies, copy machine, resource rooms, parking, library, etc.
- Introduce them to staff individually and officially at staff meeting.
- Make them at home in the classroom with a safe place for belongings, table and chair, books, plans, school rules, materials, a bulletin board to create, seating chart, introduction to students, a schedule, etc.
- Explain and show classroom routines and procedures such as: fire drill, entry or dismissal, getting paper, pencils, books, and other supplies, attendance, grading, discipline plan, money collection, supervisory duties, room maintenance, passes, etc.

Ease the student teacher into "teaching":

- Have them observe, learn names, develop a chart of student personality traits and talents, assist with routines, assist with teacher's lessons, create an introductory letter to send to parents.
- Begin to work with a group, a class, or a subject at a time, teaching lessons planned together.
- Add classes, subjects, or groups gradually, until the student teacher has the whole responsibility for teaching and lesson planning.
- Cooperating teacher should ease back in during the last week.

Spend a lot of time on lesson planning:

- Explain and show how to use the curriculum, plan units, write objectives, and organize and teach lessons.
- Explain and show how to analyze the steps and plan the sequence of the skills and knowledge needed to get to the "outcome" or "product" that is the objective.
- Share materials, activities, ideas, and sources for ideas, including the media center, texts, and programs.

Provide coaching throughout the student teaching:

- Observe regularly.
- Provide praise, knowledge of results and success statements for the productive methods the student teacher is using, so they will consciously continue their use. You might ask, "At what point in the lesson did you think things were going really well?" "What strategies were you using at that point?"
- Note areas in which the student teacher is having difficulty, or is unsure.

- Ask questions to get them to see needed steps in their teaching development. For example, "Did all the students behave as well as you wished?" or "Did all the students learn the objective? What evidence do you have that they did or did not?"
- Encourage the student teacher to think of solutions to problems they bring up, then add your ideas and suggestions.
- Make plans to try the new suggestions or ideas while you observe.
- Continue to provide praise, knowledge of results and success statements.
- Communicate regularly.

WHEN THE UNIVERSITY SUPERVISOR COMES TO OBSERVE

- Introduce her/him to the class as your teacher or coach (so they will pay attention and not be wondering who she/he is). This also makes them feel "included" (positive climate) in adult things. Tell the students that the University Supervisor has heard that they are doing great things and therefore wanted to experience this as an observer.

- Have a seat ready for she/he (full size is greatly appreciated). This should be where she/he can see the lesson and has a place to write, and is not displacing a student.

- Provide her/him with a lesson plan and a copy of materials being used.

- Engage in actively teaching a new objective (follow lesson design) for approximately 20-30 minutes, or until the students are well into "guided practice."

- Following the lesson, you and the supervisor need to have a conference. This may mean someone has to cover the class. If there is a special or recess following, and the cooperating teacher may meet as well, this is preferred. If not, the University Supervisor would like to meet with the cooperating teacher either before the lesson or after the conference with the student teacher. A semi-private place to confer is needed. The effective teaching strategies used during the lesson will be identified. The student teacher will be asked about evidence that the students accomplished the objective. You will also be asked to identify the greatest strength or success of the lesson and to reflect on changes you might make if you were to teach it again, and why.

- Following the conference, the student teacher will receive a copy of observation form.

- If we are unable to schedule a three way conference, then the supervisor will meet with the cooperating teacher to discuss goals and progress while the student teacher takes the class for this time period.

OBSERVATIONS OF OTHER TEACHERS

Student teachers are to complete three observations during the semester. The first is to observe these elements in their cooperating teacher's classroom, so that they will be able to implement them and continue consistency within the classroom. The second and third are to be completed in the phase out week, observing two other teachers to identify the various ways that teachers include these elements in their classroom and lessons. Please see the form shown on www.oakland.edu/sehs/sfs under Student Teaching Internships, Exit and Certification Requirements.

MATERIALS TO BE TURNED IN: SCHEDULE for Students

____Visitation 1

- **Student's Daily Schedule and School Calendar**
- **One observation of cooperating teacher (See form at www.oakland.edu/sehs/sfs under Student Teaching Internship / Exit and Certification Requirements.)**

____ Visitation 2

____ Mid-term by the March 2 (date shared by supervisor)

_____Visitation 3

- **Set of Assignments completed by students and assessed by rubric developed by the intern.**
- **Gender Equity Video Evaluation**

_____ Visitation 4

- **A Instructional Unit Overview stating benchmarks and content standards, task analysis, student evaluation grid, reflection section**
- **Lesson plan folder**

_____ Visitation 5

- **Final Evaluation**

_____ Culminating Seminar

- **Portfolio**
- **Student Teacher Supervisor Evaluation**
- **Elementary Program Evaluation**
- **Placement Evaluation**
- **Gender Equity Survey**
- **Two additional observations (one done earlier of your cooperating teacher should already have been handed in)**
- **Application for Certification**
- **Online MDE Survey – You must document completing the state required exit survey for student teachers. Your supervisor will E-mail you the URL to access the survey along with your identification number. Print out the last page for verification of completion.**

Weekly Reflections by E-mail to be sent to supervisor by the time required:

_____ January

_____ January

_____ January

_____ January

_____ February

_____ February

_____ February

_____ February

_____ March

_____ March

_____ March

_____ March

_____ April

_____ April

Seminars: *Please plan to be present for the speaker, followed by a time with your supervisor. You will have to leave your student teacher placement for one of these meetings. There will be additional small group meetings in January, February, and March with your supervisor scheduled at a time and place that he/she determines.*

Orientation/Expectations	**Monday, December 7**	**1:30-4:30**	**OC/Gold ABC**
First Year Teachers	**Tuesday, January 26**	**5:00-8:00**	**OC/Gold ABC**
Getting a Job	**Wednesday, March 2**	**1:30-4:30**	**OC/Banquet A**

CULMINATING SEMINAR: Wednesday, April 20—9:00 A.M.-12:00 P.M. in the Gold Room ABC at Oakland Center

Your last day in the classroom will be Tuesday, April 19, 2016 unless your absences or circumstances (like weather) require additional time or you arrange to continue with your cooperating teacher.