



School of Education

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STUDENT TEACHING HANDBOOK:

GUIDELINES FOR SUPERVISION

(For Distribution to Student Teachers, Mentor Teachers, and University Supervisors)

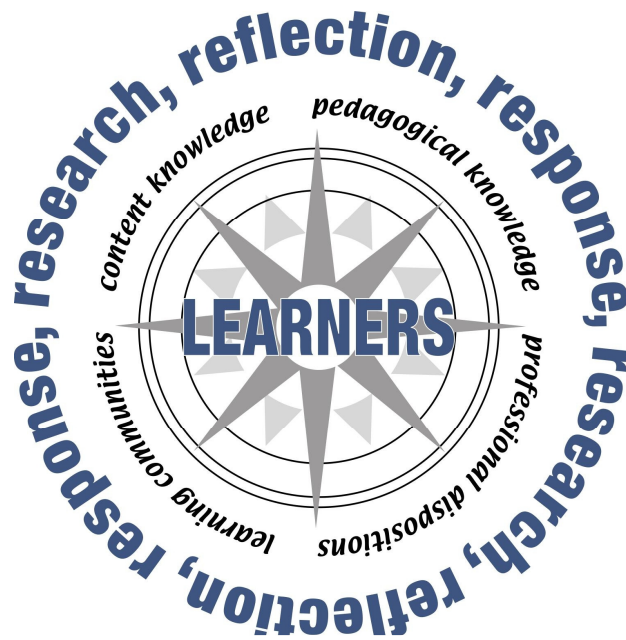


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Getting Organized. . .

- F005* Intern Information Form
- F010* Mentor Information
- F015* Mentor Teacher Daily Class
- F020* Orientation / First Visit Report Form
- F025* Criminal History Disclosure Form
- F030* Intern Contract
- F035* Student Teacher Code of Ethics
- F040* Activities Checklist for Student Teachers
- F045* Focused Observation Request
- F050* Focused Observation Report
- F055* Student Teacher Attendance Log
- F060* Class Description Profiles

Planning for Instruction. . .

- F075* Student Teacher Activities Log
- F080* Personal Goals and Objectives for Student Teaching
- F085* Lesson Plan Template for Daily Lesson Planning
- F090* Reflection on Teaching/ Post-Teaching Self-Evaluation.
- F095* Unit Plan Template/ Unit Plan Format
- F105* Incorporating Technology in Teaching and Learning
- F110* University Supervisor Visit Log

Assessment and Evaluation Forms. . .

- F115* Student Teacher First Progress Report
- F120* Classroom Observation – Narrative
- F125* Classroom Observation Instrument – Rubric
- F130* Mentor Teacher/University Supervisor Evaluation of Student
- F140* Intern Improvement Plan
- F200* Request for Initial Provisional
- F220* Ontario Student Information Release Waiver

Revision data

Version 1.00 was released in March 2005 to reflect a significant rewrite of the Student Teaching Handbook. New to this issue was the extensive use of numbered forms, changes to faculty assignments, etc. In September 2006 version 1.01 reflected minor changes to the program staff on the directory page. In March 2009 version 1.02 reflected changes to the Student Teaching Handbook. In September 2009 version 1.03 reflected changes to the Student Teaching Handbook. October 2011 update to 1.05 included changes to key contacts.

August

Dear Student Teacher,

Congratulations on reaching an important milestone on your road to becoming a teacher! The regular coursework is behind you, and it's time to put to good use the many things that you have learned. The student teaching component of your Teacher Education Program will be challenging, exciting, and rewarding.

Even though you are a guest in a veteran teacher's classroom, please be aware of the initiative you must take to add your contributions to the educational program. Your success during the internship will partly depend on your ability to make plans, to change them, to reflect, to assess and to re-teach, all as you strive to help all students reach their full potential. Take the opportunity to help organize your classroom and to develop lessons. Your mentor teacher will appreciate having you as a team member. Also, use every opportunity to solicit ideas from your mentor which will add to your storehouse of instructional techniques.

This extended clinical experience will provide you the opportunity to grow in your own ability to perceive the strengths of your students and to be skillful in using this knowledge to motivate them so they too will be successful. "Success breeds success." One of our goals is for you to become competent and a caring qualified educator. We, along with the university supervisors, seminar instructors, and mentor teachers, remain available and committed to support your activities and to work for your success. It is our foremost desire for you to have an internship that continues to prepare you for your entry into the teaching profession, one upon which you will look back with feelings of satisfaction and accomplishment.

Sincerely,

The LSSU School of Education Faculty and Staff

August

Dear Mentor Teacher,

Thank you for hosting a Lake Superior State University student teacher in your classroom! Your willingness to contribute to the pre-service professional development of a teacher candidate is testimony to your professionalism. Further, it reflects a commitment to your community and to the fostering of a closer partnership between LSSU and the cooperating schools and mentor teachers. The LSSU School of Education faculty values your knowledge of the craft and artistry of teaching, and we hope that your experience with our student will be personally and professionally rewarding. In this clinical practicum, you hold a critical role; and we want you to know how appreciative we are that you have agreed to serve as a mentor teacher. We hope that this Student Teaching Handbook with supervision guidelines will be helpful to you.

Each mentor teacher needs to assess how quickly the student teacher should begin teaching. A gradual assumption of teaching responsibilities is encouraged. Consultation with the university supervisor at the initial orientation meeting of the year will help determine how quickly the student teacher should assume his or her duties. Factors such as the knowledge, ability, and maturity of the student teacher and the temperament and “chemistry” of the class will affect this decision.

The student teacher’s adjustment to the classroom and the gradual assumption of the teaching responsibilities will depend upon the individual student, the situation, and the mentor teacher’s assessment of his/her readiness. Student teachers are expected to complete at least 7-10 weeks of full load planning/teaching/assessment during the semester of the internship. There is flexibility built into these guidelines to address varying situations. Failure to assume the classroom teaching responsibilities and successfully manage the instructional setting indicates a serious weakness in the student teacher’s progress. There are procedures in place to address this weakness; and the university supervisor will oversee this process, working with you and the student teacher to develop and implement a plan of Assistance for Improvement.

As a mentor teacher, your influence is vital in a student teacher’s professional growth and development. The relationship among the university supervisor, the mentor teacher, and the student teacher influences the quality of the student teaching experience. Competent and concerned mentor teachers with the university supervisors assist the student teacher’s professional growth in an authentic school setting as they assume the full range of duties of a teacher.

Student teaching is the most important experience in pre-service teacher education. Thank you again for your dedication and contributions to this endeavor. Please contact us if you have any questions or concerns. (Contact information on the following page)

Our best wishes for a rewarding experience,

The LSSU School of Education Faculty and Staff

LSSU School of Education
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Introduction

This guide is to provide information for supervising teachers concerning policies related to Lake Superior State University's student teaching program. LSSU strives for a high quality teacher preparation program based upon the premise of clearly defined purposes and knowledge of the roles of all persons concerned. This guide strives to further this knowledge, to foster a better understanding of the operation of LSSU's student teaching program, to clarify the duties and responsibilities of those who participate in the program, to serve as a guide for providing the best possible experiences during student teaching, and to encourage a closer partnership between the University and the cooperating schools and teachers. A clearer understanding of the policies will assist in these cooperative efforts.

Philosophy of Teaching Program

Student teaching is the most important experience in teacher education.

The Student Teaching Program at Lake Superior State University provides an opportunity to develop and evaluate the students' competence in an actual school setting. Student teaching is intended to bridge theory and practice. The relationship among university supervisor, supervising teacher, and student teacher influences the quality of the student teaching experience. The student teachers need competent and concerned supervisors to help them assume the full range of duties of a teacher. The supervising teacher is a vital influence in a student teacher's professional growth and development.

Goals of the Student Teaching Program

The major goal of the Student Teaching Program is to provide student teachers a challenging, relevant and rewarding experience, which will allow them to acquire professional competence. This will prepare them to be competent, caring, and qualified educators. This includes the ability to:

- Understand the role and operation of the school
- Respect and work effectively with students of varying backgrounds and cultures
- Assume the various responsibilities of the classroom teacher
- Plan instruction and learning experiences which recognize the individual needs and differences of students
- Organize and manage the classroom environment to maximize learning
- Manage classroom interactions and student conduct to create a positive climate for learning
- Identify and use appropriate instructional techniques, media and methods
- Evaluate learning to determine the extent to which instructional objectives are achieved by students
- Establish positive and effective communication with students, parents, colleagues, administrators and community members
- Accept and assume the responsibilities associated with being a competent professional and lifelong learner
- Recognize and practice being a reflective teacher

ELEMENTS OF THE INTERNSHIP YEAR

Intern teachers engage in approximately 15 weeks of classroom experience ranging from observation to independent teaching and in 3 graduate credit hours of intensive scholarship dispersed throughout the academic year. This format provides excellent opportunities for the development of a professional educator who is personal, natural, and superior.

Field practice, student teaching and clinical practice are terms used to describe an extended full-time engagement in learning to be a teacher in a classroom. LSSU refers to this stage of teacher development as the Internship. The Intern teacher is placed with a mentor called a Collaborating Teacher, whose educational background and professional certification closely match the Intern's academic qualifications. The Collaborating Teacher hosts the Intern in his/her classroom, and provides effective comments and nurturing focused on professional growth throughout the academic year.

The Internship experience is 15 weeks in length, inclusive of school district vacations and time on campus devoted to coursework. Intern teachers typically are placed in one to three classrooms for the experience. The rationale is that Interns will have the opportunity to gain valuable knowledge about the intricacies of K-12 schooling and classroom culture and will be able to assess students' growth over time. The length of the experience also allows for the assimilation and application of newly-constructed knowledge about the Interns' perceptions and their practice. Throughout this rich experience, the Intern, the Collaborative Teacher, and the University Supervisor focus on the Professional Teaching Standards for Michigan Teachers with successful achievement as the goal.

The Michigan State Department of Education and the National Council for the Accreditation of Teacher Education have espoused the concept that effective teachers are researchers and lifelong learners. LSSU's Teacher Education faculty is in agreement with those agencies. Therefore, each Intern is concurrently enrolled in one of the graduate level coursework during the field experience. The courses focus on inquiry into the teaching profession. The first class, *Reflection and Inquiry into Teaching Practice*, requires that the Intern engage in action-based research in the classroom in which they are placed. The Intern learns to formulate research questions, use literature as a resource, gather data, and report findings and conclusions. The second course, *Integrated Approaches in Curricular Design*, examines the research on policy, ethics, and effective teaching and seeks application to classroom practice.

Student Teaching Policies

I. Eligibility for Student Teaching

To be eligible for a student teaching placement, a student must meet all the criteria established by the School of Education at LSSU. These academic and professional criteria are published in several documents, including the School of Education Handbook and LSSU Undergraduate Bulletin.

II. Assignments

Most students are assigned to selected schools in the Upper and Lower Peninsulas of Michigan, and Ontario. Placements are made in centers that are currently open. Students are not allowed to student teach at a school with which a relative is working or has close affiliation, without a signed waiver.

Accepting a student teacher is an important decision. Only teachers whom the School of Education has recommended and who meet LSSU's criteria will be considered for supervising student teachers. Teachers must first voluntarily decide if they are willing to work with student teachers. They should interview the prospective student teachers and have them spend some time in their classroom before student teaching to help ensure a successful student teaching experience.

III. Liability Insurance

LSSU student teacher candidates must have classroom liability insurance before the start of student teaching. A million dollar classroom liability policy is available as a benefit of membership in either the Student Michigan Education Association (SMEA) or as a student member of the local American Federation of Teachers. Private insurance companies also offer \$1 million liability coverage.

A copy of the current insurance policy or SMEA membership card is to be turned in to the School of Education before starting the student teaching experience.

IV. Holding Jobs

It is strongly recommended that students are to free themselves of work responsibilities during the week while student teaching to allow for a full-time commitment to teaching. Weekend employment has worked well for interns in the past. Student teachers may be asked to terminate work should the activities interfere with their performance in school. Students may be involved in activities that are commonly done by teachers such as coaching and tutoring.

V. Additional Coursework

- EDUC 480 Intern Seminar – as scheduled
- EDUC 602 or 605 Graduate classes – as scheduled

VI. The Calendar

During student teaching, all students are expected to begin with and adhere to the school calendar in the school district to which they are assigned. Vacations are scheduled according to the school district calendar. Other dates related to student teaching are listed on the Student Teaching Calendar given to each student and supervising teacher.

VII. Attendance

Student teachers are expected to be in attendance every day for a full day. Daily arrival and departure times will follow the daily schedule of the supervising teacher. Only three medical absences per semester are allowed. All other absences must be made up. Student teachers are allowed two additional days for absences for teaching job interviews, if needed, and approved by the supervising teacher.

- In the event the Intern is ill, he/she must **call the school and Mentor teacher**, arranging for any material to be covered. Materials, lesson plans, and other pertinent items must be delivered to the school by the start of the school day.
- The Intern will **notify his/her University Supervisor** immediately of the absence.

VIII. Professional Conduct and Decorum

Students enrolled in any field placement portion of the Teacher Education Program at Lake Superior State University are to engage in the behavior of a professional educator. Their dress and decorum shall not be excessive nor be disruptive to the education of learners in the classroom nor to the rights of teachers to teach.

The term "school" used in this policy refers to the field placement school.

1. Interns and teacher education students will not use tobacco products on school grounds or at school events in accordance with state and federal laws.
2. Interns and teacher education students will not use or be under the influence of alcohol or illegal drugs while teaching or in attendance at any school function.
3. The Intern and teacher education student will not engage in lewd behavior, use of profanity, or behavior that jeopardizes the learning and teaching at the school.

IX. Confidentiality in the Field Placement

Confidentiality is of the utmost importance while working with schools and learners. Therefore Interns and Teacher Education students will employ the highest regard for issues of confidentiality while in the schools and the community.

- Interns and Teacher Education students will not divulge any information about any student to persons or agencies that are not directly or legally involved in the welfare of the learner.
- Interns and Teacher Education students will refrain from public discussions or recitations regarding learners, collaborating teachers, university supervisors, or administrators.
- Interns and Teacher Education students will not display any documents that may reveal confidential information about a learner in the school.

X. EDUC 480 Seminar Attendance and Graduate Class Attendance

Student teachers are required to attend all seminars and graduate class sessions. Seminars will include topics such as human relations, classroom management and organization, effective planning and teaching, placement, employment, certification, as well as other topics that address the needs and concerns of student teachers. Graduate classes will involve Action Research and Integrated Approaches in Curricular Design. Dates will be listed on the Student Teaching Calendar and in the schedule of classes.

XI. Problems

Students who enroll in student teaching make a commitment to the goals, responsibilities, and expectations outlined in this guide. The following procedures should be used when a student teacher has difficulty fulfilling these responsibilities:

1. An initial conference on the matter between the supervising teacher and the student teacher should be held. Conferences should be held frequently between the supervising teacher and student teacher. Early identification and addressing of problems aids in their solution.
2. If the problem is not resolved, the supervising teacher should contact the university supervisor and arrange a conference with the student teacher, the supervising teacher, and the university supervisor as soon as possible. The building administrator may need to be involved in the conference.
3. An Intern Plan of Assistance for Improvement may be instituted to resolve any deficiencies in reaching the competencies of the Professional Teaching Standards for Michigan Teachers.

4. If this procedure is ineffective in reaching resolution, the problem will be referred to the Professor of Record and the Director of Field Experiences. The Director and Professor of Record will seek resolution and determine if reassignment or removal from student teaching should occur.

Procedures to facilitate change

- The University and the schools have the right to engage in procedures to facilitate change when there is concern with the growth, development, and behaviors of an Intern teacher. These procedures will follow due process and are documented for further reference and recourse. These procedures include, but are not limited to the registering of grievances, design and implementation of improvement plans, change or termination in placement, and dismissal from the program. The procedures are outlined in the retention policy found in the Teacher Education Student Handbook.
- When an Intern is found to be faltering, in course work or fieldwork, the University Supervisor and Instructor of Record must notify the Intern, Collaborating Teacher, and Director of Field Experiences of the issues and intent to design and implement a plan of Assistance for improvement.

An **Intern Plan of Assistance for Improvement** must include objectives to be met, tasks to be completed addressed in specific terms, provide a timeline for accomplishment, and identify the instruments to be used in assessment of improvement.

- The Field Placement Officer will handle changes and/or termination of field placements. The process must begin with the registration of a grievance by parties involved in the field experience or clinical practice (Intern, Preservice Teacher, Collaborating Teacher, University Supervisor, or School Administrator). In case of a blatant violation of policy, the Intern will be removed before the filing of an official grievance.
- Interns whose placement has been terminated may have the opportunity to repeat the Internship experience upon faculty recommendation and vote. The student may attempt to repeat the experience one time.
- Dismissal from the program is a serious matter. When teacher education students have not provided evidence of growth, have failed to meet the expectations of a plan for pedagogical improvement, have committed a grave violation of department policy, have established a pattern of questionable behaviors, or have been convicted of a felony crime, the School of Education has the right to petition for dismissal from the program. Procedures for this action are outlined in the retention policy found in the Teacher Education Student Handbook.

XII. Use of Student Teachers as Substitutes

LSSU allows student teachers to substitute teach as part of their student teaching experience according to the following criteria/guidelines:

1. Districts and supervising teachers must ensure that the quality of instruction provided to student teachers who are allowed to substitute teach is comparable to that required in our traditional student teaching program.
2. Student teachers may substitute teach only in the classroom in which they are student teaching.
3. Student teachers are not to substitute teach more than 15 days during their student teaching.
4. The student teacher, cooperating teacher, and school administrator/district must approve of the substitute teaching.
5. An accurate record of the dates and experiences must be kept by the school and be available to the university.
6. The substitute teaching must not conflict with a university supervisor's visit. The university supervisor must be notified in a timely manner so that it will not conflict with supervisory or student teaching responsibilities.
7. The student teachers will be available to cover the supervising teacher's classroom on those days, such as orientation meetings, where the absence of the classroom teacher is necessary for the promotion of the student teacher program. This is part of student teaching and not considered substitute teaching for which they would be paid.
8. The student teachers will be paid the same as a regular substitute teacher and meet the necessary requirements for substitute teaching by the district (applications, fingerprinting, criminal background check, etc.)

XIII. Grading of field work and coursework

Interns will be graded on their fieldwork and coursework independently. Work in the graduate coursework will be graded in the traditional A, B, C, D, F manner. Work in the field component will receive a grade of CR (credit) or NCR (no credit.) Recommendation for certification must be attained in the final evaluation documents.

1. Interns must successfully complete all course and fieldwork requirements to be recommended for state certification.
2. Interns have the right to appeal grades through the specified channels, beginning with the Professor of Record. The procedure is outlined in *The Navigator*, the conduct publication of the university.

Student Teaching Requirements

Notebook

A required student teaching notebook (3-ring binder available through the School of Education) will be maintained throughout the student teaching experience. It is a requirement for both EDUC 480 and EDUC 491/492 coursework. When an observation is planned, have the notebook with the lesson plan for that day to give to the supervisor. Please make the notebook available on a daily basis to the mentor teacher. Include the following in the order given. Use divider tabs to separate the main categories. Each form is identified by a unique form and revision code (F005-a) = form #5 – version a.

General

1. Intern Information Sheet (**F005**)
2. Mentor Information Sheet (**F010**)
3. Mentor Teacher Daily Class Schedule (**F015**)
4. Orientation/First Visit Report Form (**F020**)
5. Copy of Criminal History Disclosure Form (**F025**)
6. Copy of signed Intern Contract (**F030**)
7. Copy of signed Student Teacher Code of Ethics (**F035**)
8. Activities Checklist for Student Teachers (**F040**)

Observations of other classes

9. Focused Observation request form (**F045**)
10. Minimum of 5 Focused Observations and reports (**F050**)

Monthly Attendance log, Class Profiles, Activities log, etc.

11. Updated Student Teaching Attendance Log (**F055**)
12. Student Teacher Activities Log (**F075**)
13. Personal Goals and Objectives for Student Teaching (**F080**)

Planning

14. Class Profile Form for each class or student group taught (**F060**)
15. All Lesson Plans: (a) Lesson Plan Format (**F085**)
(b) Reflection on Lesson/Teaching (complete weekly) (**F090**)
16. All Unit Plans (a) Unit Plan Format (**F095**)
17. Incorporating Technology (**F105**)

Evaluation

18. Updated LSSU Supervisor Visit record (**F110**)
19. Intern First Progress Report (**F115**)
20. Classroom Observation Instrument (choose one or both)
 - a. Narrative format (**F120**) and/or
 - b. Rubric format (**F125**)
21. Evaluation of Intern (three per semester – landscape format) (**F130**)
22. Intern Improvement Plan (if applicable) (**F140**)
23. Reflective Journals
24. Any additional items: samples of handouts, test data, formative and summative assessment, pictures, etc
25. Copy of current First Aid and CPR certification.

Standards/Other

26. Copy of Michigan Entry Level Standards: MELS (www.michigan.gov/mde)
27. Copy of Michigan Curriculum Standards for your content area. (same website)
28. Copy of National or Provincial Curriculum Standards for content area or grade.
29. Request for Michigan Certification (*F145*)
30. Authorization to Release Information (*F150*) --Ontario Students Only--

Reflective Journal

This journal may be kept as a section of the notebook or in a separate book. A minimum of one written reflection per week is required. **Always have the journal and notebook on formal observation days.** Use the journal to reflect. Do not simply list what occurred that day. Analyze strengths and weaknesses. Think about what strategies worked and did not work and reflect upon **why**. Also include victories, disappointments, challenges, problems, and any concerns.

Attendance

Student teachers are to follow public and private schools' attendance and vacation days, **not LSSU's**. The student teacher is required to observe the same daily schedule as that set by the Board of Education for that school. **Any time a student teacher does not arrive at school on time; he/she is expected to notify the school before classes begin. Failure to do so is a serious breach of professional responsibility.** Keep a careful and accurate record of attendance, time of arrival, and time of departure using the Attendance Log. In general, excused absences are limited to severe illness, death in the family, etc.

Activities

The student teacher is encouraged to participate in any school functions, such as PTA/PTSA meetings, staff meetings, homeroom activities, clubs, bus duties, and in-service meetings. The mentor teacher has the legal responsibility for instruction and supervision of students, thus they may come and go as she/he feels necessary from the room during the course of the internship. At the same time, the student teacher is to be regarded as a fellow professional rather than as a classroom aide, and should be increasing responsibilities toward a time of lead teaching where they are responsible for developing and implementing classroom instruction, curriculum, assessment, and classroom management.

Professional Appearance

Grooming reflects attitude. The student teacher will dress according to any school policies. Appropriate attire may promote student learning and enhance future employment opportunities. Questions regarding the local standards and expectations for a particular school setting should be determined in consultation with the mentor teacher.

Seminar EDUC 480

The student teacher will attend all required EDUC 480 seminars.

Graduate Courses EDUC 602 or EDUC 605

One 3-credit hour graduate course per semester is required for the student teaching internship. Supported by Blackboard and Wimba, these courses require additional independent work by each intern in the development of an Action Research Plan and designing thematic integrated units. Formal on-campus classes will be held as scheduled. Absence from on-campus course offerings may seriously jeopardize a student teacher's candidacy for successful completion of the student teaching component. Graduate class completion is required in order to be recommended for teacher certification.

Section II: Assessment and Evaluation

The Report Process

Electronic versions (available to print) of all reports may be obtained from the following website:

<http://lssu.edu/education/allforms.php>

I. The First Progress Report (F115)

The First Progress Report is submitted as an assessment of the student teacher's baseline performance and relays important information about the student's competencies to the university supervisor, the Professor of Record, and the Director of Field Experiences. The supervising teachers should indicate any initial concerns they may have on this form. The student teacher should have taught for part or all of a class session before sending in this report.

II. Mentor Teacher Evaluations of Intern during Each Semester

Three formal evaluations using the Periodic Evaluation Form (F-130) are to be completed each semester by the mentor teacher. At the end of the final evaluation, the mentor teacher should indicate the student teacher's performance level. The supervising teacher is to make additional comments to extend or substantiate the profile.

III. The University Supervisor's Reports

Six evaluations during the Semester are to be completed by the University Supervisor. Three formal evaluations using the Periodic Evaluation Form (F-130) are to be completed. The university supervisors complete a report and share their observations with the student teachers and supervising teachers following each observation. University supervisors are encouraged to help student teachers evaluate themselves through such techniques as conferencing, surveying, and videotaping. The university supervisor should consult with the supervising teacher concerning the student teacher's progress during each visit and, if needed, between visits.

When a student teacher is found to be faltering in carrying out the responsibilities of student teaching or the attendant course work, an **Intern Plan of Assistance for Improvement** is implemented as a means of facilitating positive change. (See Section XII of LSSU School of Education policies and procedures.)

By the completion of the student teaching internship, the interns must demonstrate adequate (as defined by MDE) performance in each element of the Professional Teaching Standards for Michigan Teachers. These standards represent the kinds of understanding and abilities novice teachers should have in order to teach diverse students responsibly from their first day of employment as certified teachers. The assessment processes are designed to help each candidate develop these kinds of understandings and abilities; LSSU's assessment procedures are structured to ensure that all students who complete a professional teacher preparation program with a recommendation for Michigan Teacher Certification do indeed possess these understandings and abilities.

Evaluation Procedures

Supervising teachers are to submit evaluation reports to the university supervisor or directly to the School of Education. It is the responsibility of the supervising teacher and university supervisor to ensure that the student teacher receives timely and continuous feedback on his or her performance. The student recommended for certification must possess the skills and maturity to be a successful teacher.

Student Teacher Evaluation forms provide the supervisor with opportunities to identify the strengths and weaknesses of a student teacher. These reports profile the student's competency in subject matter, instruction, assessment, and professionalism. Letter grades are not used for evaluating a student teacher's performance as they inhibit the development of the relationship between the supervising teacher and a student teacher.

During the semester evaluations and on the Final Evaluation Form, you will be asked to give the student teacher one of the following overall ratings:

- P - Proficient; consistent, appropriate application, a solid performance**
- I - Improving; moving towards becoming proficient**
- B - Basic; minimal achievement, appropriate to situations**

When the intern is completing the entire internship, you are to then mark your recommendation for certification.

The student teaching evaluation forms are based upon the duties of a teacher: **knowledge base, instructional competence, assessment competence, and professionalism.** Supervising teachers must determine whether these competencies are demonstrated by the student teacher to an adequate degree and then support their assessments. The duties listed on the evaluation of student teacher forms are described below and should be referred to in assessing the student teacher's level of proficiency.

Supervising teachers are to check the appropriate level on the final evaluation. The Michigan Department of Education requires all teacher preparation institutions to use the state approved criteria for assessment of entry-level pedagogical skills for each student teacher.

EVALUATION CRITERIA

(For mentor teachers and university supervisors)

The student teacher evaluation forms (F-120, F-125, and F-130) provide the university supervisor and mentor teacher with opportunities to identify the strengths and weaknesses of a student teacher. These reports profile the student's competencies in subject matter, instruction, assessment, and professionalism.

The Michigan Department of Education requires all teacher preparation institutions to use the state approved criteria for the assessment of entry-level pedagogical skills for each student teacher. The assessment and evaluation criteria of the LSSU School of Education are directly aligned with these standards. Link to PSMT3 standards at:

http://www.michigan.gov/documents/mde/SBE_approved_PSMT_May_13_2008+coverpg_258601_7.doc

The student teaching evaluation forms are based upon the duties of a teacher: knowledge base, instructional competence, assessment competence, and professionalism.

A. Knowledge Base (Content Knowledge)

***Content knowledge:** Effective teachers are educated in the liberal arts and sciences, and are knowledgeable about the interdependence of the disciplines. They analyze and synthesize ideas, information, and data to make applications of this knowledge in inquiry, problem solving, and critical thinking. The professional educator is an effective communicator, possessing the skills and abilities of listening, speaking, writing, and reading. (School of Education Conceptual Framework)*

All pre-service teachers must demonstrate a satisfactory competence level in their subject matter and general knowledge through required university courses. The mentor teacher and the university supervisor should evaluate whether the student teacher can apply this knowledge in a teaching situation.

- **Content Areas**

Understands the subject matter and current research (5a*). Demonstrates accurate, appropriate, and comprehensive knowledge about the subjects taught to the degree needed to effectively teach the curriculum (3f). Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter (3f). Integrates and transfers knowledge. The university supervisor should evaluate whether the student teacher can apply this knowledge across subject areas (3c).

- **General Knowledge**

Has an understanding and appreciation of the humanities, social sciences, arts, mathematical and natural sciences and technology (1a, 1b). Communicates the value of liberal arts knowledge to the students, including an appreciation of the interrelationships among subjects (1c). Demonstrates a global and multicultural perspective (1e). Accesses and uses updated information and procedures (3g).

* **Criteria for an Assessment of Pedagogy** or the Michigan Department of Education website (<http://www.michigan.gov/mde>).

B. Instructional Competence (Pedagogical Knowledge)

***Pedagogical knowledge:** Professional educators have the knowledge to engage individuals in the learning process. Teaching excellence requires an in-depth understanding of cognition, of the multidimensional qualities of learners and learning, of the skills of research, and of reflective and responsive pedagogy. Through an understanding of human growth and development, of a variety of instructional techniques, assessments, materials, and technologies, coupled with an abundance of practical experience in classrooms, pre-service teachers will mature as effective novice teachers. (School of Education Conceptual Framework)*

***Research:** Effective teachers understand the need to maintain a current perspective on the numerous facets of educational practice. A professional educator strives to engage in the study of pedagogy, to examine the current literature related to teaching and learning, and to pursue the sometimes daunting task of applying this theory to practice. (School of Education Conceptual Framework)*

Adequate content knowledge is a necessary but not sufficient condition for effective teaching. The student teacher must be able to teach! Through pre-student teaching field experiences, the student teacher's management skills are only rudimentarily explored. Student teaching is the primary source of data for assessing these pedagogical skills. Lesson/unit planning and implementation, including the use of materials and technology, are taught and initially evaluated in the methods courses at LSSU's School of Education.

- **Communication Skills**

Communicates what is to be learned so that students understand and value the learning. Demonstrates effective speaking, listening, reading, and writing skills (1a). Uses appropriate and grammatically correct language. Has appropriate correlation between verbal and nonverbal communication.

- **Management of Students' Behavior**

Controls classroom behavior in an effective and fair manner (2d). Organizes and manages classroom to maximize learning. Establishes and carries out effective classroom rules, procedures, and routines. Provides a positive learning environment. Encourages individual responsibility (1k). Respects individual rights (1k).

- **Management of Learning Process**

Manages learning process so that the curriculum is covered appropriately and efficiently (5c). Makes smooth transitions and is able to handle varying ability levels and activities. Manages assignments and time efficiently in the pacing of the lesson. Ensures quality time on learning tasks and accomplishes what has to be done. Demonstrates knowledge about instructional management resources (7d). Uses high expectations for optimal student achievement. (3c).

- **Management of Contingencies/Emergencies**

Applies district and building policies (4f). Reasonably and responsibly copes with the frequent contingencies and occasional emergencies of classroom teaching. Demonstrates critical and creative thinking abilities through effective decision making under pressure. Can think on his/her feet. Ensures a safe and orderly environment that is conducive to student learning (2d).

- **Lesson/Unit Planning**

Develops effective lessons and units within the contexts of the curriculum and assessment. Uses state and national curricular frameworks as a means to developing the students' inquiry and thinking skills (3g). Applies knowledge of human growth, development, and learning theory (2a). Plans instruction to accommodate student diversity (2e, 2f, 4a). Accommodates appropriately the students with special needs. Uses a variety of methodologies, technologies, and techniques (4b, 7d, and 7e).

- **Lesson/Unit Implementation**

Implements lessons and units so that the instructional objectives are effectively realized. Creates meaningful learning experiences that help all students understand the subject matter based on each student's abilities, attitudes, efforts, culture, and achievement (2h). Expands the cognitive, affective, physical, and social abilities of students (2b). Uses a variety of teaching methodologies, technologies, and techniques (4b, 7d, and 7e).

- **Use of Materials and Resources**

Is familiar with and able to use a variety of literacies (e.g. computer), materials, and resources (2i, 7c). Selects, creates, and incorporates appropriate instructional techniques, technology, and materials needed for instruction (7a, 7e). Demonstrates current knowledge about instruction, resources, and technology (7b, 7c). Helps students access and use information technology and other resources to become independent learners and problem solvers (3b).

C. Assessment Competence

***Response:** Effective pedagogy requires continuous response. To implement change in one's practice for the purpose of facilitating learning is a critical element in the repertoire of an effective teacher. Response in this sense does not mean change for the sake of change. Response is that act of planned change after careful research and reflection. Given a perceived need for change in the classroom, the professional teacher reviews the current research, carefully reflects, and then implements the change. After monitoring the response to the change, the teacher continues to actively engage in continued research and reflection to improve pedagogical practice. (School of Education Conceptual Framework)*

***Reflection:** John Dewey stated that the "active, persistent, careful consideration of any belief or supposed form of knowledge in light of the grounds that support it is reflective thought" (1933, p. 9). Effective teachers are continuously reflecting upon their practice by engaging in learning contexts and pedagogical demands. The act of reflection requires effective teachers to question their behavior, their beliefs as determinants of practice, and to consider carefully the responsibility of being leaders of learning. (School of Education Conceptual Framework)*

Pre-service teachers are taught about assessment but may have little practical knowledge before the student teaching experience. Assessing, grading, and reporting (both formally and informally) are essential elements in teaching. Accurate, reflective self-evaluation of teaching is also encouraged throughout the LSSU teacher preparation program.

- **Selection, Creation, and Use of Student Assessments**

Understands evaluation and assessment, including test construction and administration (4e). Knows and uses multiple informal and formal approaches to assess student abilities and the merit of student work (2g). Values and develops a variety of reliable and valid assessment measures that correlate with instructional objectives.

- **Grading and Reporting Student Achievement**

Understands and appreciates the grading/ranking/scoring process and how to report achievement. Grades and reports fairly, honestly, clearly, and helpfully. Uses technology to organize, manage, evaluate, and communicate information about student performance (7d).

- **Evaluation of Teaching, Materials, and Curriculum**

Reflectively assesses one's own instructional and assessment competence. Reflects on the teaching, the materials used, and the curriculum and makes improvements (5h). Uses assessments to inform instruction.

D. Professional Dispositions/ Learning Communities

***Professional dispositions:** As models and guides of future generations, professional educators are influential in classrooms, schools, and communities. All teachers and teacher candidates need to exemplify the ethics, values, and professional dispositions of professional educators. Pre-service teachers engage in active reflection, self-critique. As developing novice teachers, they welcome constructive criticism and incorporate reasonable suggestions into their teaching practice. They are committed to lifelong learning and to the belief that all students can learn. (School of Education Conceptual Framework)*

***Learning communities:** Schools and classrooms are microcosms of society. They are the venues for students to learn and grow as participants in the community. The themes of caring, responsibility, democracy, and stewardship are woven into the fabric of curriculum as teachers and teacher candidates assume the role of facilitators of environments conducive to learning. In this role, teachers and teacher candidates model tolerance, dignity, participation, and shared decision making with other stakeholders of the learning communities. (School of Education Conceptual Framework)*

The pre-service education program at LSSU strives to select those students who have the attributes needed in a professional educator and to work with them to develop these attributes through their classroom and field experiences.

- **Professional Ethics**

Understands the value of education and the role of the intellectual and ethical values (1d, 7f). Models moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. Models a commitment to intellectual, moral, and professional virtues.

- **Professional Attitude**

Collaborates with all stakeholders in education (6d, 6e). Values learning, students, teaching, and schooling (5h). Demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion. Identifies with professional educators. Dresses and conducts herself/himself professionally. Discerns the extent to which personal belief systems and values may affect the instructional process (2c).

- **Professional Development/Service**

Is involved with professional development and service activities (7g). Performs non-teaching duties required of a teacher such as administrative tasks (attendance, out-of-class supervision) and school or community services (committee work, participation in events and activities). Accepts teaching as a lifelong learning process and continues efforts to develop and improve (5e). Uses community and home resources to enhance academic achievement of students and other school programs (6a, 6b).

- **Knowledge and Performance of Duties**

Understands and effectively deals with issues of professional policy and practice at local, state, national, and international levels (5d, 6c). Understands responsibilities associated with being a competent professional including following laws, regulations, policies, requirements, and procedures (4f) of the school district. Involves and works effectively with all support personnel (4c). Exercises good judgment in planning and managing time and other resources (5b).

- **Knowledge of the School and its Context**

Understands the teacher's role in a changing world (5g). Researches and understands the special characteristics and circumstances related to students, staff, school, and community (4a, 5f). Develops practices to promote collaborative, supportive interaction in the classroom, school, and community (4d, 6d, and 6e). Demonstrates an understanding of the economic, social, political, legal, and organizational foundations and functions of schools (5d).

- **Human Relations**

Establishes positive and effective relationships with students, parents, colleagues, administrators, and community members (1f, 5f). Demonstrates appreciation of cultural diversity, individual differences, and exceptionalities of students (2e, 2f). Discourages prejudice and unfair discrimination in their classrooms. Understands and respects varying points of view and the influence of one's own point of view on others (1g).

The evaluation criteria below also include in parentheses the numbers and letters of the standards and proficiencies from **the *Criteria for an Assessment of Pedagogy*** given at the end of this guide.

Evaluating the Student Teacher

Please be honest, direct, and constructive in your feedback.

- Provide specific daily oral feedback on professionalism, instructional skills, classroom management, communication skills, content knowledge and methodology, and rapport with students. (“You’re doing well” is too vague; be specific with recommendations as the need arises.)
- Analyze completed lesson plans. Require revisions of lesson plans as needed.
- Encourage students to reflect upon successful and less successful teaching experiences and to use them as learning opportunities.
- Provide **written feedback** using **various assessments** (i.e. Forms F115, F120, F125, F130).
- Evaluate a Unit plan.
- Aid student teacher in videotaping a lesson when possible.
- On rare occasions, when the student teacher is not doing well, work with the university supervisor in designing an **Intern Plan of Assistance for Improvement** for consistently weak areas. The supervisor will guide you through this process, when necessary.
- The student teacher will keep and update regularly a **Student Teacher Notebook** to reflect the various aspects of the clinical experience. Please feel free to review this information as a vehicle for further discussion with the student teacher.

Relationship to the University Supervisor

- Meet with the supervisor and student teacher for initial visit/orientation conference.
- Complete Mentor Information form.
- Provide a copy of daily class schedule.
- Provide a prearranged place for supervisor visits that allows for a clear view of the room.
- Use provided assessment instruments to provide student teacher progress reports for the supervisor.
- **Please immediately call or email supervisor when concerns arise.**
- Participate in the Semester Summary (Final) Evaluation of the student teacher with the university supervisor. This summary evaluation is a composite of all observations /assessments/evaluations.

YOUR NOTES OR QUESTIONS:

Criteria for the Selection of Mentor Teachers

Because of the importance of the mentor teacher, criteria have been developed for their selection. These criteria grow out of the general policies and understanding that form the basis for the Agreement on Student Teaching that is executed between Lake Superior State University and the cooperating schools. These criteria are similar to those used by teacher education institutions across the nation. Their objective is to define a relationship between the University and the supervising teachers, and between the supervising teachers and the students, who may be assigned to them. The following criteria are required. The qualified supervising teacher:

- has completed a minimum of three years teaching experience, with the most recent year being in the present school system.
- has tenure.
- has a valid teaching certificate.
- teaches in the area of his/her certified specialty.
- consistently demonstrates high quality teaching.
- demonstrates desirable personal and professional attitudes.
- demonstrates evidence of continuous professional growth.
- participates in the program voluntarily.
- looks upon supervising the growth of student teachers as a challenge and a contribution to his/her profession.
- is recommended by his/her administrator(s).
- possesses good communication skills and can provide constructive feedback.

Roles/Responsibilities of the Mentor Teacher

The following list of responsibilities will enable the mentor teacher to determine what activities are necessary in order to assist the student teacher:

- The mentor teacher's first responsibility is to the pupils in his/her class. This must be kept in mind if the public, administration, and pupils are to continuously support the Student Teaching Program.
- Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom.
- Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting him/her as a co-worker and professional person.
- Acquaint the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.
- Immediately involve the student teacher in specific classroom tasks.
- Plan a schedule with the student teacher and university supervisor for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as he/she exhibits readiness to do so.
- Guide the student teacher in preparing daily lesson plans, unit plans, and tests and approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques.
- **Require student teacher's lesson plans (Form available for use) before the teaching of a lesson to allow time for review and discussion. Initially, this means that it is reasonable to expect plans be submitted at least two days prior to instruction.**
- Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time.
- Model accommodations for learner differences.
- Guide the student teacher in developing and understanding the skills of self-evaluation.
- Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems.
- Encourage the student teacher to participate in community activities.
- Help the student teacher relate theory to practice.
- Assist the student teacher in learning about and accommodating special education students in the class.
- Have the student teacher attend IEP meetings when appropriate.
- The student teacher will keep a daily log (Form F055) as the formal record of attendance and tardiness. The mentor teacher is asked to monitor this and sign it monthly before it is turned in to the School of Education. If excessive absences or tardiness are observed, report this to the university supervisor, the professor of record, or Director of Field Experiences.
- Early in the semester, assist the student teacher in scheduling five classroom observations of other teachers' classrooms. (25–30 minutes each)
- Prepare and submit evaluation reports.

Roles/Responsibilities of the Student Teacher

The following list of responsibilities for the student teacher will help ensure a rewarding student teaching experience:

- Become familiar with school policies and practices and LSSU Student Teaching policies and work in a manner consistent with them.
- Become thoroughly acquainted with classroom facilities and learn the procedures used by the supervising teacher.
- Become acquainted with instructional materials available in the school and school district.
- Become familiar with the community and its relationship to the educational program.
- Plan thoroughly, in writing, for all teaching responsibilities. An acceptable lesson plan is expected for every lesson to be taught.
- Be punctual and attend each class daily, whether teaching or not.
- Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises.
- Make time available for conferences with the supervising teacher and the university supervisor.
- Continuously evaluate personal progress with the supervising teacher and university supervisor.
- Attend and participate actively in the student EDUC 480 teaching seminars.
- Notify supervisors of any persistent problems in their student teaching.
- Demonstrate the knowledge, instructional assessment and professional competencies as described above in the evaluation section.

Responsibilities of the Principal

The following list of responsibilities will assist the principal in helping the student teacher become a member of the school community:

- Accept student teachers as junior members of the teaching faculty.
- Offer students those facilities, resources, teaching materials, supplies and equipment customarily available to other teachers.
- Help the faculty and parents understand their responsibilities to the student teacher.
- Introduce the student teachers and university personnel to the building.
- Assist the student teachers, the supervising teacher and the university supervisor to resolve special problems that may arise in student teaching.
- Help mentor teachers guide the growth of student teachers.
- Provide counsel and assistance to the Director of Field Experience and university supervisors in the development of a high quality student teaching experience in the building and the community.

Responsibilities of the University Supervisor

The following list of responsibilities will guide the university supervisor in assisting the professional relationship between the student teacher and the school community:

- Serve as the prime liaison between the schools and the University.
- Cooperate with school personnel in a manner that will enhance the partnership between the school system and the School of Education at LSSU.
- Serve as a resource person for the supervising teacher and the student teacher.
- Observe the student teacher teach at regular intervals at least 5-6 times in the semester. The observations will be spread throughout the semester. A student who has a split assignment will be observed a minimum of two times per assignment.
- Conduct six evaluations. Three formal evaluations using the Periodic Evaluation Form (F-130) are to be completed.)
- Conduct the Orientation/First Visit (Form F020) within the first two weeks of student teaching. Initiate conferences with student teachers, supervising teachers and others concerned with the student's progress.
- Confer and cooperate with the student teacher and supervising teacher in evaluating the student's progress and give them a copy of the evaluation.
- Provide sympathetic understanding and advice to help alleviate the tensions that often accompany student teaching and aid the student in improving self-confidence;
- Confer with the Professor of Record in the writing and implementation of any necessary Intern Plan of Assistance for Improvement (Form F140).
- Submit reports to the School of Education's Director of Field Experiences.
- Act to enhance the continuing growth and quality of the student teaching program.

Responsibilities of the LSSU School of Education

The following list of responsibilities will assist the School of Education to uphold a high quality program that fosters the growth and professional development of all individuals concerned:

- Administer and provide leadership for the student teaching program.
- Establish policies and procedures for administering the student teaching program.
- Consult with supervising teachers, school administrators, and all departments of the University to develop, implement and evaluate the student teaching program.
- Provide opportunities for in-service education for supervisory personnel.
- Approve supervising teachers.
- Approve student teaching assignments.
- Oversee the nature and quality of the student teaching experiences.
- Monitor the nature of the supervision provided by the University.
- Review all written evaluations of each student teacher.
- Plan and conduct an orientation to discuss student teaching roles and responsibilities for prospective student teachers.

Suggestions for Student Teacher Orientation

Each mentor teacher in collaboration with the University Supervisor must decide how quickly the student teacher should begin teaching. The mentor teacher may want to consult with the university supervisor in determining how quickly the student teacher should assume his or her duties. Factors such as the knowledge, ability, and maturity of the student teacher and the temperament of the class will affect this decision.

The student teacher's adjustment to the classroom and assumption of the teaching load will depend upon the individual student, the situation, and the mentor teacher. All students are expected to successfully teach a few classes before the first progress report. The following list identifies activities, which can assist in the adjustment to the classroom and the assumption of the teaching load.

I. University Supervisor First Visit/Orientation Form (F020)

The purpose of this three-way conference of the mentor teacher, student teacher, and University Supervisor is to explain and answer questions about the student teaching internship. This visit should take place within the first two-three weeks of the student teaching experience. It is not expected that the first visit will include an observation of a lesson.

II. Orientation to Total School System

- Instructional Materials and Media Center
- Counseling and testing
- Library
- Consultants and special area supervisors
- School administration
- Community resources

III. Orientation to Building

- Become acquainted with the building.
- Meet the teachers in the building.
- Read the philosophy of school.
- Read the handbook of policies and procedures.
- Study fire drill regulations and crisis intervention plan.
- Survey equipment and materials available for use.
- Study the curriculum guides.
- Become acquainted with the custodian in charge of classroom and locate his office.
- Visit the school office; become acquainted with the personnel.

IV. Classroom-Related Experiences

- Learn about the grouping philosophy and grouping patterns.
- Obtain and use resource materials.
- Study cumulative records of pupils as needed.
- Have individual conferences with pupils.
- Write personal observations (simple profiles) of pupils.

- Use suggestions made by consultant (art, music, etc.).
- Hold or observe conferences with parents.
- Use services of a consultant concerning pupils.
- Organize and use bulletin board material.
- Utilize supplementary materials and exhibits.
- Have experience with student accounting procedures.
- Visit other classrooms.
- Plan and execute a field trip.
- Plan and teach at least one unit.
- Prepare and administer unit tests as with other appropriate assessment tools.
- Use assessment results to improve teaching.
- Aid in preparing pupil progress reports.
- Plan and implement use of library by a group of learners.
- Start a resource materials file.
- Plan and execute remedial measures with a pupil in class.
- Administer and score a standardized test.
- Use the following equipment in the classroom: science cart, tape recorder, record player, movie projector, filmstrip projector, overhead projector, opaque projector, VCR, computer.
- Encourage student teachers to write a letter of introduction to parents.
- Keep “What I learned today” journals.

V. Co-curricular Experiences

- Attend a faculty meeting.
- Attend a professional meeting or conference.
- Observe supervised lunch period.
- Observe playground supervisor.
- Help plan or observe an assembly or classroom program.
- Observe or work with a club and/or activity group.
- Help plan or attend a school party.
- Attend a P.T.A./P.T.O. meeting.
- Talk with a parent at P.T.A./P.T.O.
- Observe a safety patrol.
- Participate in at least one community improvement activity.
- Help plan or observe a fire drill.
- Attend a school sponsored event for the public such as a play, a concert, an athletic event or open house for parents.

Appendix A

Forms and Reporting Guidelines

(Available on the School of Education website <http://education.lssu.edu>)

Getting Organized. . .

F005 Intern Information Form – Copies to be given to the mentor teacher and university supervisor.

F010 Mentor Information Form – Copies to be given to the student teacher and the university supervisor.

F015 Mentor Teacher Daily Class Schedule – Copy to be given to the university supervisor.

F020 Orientation / First Visit Report Form- University supervisor follows this agenda at the three-way orientation meeting of the student teacher, mentor teacher, and supervisor within the first two weeks of school. Copies available for mentor teacher, intern, and supervisor.

F025 Criminal History Disclosure Form – Copy to be given to LSSU School of Education (LSSU SOE) through TE 480 instructor.

F030 Intern Contract – Copy to be given to LSSU SOE through TE 480 instructor.

F035 Student Teacher Code of Ethics- Copy to be given to LSSU School of Education through TE 480 instructor.

F040 Activities Checklist for Student Teachers (General orientation to school: classroom, school, and district policies)

F045 Focused Observation Request Form – Used by the student teacher to obtain permission and to schedule observations of other classes.

F050 Focused Observation Report – Used by the student teacher for observations of other classroom settings early in the semester. **Minimum of 5 observations in different classrooms with a report for each.**

F055 Student Teacher Attendance Log. Turn in the monthly report to LSSU SOE through TE 480 instructor.

F060 Class Description Profiles – Used by the student teacher to describe **each class (group of students).**

Planning for Instruction. . .

F075 Student Teacher Activities Log – A list of activities the intern participates in outside of the regular teaching responsibilities.

F080 Personal Goals and Objectives for Student Teaching- Update as goals and objectives may change.

F085 Lesson Plan Template– To be used by the student teacher and mentor teacher. Collaborate on the design and format of the daily lesson plans. For all observed lessons by the university supervisor, keep written lesson plans in STNB.

F090 Reflection on Teaching/ Post-Teaching Self-Evaluation – To be used by the student teacher once a week to reflect more formally on a lesson taught. Make readily available to TE 480 instructor.

F095 Unit Plan Template and Unit Plan Format – To be used by student teacher when developing a unit plan. Keep copies of any unit plans developed during the student teaching experience in the STNB.

F105 Incorporating Technology in Teaching and Learning Competencies – Minimum performance competencies to be demonstrated by the student teacher in teaching and in personal professional development.

F110 University Supervisor Visit Log – Update regularly. Turn in a copy to the university supervisor before the final summary conference at the end of each semester.

Assessment and Evaluation Forms. . .

F115 Student Teacher First Progress Report – To be completed by the mentor teacher within weeks 1-3 of student teaching experience, after the student teacher has taken on some substantial teaching responsibilities. Provide completed copies to the university supervisor, the student teacher, and place a copy in the Student Teacher Notebook (STNB).

F120 Classroom Observation/Evaluation Instrument – Narrative- For use by the mentor teacher or university supervisor while evaluating a lesson taught by the student teacher. A mentoring conference is held after observation. Provide completed copies to the university supervisor, the student teacher, and place a copy in the Student Teacher Notebook (STNB). Copy to university supervisor, to student teacher, and a copy to STNB.

F125 Classroom Observation/Evaluation Instrument – RUBRIC to be used by mentor teacher or supervisor during the evaluation of a lesson. A conference to discuss strengths and weaknesses follows. Provide completed copies to the university supervisor, the student teacher, and place a copy in the Student Teacher Notebook (STNB).

F130 Mentor Teacher/University Supervisor Semester Evaluation of Student Teacher – To be used by the mentor teacher/university supervisor at the three times each semester. A monthly evaluation. A summary of all formative evaluations (F-120 and F-125) of student teacher by the mentor teacher and the university supervisor. A joint conference to be held with the mentor teacher, student teacher, and university supervisor, if schedules permit at end of semester. Provide completed copies to the university supervisor, the student teacher, and place a copy in the Student Teacher Notebook (STNB). Original sent to School of Education.

F140 Intern Improvement Plan- Designed to address deficiencies in the student teacher's performance. The university supervisor assists in the design and monitoring of the improvement plan with the intern, the mentor teacher, and/or other administrative school personnel. Conference held. Copies of signed Intern Improvement Plan to be given to the student teacher, the mentor teacher, the university supervisor, and the professor of record.

F200 Request for Initial Provisional Certification – An LSSU application for recommendation for the initial provisional certificate. A check-off form that finalizes the student's major/minor, MTTC exams passed, degrees earned, GPA requirements, final confirmation of criminal disclosures, permanent address and contact information. The LSSU application for certification – an internal document required for all students.

F220 Ontario Student Information Release Waiver – Allows the university to release personal information to the Michigan Department of Education and the Ontario Teachers College to facilitate the acquisition of teaching certification in Ontario.

APPENDIX B

SUGGESTIONS FOR STUDENT TEACHERS

Write a letter to your students letting them know about you, your interests, and why you want to be a teacher. (This is something you ought to be doing anyway, and the latter portion is a question you are GOING to be asked when interviewing for a position.) Invite them to write back to you.

Write a letter to the parents of your students introducing yourself and talking about your commitment to teaching their children. Invite them to drop in the class, call you at home, etc.

Introduce yourself to principals and vice principals. Be sure that before student teaching is over they have something coming up that you and your master teacher think your supervisor should observe, don't hesitate to ask for a visit.

Work hard at developing your relationship with your mentor teacher(s). Active listening and careful questioning is essential in the early stages. Try to develop a personal as well as professional connection. Tell them (and show them) that they can trust you. Never, ever, put your mentor (or any other educator) down in front of students. If you sense there may be a problem in your relationship with your mentor, seek assistance from your university supervisor immediately.

Try to turn negative comments about students that you may hear into positives by asking about ways that you, as a new teacher, might use to work effectively with this (or similar) students.

Maintain contact with other interns by setting up regular meeting phone times. Use the first seminar to network with your peers....they're experiencing the same things you are...

Videotape yourself teaching several times and analyze the tapes carefully. Ask your master teacher to watch them with you, and to offer suggestions.

Read Harry Wong's book *First Day of School* and follow his advice!

Go back over materials from your methods courses, especially those in your content area. Be alert to the ways that you become "channeled" into the pedagogical practice of your mentor and don't give up experimenting with approaches.

Move student desks frequently and creatively. It will free up your pedagogy, assert your control over the space of the classroom, link content and process, and help with discipline.

If you have discipline problems with particular students seek them out outside of class time for one-on-one conversation. Something as simple as their seeing you at an extracurricular event can add greatly to your status in their eyes. Ask them how you can help make the class a place that they will enjoy.

Once you are several weeks into student teaching, graciously but firmly insist that you need to be developing some of the curriculum, including multicultural approaches, planning lessons independently, etc. Point out that the university evaluation of your student teaching requires that you have been able to show that you can do these things.

Let yourself learn from your mentor, even if her approach is different from yours. Use the traditional approaches and also develop more innovative ones.

Take photographs of your students and copy samples of their best work for you to keep (you MUST ask for permission to do this...be assured they will be immensely flattered, and will grant you permission immediately.) Allow for the possibility of staying in touch with them after you leave the classroom. Have them write an evaluation of you at least twice during your placement. You can learn a great deal from them about how to improve.

Start your portfolio and resume early. Let people know how you will be looking for a position.

You should not be doing “extra duties” (especially during your preparation hour); seek help from your mentor teacher.

Attend all professional events such as faculty meetings, committee meetings, teacher parties, etc. Attend professional conferences while you are intern teaching.

Be enthusiastic about student teaching – you are making a professional impression from the first day.

Speak up for the teacher education program you participated in. LSSU is highly respected for its personal approach to teacher education. Talking up the strengths of your preparation will make you look good and your degree more valuable. Let mentors know about what is being learned, invite them to read some of the professional books you have read (and join you at a professional conference!), and explain your philosophy of teaching as well as you can, and express your willingness to keep learning.

This is critical: keep you own personal balance. You will discover immediately that student teaching is vastly different from what you have experienced while at college. Don't be surprised (or alarmed) to discover that you have reverted to taking naps after you get out of school for a day. If you aren't tired, something is wrong...exercise. Make time for yourself. If you MUST work on weekends, monitor yourself very carefully. Find good listeners and process your experiences with them. Use the seminars to full advantage.

From former LSSU INTERNS

SUGGESTIONS FOR MENTOR TEACHERS

1. Student teacher's name should go on the door as well as the supervising teacher's name.
2. Include a letter from your student teacher with your own letter of welcome.
3. Include your student teacher in all activities, so he/she experiences a sense of belonging.
4. Help your student teacher make professional contacts during his/her experience.
5. Invite student teacher to copy "everything."
6. Ask your student teacher to be involved from the beginning (i.e., let students hear his/her voice from day one.)
7. Introduce your student teacher as a fellow teacher/colleague, as opposed to a "student" teacher.
8. Use your student teacher as a resource; he/she loves to be asked for ideas.
9. Role model, role model, role model for your student teacher.
10. Write down reflections and evaluations for discussion purposes.
11. Set time aside for reflections and feedback.
12. Share your own failures; let your student teacher see you are not perfect.
13. Let your student teacher falter and avoid "bailing" him/her out.
14. Give your student teacher the "whole" experience, turn over as much as possible.
15. Share the things you do automatically and explain why you do them. Think "out loud."
16. Discuss organizational strategies for room, curriculum materials, assessment, etc.
17. Get your student teacher involved with activities outside the classroom.
18. Consider the atmosphere of your lounge. Is it a positive place for your student teacher to be?
19. Encourage your student teacher to have the principal observe him/her and have your student teacher do a mock interview with the principal.
20. Review lesson plans (i.e., how they are helpful, what are the requirements, etc.)
21. Allow the student teacher the freedom to make choices.
22. Give ideas on time management (i.e., lesson planning, time fillers, etc.)
23. Ask your student teacher to keep a notebook of helpful ideas-"bag of tricks."
24. Be able to share yourself as a real person.