

Student Teaching Handbook

Preparing Caring Professional Educators for a Diverse and Democratic Society
Rev 07/2022

Table of Contents

Introduction	3
The Student Teacher	4
EMU Teacher Preparation Program Outcomes	5
Expectations for Student Teachers	9
Student Teaching Pacing Guide	10
Supervisor Observations, Feedback, and Evaluation	14
The Cooperating Teacher	20
Cooperating Teacher Responsibilities	21
Conferencing Strategies and Techniques	27
Evaluating a Student Teacher	31
The University Supervisor	33
Appendix	37

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

Introduction

The student teaching phase of the teacher preparation program is designed to be a culminating learning experience which allows the teacher candidate to integrate, synthesize, apply, and reflect upon the comprehensive program(s) in which they are seeking certification. Student teaching provides the candidate an opportunity to test methods and theories of teaching, to develop effective strategies for teaching and learning, to identify teaching strengths and weaknesses, and to develop a teaching voice and style. Student teaching is acknowledged as the most outstanding and meaningful experience of the entire teacher preparation program. These experiences should aid in the development of educators who are **Caring Professional Educators** for a **Diverse and Democratic Society**. (CPED²S)

- **Caring Educators** are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing highly developmentally appropriate expectations for all students.
- **Professional Educators** are knowledgeable regarding content and pedagogy, including developing technologies. They are reflective in their practice, taking into account a wide variety of factors in planning, implementing, and modifying their teaching. They demonstrate professional dispositions, a commitment to their own growth, and effective communication skills.
- Educators for a **Diverse and Democratic Society** celebrate diversity in schools and communities. They plan for engaged student learning that reflects a deep and purposeful understanding to work effectively with multi-diverse students, parents and community members. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving within communities.

Professional growth and learning are captured and assessed throughout the student teaching experience through formative and summative evaluation where the student teacher, the university supervisor, and cooperating teacher engage in professional dialogue about the candidate's development. This dialogic evaluation process lays a foundation for regular self-reflection about one's teaching practice. Candidates who successfully demonstrate the CPED²S, along with meeting all other requirements, will be recommended for certification.

The Student Teacher



EMU Teacher Preparation Program Outcomes

Students enrolled in the EMU teacher preparation program are committed to becoming effective teachers of all students. Students have chosen EMU because its initial teaching preparation programs have a cohesive, common vision of teacher preparation, provide extensive clinical experiences, use demonstratively effective teaching practices, and engage in ongoing summative and formative assessments.

Learning experiences throughout the general education courses, major and minor programs of study, and professional education course sequence, which include informal and formal practicum field experiences, have been intentionally designed to support student teachers' developing theoretical understandings, practical knowledge and skills, and professional dispositions as teacher candidates.

Students in the EMU teacher preparation program should reflect the College of Education's goal as stated, "...the goal of our teaching preparation activities is the formation of initial teachers who are well prepared to enter the field of teaching and possess the knowledge and skills appropriate to an induction teacher in addressing the diverse academic, physical, social-emotional, and personal needs of all students in any school where they are hired."

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

- II. *Professional educators are knowledgeable regarding content, pedagogy and educational technologies. They:***
 - A. Understand the central concepts, tools of inquiry and structures of the disciplines they teach (content).

- B. Have knowledge of district, state and national curriculum standards or documents.
- C. Establish learning goals that are appropriate for (K-12) students and emphasize critical thinking, creativity and problem solving.
- D. Understand the theoretical and applied aspects of the teaching-learning process.
- E. Create meaningful learning experiences that are appropriate for (K-12) students and guide students to successful achievement of critical thinking, creativity and problem solve goals both within and across disciplines.
- F. Design activities using a variety of instructional strategies.
- G. Use traditional and alternative assessment strategies continuously to ensure (K-12) student learning and refine teaching practices.
- H. Use instructional technology to enhance learning and personal/professional productivity.

III. *Professional educators are reflective in their practice. They:*

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

IV. *Professional educators demonstrate professional dispositions and communication skills. They:*

- A. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well-being.
- B. Communicate clearly and effectively in interpersonal situations.
- C. Communicate clearly and effectively in writing.
- D. Understand the ethical dimensions of teaching in a culturally diverse democratic society.
- E. Demonstrate professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.

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

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

Source for Goals: [Strategic Beliefs](#)

Professional Dispositions

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

The final teacher preparation outcome states that a successful student teacher "demonstrates professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus." These dispositions include such characteristics such as the following:

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

Expectations for Student Teachers

Professionalism

Student teachers are expected to be professional and respectful in all relationships with students, faculty, non-teaching staff, families, school administrators and university personnel. Student teachers are expected to dress in attire according to the professional standards established by their host district. Student teachers hold guest status in both the school building and the district at large and are required to exhibit professional demeanor, a positive attitude, and a willingness to listen to and incorporate feedback throughout the semester. Most importantly, each student teacher candidate is representing Eastern Michigan University at all times. Professionalism is a critical aspect under evaluation throughout the semester of student teaching.

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

Teaching Responsibilities

Elementary student teachers are expected to assume responsibility for teaching all content areas with all ability levels as assigned to their cooperating teacher during the semester-long experience. Secondary student teachers are expected to gradually take on responsibilities equivalent to a full teaching load, with a minimum of four 45-60 minute classes or three 80-90 minute blocked classes. Secondary student teachers usually complete the majority of their student teaching in the major content area in which they are seeking certification. With approval from the COE Office of Academic Services, secondary candidates may be allowed to student teach with a second cooperating teacher to provide experience teaching in their minor content area.

14 Week Pacing Guide

	WEEKS 1-2	WEEKS 3-5	WEEKS 6-8	WEEKS 9-11	WEEKS 12-13	WEEK 14
STUDENT TEACHER	Build relationships with students and cooperating teacher. Become familiar with the environment, observe routines and procedures and assist with management. Assist CT wherever possible and follow CT's lead to assist students. Learn about CT's approach to planning and determine format to plan own lessons. Work with small groups and individual students. Take over daily responsibilities such as attendance, story time, morning meeting, bellwork or icebreakers. Meet members of the teaching staff and familiarize self with district and building procedures.	Lessons may be co-planned with the guidance of the CT, and may be taught based on modeling of CT. Assume partial responsibility for a portion of the curriculum; could take over one subject in elementary, or one section in secondary. Continue picking up one subject/section as ready (on a weekly basis is suggested) until about 1/3 of teaching load belongs to student teacher. Prepare materials for lessons and use technology such as smart board or google classroom. Reflect on successes and challenges to set goals for improving instruction and student learning.	Continue taking on additional teaching responsibilities until ST has assumed about 2/3 the full load. Gradually assume responsibility for independent planning and submit to CT for prior approval before executing. Prepare all teaching materials for lessons. Reflect on performance and assess time management skills and organization; make adjustments as needed in consultation with CT. During week 7-complete midsemester self-evaluation.	Continue teaching until ST has assumed full load of teaching and independent planning, submitting plans to CT for approval and critique. Reflect on performance and time management, striving to utilize prep times efficiently and monitor schedule to determine how best to put in off-hours work time.	Teach full-time. Responsible for all planning, instruction and assessment. Plans should be submitted in the week prior for approval by cooperating teacher. Reflect on ability to manage the full day and confer with cooperating teacher if adjustments need to be made.	Phase out week: ST gradually gives back teaching responsibilities. ST may visit other classrooms and grade levels to observe. Reflect on the full experience.
				2 weeks minimum independent teaching required by state		
COOPERATING TEACHER	Orient ST to school and classroom. Outline expectations for the semester, assign initial teaching activities for ST. Share planning strategies with student teacher. Encourage student teacher to build relationships and immerse self in classroom and building culture. Promote and model reflection daily.	Provide guidance to ST and coplan any lessons they teach. Model teaching strategies and practices for ST. Give ST feedback on teaching and planning, and encourage reflection daily. Coach student teacher on use of technology and materials. Plan what ST will take over first, and encourage them to take as much responsibility as they are ready for, as quickly as they can handle.	Assess ST readiness to assume more and more teaching, aiming for 2/3 of load by midterm. Continue modeling best practices. Co-plan with ST, allowing them to take the lead as they are ready. Give ST feedback on teaching/lesson planning and encourage self-reflection. Week 7- Complete evaluation and review with ST, setting goals for the second half of the semester.	Once ST has assumed full teaching load, provide ST greater opportunities for sustained solo teaching. Continue to share strategies for time management, classroom management, lesson planning and assessment. Give ST feedback on teaching/lesson planning and encourage reflection.	Support student teacher and provide opportunities for sustained solo teaching, leaving the classroom for longer periods of time. Give ST feedback on teaching/lesson planning. Assist student teacher in setting up observations in other classrooms in district/building.	Transition back to teaching and allow student teacher to observe other teachers in the building/district. Introduce ST to professional organizations and publications – local and national – to help further ST professional development. Complete final evaluation and share with ST in a final conference.

For student teachers completing a 12 week Gen Ed ST (SpecEd and ECE majors), or Art majors completing 7+7 ST, please see your supervisor for a revised pacing guide

Planning for Students' Learning and Engagement

Planning for instruction is one of the most important practices educators do to ensure every moment with students is optimized to actively engage students in learning that supports their growth and development. **While experienced educators may not write down every detail of every lesson, student teachers are expected to write comprehensive plans for any lesson taught.** This student teaching internship is intended to provide mentoring, coaching, and support while candidates practice and learn to be effective educators. It is of critical importance that student teachers capture both detailed thinking and planning for all instruction for which they are responsible. Plans should communicate the thinking that went into lesson planning and be available for review by the cooperating teacher and university supervisor at any time. Student teachers hone knowledge, skills, and professional dispositions as reflective practitioners through the practice of writing and communicating plans for instruction, with an emphasis on what, how, and when students are learning.

Every student teacher is expected to prepare a complete lesson plan for any lesson they are teaching. The style and format of plans may be worked on collaboratively with the cooperating teacher and the university supervisor. Cooperating teachers are primarily responsible for the oversight of daily planning, as they are the curriculum experts, and they are most familiar with district expectations and planning requirements. Plans should be written well in advance so as to be available for review and approval by the cooperating teacher before being taught. Plans should also be available to the university supervisor during observations or upon request. A suggested schedule for planning would be to complete plans for the following week by Thursday, allowing for feedback from the cooperating teacher and material preparation on Friday. The complete set of plans should be clearly written, organized in chronological order, and kept in a folder, or three ring binder. Alternately, student teachers may create a document that can be shared electronically with the cooperating teacher and university supervisor.

Even in classrooms in which curriculum materials are made available by the cooperating teacher, or in which a prescribed curriculum is being used, it is the student teacher's responsibility to flesh out how lessons will be enacted with the actual students in their classroom. Lessons should be differentiated for individual learning needs, readiness, and interests of students. Student teachers should work closely with

their cooperating teachers and university supervisors to create plans that best showcase the different types of instructional planning that are best suited to each lesson's learning objectives/learning targets.

Semester Calendar and Weekly Schedule

Semester	Credit Hours	In placement
General Education Student Teacher	9	5 full days/week for 14 weeks
Special Ed major in Gen Ed placement*	6	5 full days/week for 12 weeks
Early Childhood major in Gen Ed placement*	5	5 full days/week for 12 weeks
Early Childhood major in ECE placement	4	5 half days/week for 14 weeks
Special Ed major in Special Ed placement	12	5 full days/week for 14 weeks

*Special Ed and Early Childhood STs doing Gen Ed placement may choose a modified 2 full days/3 half days for the full 14 week semester. Consult with the university supervisor and cooperating teacher at the beginning of the semester when determining the schedule.

Early Childhood majors who have a hybrid class that meets during the school day may be excused from their placement early on those dates to attend class. Student teachers should let their cooperating teacher and supervisor know about these dates at the beginning of the semester.

Student teachers follow the calendar of the host school district rather than the Eastern Michigan University semester and vacation schedule. The university supervisor will provide a calendar of all assignment due dates and seminars at the beginning of the semester. Student Teachers should be in regular contact with their cooperating teachers to know when to report for the first day, and should share the syllabus and calendar with their CT so all due dates and professional development meetings are clear at the beginning of the semester.

- Fall semester student teachers must report to their placements on the first day of teacher meetings/orientation after summer break as scheduled by their district or earlier if directed by their cooperating teachers.

- Winter semester student teachers begin their placement on the first day of school following Winter Break or earlier if directed by their cooperating teachers.
- Student teachers are encouraged to attend staff/faculty meetings, professional development and learning opportunities, parent/teacher conferences, school board meetings, and other school functions.
- The University assigns the last day of student teaching which is typically the last day of the semester for EMU.

Absences

Consistent, regular attendance and timeliness is a professional norm and expectation throughout the duration of student teaching. Any absence from student teaching should be avoided as it negatively impacts the quality of the learning experience for the student teacher and the students for whom they are responsible. If a student teacher is ill, they will notify the cooperating teacher and university supervisor as early as possible via email, text or phone call. The student teacher is expected to make arrangements to provide lesson plans and materials to the cooperating teacher for any lessons they were expecting to teach during their absence. Failure to notify the cooperating school and the university supervisor regarding an absence may result in an extension or termination of the student teaching placement. The university supervisor, in collaboration with the cooperating teacher and the Office of Academic Services, will determine if any absences from student teaching will result in the extension of the expected student teaching time frame. ****Note** that the partner school reserves the right to terminate a student teacher's placement at any time with or without cause.

Seminar Attendance

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

Journaling

It is highly recommended that every student teacher establish and maintain a journal during the entire student teaching experience. The purpose of the journal is to encourage regular, critical reflection of learning experiences. The specific requirements, format, and expectations will be determined by each university supervisor. The importance of self-reflection during this time of personal and professional growth cannot be overstated as it is through a formalized and structured metacognitive process that any learner can grow from their experiences.

edTPA: A Teaching Performance Assessment

All elementary and secondary student teachers are required to complete and submit one teacher performance assessment known as edTPA. edTPA is a “summative, subject-specific portfolio-based assessment designed to assess a teacher candidate’s readiness to teach,” and is completed during the student teaching placement to support professional learning and growth. It is a significant artifact of professional learning and competencies. Content-specific handbooks created by the Stanford Center for Assessment, Learning and Equity (SCALE) will be made available to student teachers from their university supervisors and provide the guidelines, instructions, and rubrics for the three primary tasks of the performance assessment along with a timeline of due dates for submitting each portion. Student teachers are expected to follow the comprehensive guidelines and directions spelled out in their subject-specific edTPA handbook. Candidates will also be expected to collect permission slips for videos they will take of their edTPA learning segment. EMU does not require any student teacher to submit his/her edTPA to Pearson for official scoring or pay any additional fees. EMU only requires student teachers to submit edTPA by uploading the finished portfolio to their Watermark Student Learning and Licensure account by the deadline as determined by the university supervisor.

Supervisor Observations, Feedback, and Evaluation

Observations

The university supervisor will make a minimum of four observations and will provide written feedback using one of several approved observation forms. Although the observation notes do not become part of the student teacher’s permanent record, they serve as a reference to help the student teacher engage in critical self-reflection and

professional learning and growth. The university supervisor will meet with the student teacher to discuss their lesson immediately after the observation or later in the day if necessary. The supervisor will also confer with the cooperating teacher to assess the student teacher's progress and development. It is highly recommended that student teachers seek immediate clarification from the university supervisor about any written or verbal observations that are unclear so that any necessary or expected change or modification in instructional planning or practice is possible.

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

- the goals and objectives of the lesson and evidence that they were met,
- the strengths of the lesson,
- concerns about the lesson and ways to resolve the concerns,
- evidence that shows if students were engaged, on-task, and actively involved in the learning process, and
- next steps or lessons that will be taken given what students' understood or demonstrated during the lesson.

Evaluations

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

The cooperating teacher will complete a formal, formative online midterm evaluation of the student teacher's progress as well as a final evaluation at the end of student teaching. These forms are submitted to the university supervisor for approval. The midterm form can be found here: [Mid-Semester Evaluation](#); the final evaluation may be

found here: [Final Evaluation](#). A sample copy of these evaluations may be found in the Appendix, and used to draft responses before entering them online.

To promote self-evaluation, the student teacher will also submit a mid-semester evaluation through the link above.

The university supervisor will complete a formal, formative online midterm evaluation of the student teacher's progress as well as a summative final evaluation at the end of student teaching. The university supervisor will submit the final evaluation through their Watermark Student Learning and Licensure account.

Although the university supervisor will review and consider the cooperating teacher's observation notes and evaluation documents, **the final decision for evaluation and recommendation for certification rests with the university supervisor.** Final evaluations become a permanent part of the student teacher's credential file. Student teachers should make a copy of all evaluation forms for their personal records. No copies are kept in the College of Education Office of Academic Services.

Grades

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

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

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

If a student teaching placement is terminated during the student teaching experience by the school district or university, the student teacher has failed student teaching and will receive a grade of "U". The student can avoid the "U" grade by choosing to withdraw. The university supervisor and the staff from the Office of Academic Services

and Teacher Education will conference with the student to aid them in making the best choice.

If an unacceptable rating is indicated for one or more categories on the midterm, recommendation for teacher certification is uncertain at that time. If a student teacher receives any “unacceptable” ratings on the final evaluation, the student teacher may not be recommended for certification by the university supervisor.

Notice of Concern

During the course of a student teacher’s placement, it is the responsibility of the university supervisor to support, advise, counsel and correct the student teacher regarding their teaching practices. It may become necessary in this process for the university supervisor and cooperating teacher to address concerns they have regarding deficits a student teacher may exhibit. These deficits may include professional dispositions or classroom practices.

A written *Notice of Concern* is presented to a student teacher only after previous efforts to correct the deficits have not been successful. The *Notice of Concern* will clearly state the concern, what steps must be taken to demonstrate improvement, and a date by which improvement must occur. If the student teacher demonstrates improvement in the time spelled out in the *Notice of Concern*, the issue is resolved. If the student does not demonstrate improvement to the university supervisor and cooperating teacher, the placement may be terminated. If the placement is terminated, staff from the Office of Academic Services will contact the student teacher to arrange a meeting to discuss the next steps in the process.

Eligibility for a Second Student Teaching Experience

Recommendation for a second student teaching experience is not automatic.

A student will be eligible to student teach a second time under the following conditions: successful completion of a remediation plan, and approval by the College of Education Office of Academic Services.

If a second student teaching placement is recommended and approved, staff from the Office of Academic Services will recommend the number of re-enrollment hours required for the student teacher. The student teacher must register for, and pay tuition and fees equivalent to the number of re-enrollment hours required. Completion of all

recommended additional coursework and/or alternative experiences as determined by the College of Education Office of Academic Services must be fulfilled. Regardless of circumstances leading to withdrawal, no student teacher will be permitted to have three student teaching placements. Students who do not successfully complete a second student teaching placement shall be dismissed from the Teacher Certification Program.

Additional Information for Student Teachers

Health Insurance

Student teachers are not covered by the university for medical, surgical or hospitalization insurance and are responsible for the purchase and maintenance of their own health insurance. Student health insurance is available to students meeting the eligibility requirements. Detailed information describing current health insurance options is available here: [EMU Student Insurance](#)

Liability Insurance

Student teachers have \$1 million of liability insurance coverage through EMU per our General Liability Coverage. Some districts may require proof of this coverage, which can be provided to the district if requested. Additional liability insurance may be purchased by the student teacher either from their own insurance provider or using an MEA/NEA Student Membership Application Form. The MEA/NEA form can be found online here: [MEA Student Teacher Insurance](#)

School Safety Legislation

Schools have a number of laws regarding safety. Student teachers should work with their cooperating teachers, school administrators and district leaders to make sure they are in compliance with all laws and regulations governing school safety. More information can be found here: [School Safety Legislation](#)

Workers Compensation

School districts may be indemnified for workers' compensation claims made by student teachers. If a student teacher is involved in an incident requiring a claim by the district, they should immediately contact their university supervisor. Any workers' compensation claim submitted to a school district by a student teacher must also be submitted in writing to the Office of Academic Services, within three days of the incident.

Intermittent Subbing during Student Teaching

Student Teachers may, on occasion, sub **for their cooperating teacher**. Student teachers are not required to, and should not be pressured to, substitute teach.

Occasional subbing is permitted if the following criteria are met:

- When possible, the university supervisor should observe the student teacher at least once before giving permission for intermittent subbing. If that is not possible, the university supervisor should confer with the cooperating teacher and/or building administrator to discuss the student teacher's readiness to handle the class independently for a day.
- Student teachers must pay any fees required for the day-to-day permit or criminal background check and be employed by the district's subbing agency.
- Student teachers should be paid the daily sub rate when they are subbing for a cooperating teacher who is absent or assigned to another position for the day.
- The student teacher should notify their university supervisor every time they sub for their cooperating teacher.
- Student teachers may sub no more than five (5) days total through week 9. Beginning in week 10, students may sub up to two (2) times **per week**. Student teachers should not sub more than 15 days total during the semester.
- Student teachers and university supervisors should keep track of the number of times subbed and the date of each sub day.
- Student teachers may be evaluated while substitute teaching by the university supervisor or their building principal.
- Permission for occasional substitute teaching may be denied/revoked by the university supervisor or building principal if subbing is interfering with a student teacher's ability to show growth and be successful.
- For additional information on long term subbing during student teaching, consult the appendix.

The Cooperating Teacher



Introduction

Student teaching is a unique culminating and capstone professional experience because it is a learning experience that takes place in a school context with P-12 students. The student teacher, the cooperating teacher, and the university supervisor are most directly involved in the student teaching experience. Other educators, such as the building administrator, the Associate Dean of the College of Education, and university faculty often provide support. The responsibility for maximizing the student teaching experience is shared by many, and each person is an integral part of the student teacher's support team. The cooperating teacher spends the most time in direct contact with the student teacher; they play a critical role in the preparation of the student teacher. This section of the handbook identifies some of the cooperating teacher's roles, and suggests practical strategies for activities, feedback, and evaluation.

Qualifications of Cooperating Teachers

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

- A Master's Degree
- Current Certification in the area of supervision
- Demonstrated success in teaching children and adolescents
- A minimum three years of teaching experience
- Tenure, or a recommendation from the building principal or department head
- Experience and/or a strong commitment to mentoring beginning educators

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

Cooperating Teacher Responsibilities

Schedule

Differences between student teachers, cooperating teachers and classroom settings make it difficult to suggest a single way to approach each stage in the student teaching experience. Student teachers and their mentors, in consultation with the university supervisor, can adapt the schedule below to meet the needs of their students. See the Pacing Guide on page 10, and a more detailed description of how student teachers may gradually assume responsibility are described below.

Weeks 1 through 2 – Orientation and Initial Teaching

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

Cooperating Teacher Activities

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

Orientation to the school and community

- Re-read the student teacher’s resume and cover letter and become acquainted with their background, interests, and special needs.
- Organize an introductory conference to share teaching philosophies and goals and to set the tone for a professional and collegial relationship.
- Help the student teacher learn about the community.
- Acquaint the student teacher with school policies and procedures, especially those related to emergency situations. Provide them with a school handbook if available.
- Explain the school calendar and daily schedule. Establish a procedure that the student teacher should follow to notify the cooperating teacher of absences and tardiness. Note the dates of, and encourage the student teacher to attend, special events and activities including school board meetings, parent conferences, staff meetings, staff development opportunities, extra-curricular activities, school-wide or professional development events.
- Provide a list of all school staff and introduce the student teacher to school personnel.
- Give the student teacher a tour of the building, pointing out the location of supplies and equipment, the media center and other special facilities. Review any special parking arrangements.
- Demonstrate equipment use.
- Explain district policy, procedures, and forms for special education and special student services.
- Help the student teacher locate and learn about the nearest Intermediate School District and its services.
- Discuss appropriate attire.

Orientation to the classroom

- Prepare the students for the student teacher’s arrival.
- Introduce the student teacher to the students.
- Provide the student teacher with a desk or work area in or near the classroom.
- Create an atmosphere in which the student teacher has a feeling of belonging.
- Explain classroom procedures and what role the student teacher is to take in implementing them.
- Share a plan for classroom management and explain why it works. Furnish a copy of the classroom management procedures. Discuss other possible management

ideas and techniques. Encourage the student teacher to try out a variety of management strategies.

- Explain the curriculum and various plans for instruction. Provide copies of texts, materials, and instructional pacing guides as appropriate.
- Model how to plan for instruction, and share your planning process with your student teacher. Encourage the student teacher to participate in your planning process.
- Model short and long term planning. Discuss the district, building or department expectations for teachers regarding lesson planning.
- Provide a seating chart.
- Provide an opportunity for the student teacher and the class to share information about themselves.
- Help the student identify a learning segment for edTPA .
- Set aside time for each student to work individually and in small groups with the student teacher.

Observation

- Ask the student teacher to look for specific teaching strategies or patterns of interaction rather than having the student teacher simply watch the lesson unfold.
- Ask the student teacher to observe students during your instruction, and discuss how you keep students engaged during your teaching.
- Encourage the student teacher to reflect upon interactions with students

Weeks 3 through 7 - Part-time Teaching

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

Students should be provided with specific feedback and recommendations for continued improvement and teaching success. Setting aside time for daily feedback is vital to helping students understand their strengths and weaknesses. Encourage the student teacher to share how they will incorporate feedback, and allow space for reflection about their own assets and challenges. The university supervisor will let you know when and how to submit your midterm evaluation electronically.

Cooperating Teacher Activities

The activities suggested below may help make this stage of the student teaching experience more interesting and rewarding.

- Encourage the student teacher to gather and organize ideas and materials. Share files and organizational systems. Encourage him or her to establish a professional materials file.
- Model a variety of teaching techniques and strategies. Demonstrate how to analyze and adapt lessons. Encourage an atmosphere in which self-evaluation is valued.
- Allow the student teacher to take on increasing amounts of responsibility for planning and delivering lessons.
- Require that the student teacher make thorough daily lesson plans. Review these plans in advance. Lesson plans should follow your district's guidelines and be turned in to you for review **prior** to teaching any lesson.
- Encourage the student teacher to contribute new ideas to use in the classroom. Communicate the amount of freedom the student teacher has in making decisions. When possible, allow the student teacher to use new methods and techniques. Discuss methods and procedures that can supplement existing classroom teaching techniques.
- Set aside a time each day to conference together.
- Select a method for organizing your feedback to the student teacher for reference. Additional information on observations and conferences is included later in this section of the handbook.
- Help the student identify a learning segment for edTPA
- Complete the mid-semester evaluation documenting the student teacher's progress. A written narrative provides additional helpful information to the student and university supervisor.
- Provide time for, and maintain communication with, the university supervisor.
- Contribute constructive criticism that will facilitate improvements needed in the Eastern Michigan University teacher certification program.

Weeks 8 through 13 - Independent Teaching

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

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

During this stage, student teachers should have full responsibility for instruction including planning, teaching and evaluation of the students.

Cooperating Teacher Activities

Cooperating teachers should periodically drop in and out of the classroom, even when the student teacher is in the independent teaching stage. A work area could be set up within earshot of the classroom in the hall or in an adjoining room. The activities suggested below may help to make this stage of the student teaching experience more successful and rewarding.

In addition to the items listed in the previous section, you may wish to complete the following checklist with the student teacher.

- Require that the student teacher continue to make thorough daily lesson plans.
- Encourage the student teacher to try out and contribute new ideas.
- Continue to set aside a time each day to conference together.
- Provide time for, and maintain communication with, the university supervisor.
- Assist with video recording of the student teacher’s edTPA lessons as scheduled.

Weeks 14 through 15 - Phase-out and Observation

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

Cooperating Teacher Activities

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

- Assist the student teacher in making arrangements to observe teachers at other grade levels and in other subject areas.
- Expose the student teacher to professional publications and professional local, state, regional, and national organizations for teachers.

- Schedule and conduct a final interview in which the student teacher analyzes and assesses their teaching, summarizes the variety of teaching strategies they have used, tells what they have learned, and describes their attitude about teaching as a career.
- Complete the final evaluation documenting the student teacher’s progress.
- Provide time for, and maintain communication with, the university supervisor.

Observation Strategies and Techniques

During the part-time and independent teaching phases, it is important that the Cooperating Teacher observe and give daily oral and/or written feedback to the student teacher. Cooperating teachers might find it helpful to experiment with the observation systems outlined below.

Planning and delivering a lesson requires many different skills including presenting and reflecting. Seeking to improve all of these skills at once is often overwhelming to student teachers. It is sometimes useful to help the student teacher focus on a single aspect of the process for several days. Specific areas to consider include:

- Mastery of subject matter
- Writing and stating clear objectives
- Giving clear, age-appropriate, step-by-step directions
- Maintaining classroom control
- Maximizing student participation and active involvement
- Encouraging higher level questioning and thinking skills
- Student-teacher and student-student interaction
- Planning a variety of types of lesson plans
- Planning a learning segment for the edTPA performance assessment
- Record keeping
- Use of materials and technology
- Planning for differentiation for individual abilities, readiness, and interests
- Any areas listed on the EMU midterm and final evaluation form

Conferencing Strategies and Techniques

Student teachers particularly appreciate working with a cooperating teacher who is available to respond to questions and concerns, who gives detailed and constructive feedback, and who provides sustained support and coaching. In addition, the conference time provides the student teacher with a much-needed opportunity to analyze and reflect on their teaching. Taking time to help the student teacher develop these life-long reflective skills is considerably more important than coming up with a

“quick fix” for a particular situation or lesson. By clearly defining one or two purposes for each observation, and by tracking specific progress in those areas, the cooperating teacher allows the student teacher to analyze their progress and feel successful.

Pre-Conferencing

Pre-conferencing allows the observer and the student teacher to agree on the goals and purpose of the observation.

- Determine the topic of the lesson and where it fits in the sequence of lessons (*“What do you have planned for today? How does this lesson fit in with what has already been taught? What do the students already know about this topic?”*).
- Determine the purpose of the lesson (*“What do you want the students to know or be able to do by the end of the lesson? What is the objective for the lesson today?”*).
- Ask the student teacher to preview their teaching strategies (*“How do you plan to accomplish this?”*).
- Ask the student teacher to explain how they will know if the objectives have been accomplished (*“What evidence will you need to have to determine if students have achieved the goal? What will students do to show you that they have learned the material?”*).
- Clarify the observer’s role (*“What would you like me to specifically look for during your lesson?”*).

Post-Conferencing

The post-observation conference should take place as soon as possible after the lesson.

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

Post-Conferencing Strategy 1

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

Open the conference

- Plan a greeting statement that sets a pleasant tone
- Preview the conference (*“We are going to spend some time reflecting on the lesson you just taught and then . . .”*).

Restate the objective

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

Analyze the lesson

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

Relate the lesson to larger goals and objectives

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

Conclude the conference

- Ask the student teacher to summarize the feedback and to state their goals for improvement (*“What will you do differently when you teach this lesson again?”*).

Post-Conferencing Strategy 2

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

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

Post-Conferencing Strategy 3

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

- Recall question: *“How did you feel about the lesson? What did your students do to make you feel this way? What did you do to make you feel this way?”*
- Comparison questions: *“Do you feel that your lesson went as planned? You planned to . . . How did that work out? What aspects of the lesson varied from your plan? You were going to . . . but instead you . . . Why?”*
- Inference questions: *“What did you do that helped students to be successful? What might explain the number of students who did (did not) meet the objective? Why do you think the lesson turned out this way?”*

Conferencing With the Outstanding Student Teacher

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

- Focus on developing the student teachers’ reflection and evaluation skills.
- Encourage the student teacher to try new ideas or techniques.
- Provide support and praise. Often strong student teachers expect too much of themselves.
- Encourage the student teacher to plan innovative, team-taught or multi-disciplinary lessons and projects that require two strong teacher-leaders.

Conferencing with the Student Teacher with Challenges

If the student teacher is not making satisfactory progress, contact the university supervisor immediately. The university supervisor will officially document these concerns. The cooperating teacher should also notify their building principal. In such instances, it is critical that:

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

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

- Schedule frequent conferences with the student teacher.
- Plan the conference ahead of time, noting specific information to be shared and how that information is to be presented.
- State any concerns in very specific terms.
- Support each concern with specific examples from the lesson.
- Develop a written plan for action and remediation (Notice of Concern, p 42) in conjunction with the university supervisor.

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

Evaluating a Student Teacher

Eastern Michigan University views the evaluation of the candidates as a shared responsibility involving the university supervisor, the cooperating teacher and the student teacher. Although each of these persons is expected to make a distinct contribution to the evaluation process, the cooperating teacher will bear the major responsibility for day-to-day evaluation and coaching because of the unique relationship and time involvement they have with the student.

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

- assists the student teacher in recognizing their strengths and notifies them of areas in need of improvement.
- helps the student teacher develop and practice self-evaluation.
- formally addresses the instructional and professional competence of the student teacher as it influences the certification decision.

Formalized evaluation is a necessary component of any teacher certification process. Formal evaluations must be completed honestly and professionally. Cooperating teachers must use the mid-semester and final evaluation forms provided by the university to evaluate the student teacher. Evaluations are completed online.

Mid-Semester Evaluations

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

- The mid-semester evaluation is a tool to notify the student teacher of their progress. It must be completed online and submitted to the university.
- The mid-semester evaluation is designed to help student teachers focus on areas where improvement is needed, and make specific plans for the remainder of the semester.
- The **unacceptable** area on the continuum should be regarded carefully. cooperating teachers should ask themselves if they feel that the student teacher is not making acceptable progress. If a cooperating teacher has concerns or questions about the student teacher's progress, it is imperative that the corresponding elements on the mid-semester evaluation be marked as **unacceptable**.
- A narrative or list of strengths and concerns must be included in the cooperating teacher's mid-semester evaluation.
- Mid-semester evaluations must be reviewed by the university supervisor.

Cooperating teachers should discuss the performance rating for each item on the evaluation with the student teacher, making certain that the student teacher understands areas in which their performance is rated **emerging or unacceptable**.

Because the mid-semester evaluation is a diagnostic tool, comments written in the text portion of the mid-semester evaluation may be re-stated on the final evaluation.

The mid-semester evaluation will be removed from the student teacher's file once the final evaluation is submitted.

Final Evaluations

- Final evaluations must be reviewed by the university supervisor.
- Cooperating teachers must discuss the performance rating for each item on the evaluation with the student teacher at the end of the semester.
- Cooperating teachers should make a copy of all evaluation forms for their personal records. No copies are kept in the College of Education, Office of Academic Services.

The university supervisor will make the final decision regarding recommendation for certification.

The University Supervisor

Introduction

The university supervisor is the official representative of the university who assumes responsibility for the supervision of the student teachers. They work closely in collaboration with the COE Office of Academic Services, building and district level educators, and the student teacher. The university supervisor ensures that the student teacher is provided an appropriate and well-supported student teaching experience in accordance with the expectations and requirements of Eastern Michigan University and the Michigan Department of Education. Responsibilities associated with each of these roles are outlined below.

Liaison to the School

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

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

Coach and Mentor

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

In this role, the university supervisor:

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

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

- Conducts additional individual and group conferences as needed.
- Provides a hard copy of the observation notes to the student teacher.
- Retains a copy of the observation notes for their files as well as for the College of Education Office of Academic Services.

Evaluator

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

Throughout the semester, the university supervisor should:

- Verify that the student teacher is making a satisfactory adjustment to each added responsibility in the student teaching setting.
- Confer/communicate with the cooperating teacher at each observation concerning the student teacher's progress.

- Stress to both the cooperating teacher and student teacher the absolute necessity of pinpointing and discussing problems or potential problems, especially early in the student teaching experience.
- Identifying problems that are not ameliorated with discussion and action, resulting in a *Notice of Concern*.

The Midterm Evaluation

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

If withdrawal from student teaching is necessary, it should become evident by the mid-semester evaluation. At the mid-semester, the university supervisor should:

- Remind the cooperating teacher that the mid-semester evaluation should be submitted and discussed with the student teacher. A sample evaluation form is available in the Appendix. Supervisor, cooperating teacher and student teacher all complete the midterm evaluation here: [Midterm Evaluation](#)
- Review the cooperating teacher's evaluation to ensure that they concur with the cooperating teacher's judgments.
- Remind the student teacher to complete a mid-semester self-evaluation and to discuss the evaluation with their mentor teacher and the university supervisor.
- Assess the progress of the student teacher's immersion into student teaching, considering growth in planning, instruction, assessment, reflection and management of the classroom
- Complete a mid-semester evaluation and conference with the student teacher and, if possible, with the cooperating teacher, to discuss the progress and set goals for the remainder of the semester.
- Provide the student teacher with a copy of the mid-semester evaluation; forwarding the electronic receipt is acceptable.
- Retain copies of these evaluations
- Report any changes in the status of the student teacher. A *Notice of Concern* and documentation of a struggling student teacher is required when there is doubt about their eventual recommendation for certification.

The Final Evaluation

The final evaluation becomes part of the student teacher's permanent record. It is designed to distinguish among outstanding student teachers (proficient), competent student teachers (acceptable), and students who will not be successful as teachers (unacceptable), and indicates whether students will or will not receive teacher certification.

At the end of the student teaching experience, the university supervisor should:

- Remind the cooperating teacher to submit the [Final Evaluation](#) by the established due date and discuss it with the student teacher prior to the last day of the student teaching placement. Review the CT's final evaluation.
- Complete a final evaluation of the student teacher's performance on Watermark Student Learning Licensure, and let the student teacher know how to access the final evaluation. Advise student teachers to keep a hard copy of this evaluation for their files.
- Conference with the student teacher and with the cooperating teacher, if possible, at the end of the semester to wrap up and conclude the experience.
- Determine the student's final grade and submit through emich portal

Credit, and recommended for certification (Satisfactory)	SC
Credit, but <i>not recommended</i> for certification (Passing)	PN
No credit (Unsatisfactory performance)	U
Incomplete	I
Withdrawal	W

University supervisors should make a copy of all evaluation forms for their personal records. No copies are kept in the College of Education, Office of Academic Services.

Appendix

Mid Semester Evaluation	38
Final Evaluation	40
Notice of Concern	42
Sample Lesson plan formats	43
Further Resources for Curriculum Materials and Lesson Plans	44
Michigan Student Teacher of the Year Competition Nomination Information	47
Long Term Substitute Teaching Guidelines	47
Michigan Professional Educator’s Code Summary	49
Michigan Professional Educator's Code (full text link here)	
Sample Observation Forms for Supervisors	50
INTASC Model Core Teaching Standards and Learning Progressions for Teachers	

Midterm Evaluation

This document shows the evaluation criteria and may be used to draft responses before submitting online. Please complete the midterm online here: [General Education Midterm Evaluation](#)

	Unacceptable	Emerging	Acceptable	Target	Not Observed
1. Sets realistic and developmentally appropriate expectations for all students	1	2	3	4	n/o
2. Exhibits maturity, poise, professionalism and self-confidence	1	2	3	4	n/o
3. Creates a safe and caring classroom environment that promotes cooperation, interpersonal skills and positive self-esteem	1	2	3	4	n/o
4. Helps students develop expectations and shared values that foster inquiry, mutual respect, openness and support	1	2	3	4	n/o
5. Focuses professional decision-making on students' needs rather than on personal preferences	1	2	3	4	n/o
6. Adheres to standards of professional ethics: confidentiality of information and fair treatment of students	1	2	3	4	n/o
7. Demonstrates willingness to participate in school activities	1	2	3	4	n/o
8. Acts as an advocate for children and young adults	1	2	3	4	n/o
9. Demonstrates mastery of subject matter	1	2	3	4	n/o
10. Demonstrates ability to present subject matter in a manner that results in learning	1	2	3	4	n/o
11. Exhibits a positive and enthusiastic attitude when teaching	1	2	3	4	n/o
12. Models effective communication skills: listens responsively, speaks articulately, writes clearly	1	2	3	4	n/o
13. Uses multiple teaching strategies: centers, cooperative learning, demonstrations, direct and indirect lessons	1	2	3	4	n/o
14. Uses formative and summative assessment strategies including frequent checks for understanding during instruction	1	2	3	4	n/o
15. Provides for active student involvement with key ideas of content	1	2	3	4	n/o
16. Maximizes use of instructional time	1	2	3	4	n/o

	Unacceptable	Emerging	Acceptable	Target	Not Observed
17. Adjusts plans based on students' needs and changing circumstances	1	2	3	4	n/o
18. Utilizes spontaneous learning opportunities	1	2	3	4	n/o
19. Demonstrates effective questioning skills	1	2	3	4	n/o
20. Provides students with useful and timely feedback	1	2	3	4	n/o
21. Uses information technologies to enhance learning	1	2	3	4	n/o
22. Accepts responsibility for professional decisions and integrates feedback from supervision	1	2	3	4	n/o
23. Demonstrates self evaluation skills and seeks out opportunities to grow professionally	1	2	3	4	n/o
24. Meets administrative responsibilities: attendance, paperwork and punctuality	1	2	3	4	n/o
25. Encourages and models respect for all people	1	2	3	4	n/o
26. Creates opportunities to help students respect and value diversity	1	2	3	4	n/o
27. Selects approaches and content that reflect positive contributions of individuals from a multiplicity of diverse backgrounds (e.g., gender identity, race, religion, sexual orientation)	1	2	3	4	n/o
28. Differentiates instruction to accommodate individual differences including students with special needs	1	2	3	4	n/o
29. Provides opportunities for students to develop skills in decision-making and self management	1	2	3	4	n/o
30. Creates learning environments that promote creativity, higher order thinking and problem solving	1	2	3	4	n/o
31. Communicates and implements a classroom management plan that fosters mutual respect and supports a positive learning environment	1	2	3	4	n/o
32. Works collaboratively with others: colleagues, family, school staff	1	2	3	4	n/o

Overall Assessment	Unacceptable	Emerging	Acceptable	Target
Demonstrates the attitudes, behaviors, knowledge and skills consistent with those required of a beginning teacher	1	2	3	4

Final Evaluation

This document shows the evaluation criteria and may be used to draft responses before submitting online. Please complete the midterm online here: [General Education Final Evaluation](#)

	Unacceptable	Acceptable	Proficient	Not Observed
1. Sets realistic and developmentally appropriate expectations for all students	1	2	3	n/o
2. Exhibits maturity, poise, professionalism and self-confidence	1	2	3	n/o
3. Creates a safe and caring classroom environment that promotes cooperation, interpersonal skills and positive self-esteem	1	2	3	n/o
4. Helps students develop expectations and shared values that foster inquiry, mutual respect, openness and support	1	2	3	n/o
5. Focuses professional decision-making on students' needs rather than on personal preferences	1	2	3	n/o
6. Adheres to standards of professional ethics: confidentiality of information and fair treatment of students	1	2	3	n/o
7. Demonstrates willingness to participate in school activities	1	2	3	n/o
8. Acts as an advocate for children and young adults	1	2	3	n/o
9. Demonstrates mastery of subject matter	1	2	3	n/o
10. Demonstrates ability to present subject matter in a manner that results in learning	1	2	3	n/o
11. Exhibits a positive and enthusiastic attitude when teaching	1	2	3	n/o
12. Models effective communication skills: listens responsively, speaks articulately, writes clearly	1	2	3	n/o
13. Uses multiple teaching strategies: centers, cooperative learning, demonstrations, direct and indirect lessons	1	2	3	n/o
14. Uses formative and summative assessment strategies including frequent checks for understanding during instruction	1	2	3	n/o
15. Provides for active student involvement with key ideas of content	1	2	3	n/o
16. Maximizes use of instructional time	1	2	3	n/o

	Unacceptable	Acceptable	Proficient	Not Observed
17. Adjusts plans based on students' needs and changing circumstances	1	2	3	n/o
18. Utilizes spontaneous learning opportunities	1	2	3	n/o
19. Demonstrates effective questioning skills	1	2	3	n/o
20. Provides students with useful and timely feedback	1	2	3	n/o
21. Uses information technologies to enhance learning	1	2	3	n/o
22. Accepts responsibility for professional decisions and integrates feedback from supervision	1	2	3	n/o
23. Demonstrates self evaluation skills and seeks out opportunities to grow professionally	1	2	3	n/o
24. Meets administrative responsibilities: attendance, paperwork and punctuality	1	2	3	n/o
25. Encourages and models respect for all people	1	2	3	n/o
26. Creates opportunities to help students respect and value diversity	1	2	3	n/o
27. Selects approaches and content that reflect positive contributions of individuals from a multiplicity of diverse backgrounds (e.g., gender identity, race, religion, sexual orientation)	1	2	3	n/o
28. Differentiates instruction to accommodate individual differences including students with special needs	1	2	3	n/o
29. Provides opportunities for students to develop skills in decision-making and self management	1	2	3	n/o
30. Creates learning environments that promote creativity, higher order thinking and problem solving	1	2	3	n/o
31. Communicates and implements a classroom management plan that fosters mutual respect and supports a positive learning environment	1	2	3	n/o
32. Works collaboratively with others: colleagues, family, school staff	1	2	3	n/o
Overall Assessment	Unacceptable	Acceptable	Proficient	
Demonstrates the attitudes, behaviors, knowledge and skills consistent with those required of a beginning teacher	1	2	3	

Notice of Concern

Student _____ Date _____

Describe the problem. This is what you are/are not doing that must change:

This is what is expected:

Deadline: We expect to see evidence of a change in your behaviors/strategies by _____

The changes that you are expected to make must be permanent; to be satisfactory, the new behaviors/strategies must be consistently evident for the remainder of your student teaching experience.

If the expected changes are not made by the deadline, or if the changes are made but are not consistently evident and made permanent, the following action will be taken:

Student teacher: _____ Date: _____

Signature implies that student has read and received a copy of the Notice of Concern but in no way implies student agreement with the substance herein

Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Administrator: _____ Date: _____

Lesson Planning Templates

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

Writing a lesson plan tips:

<https://www.thoughtco.com/lesson-plan-step-1-objectives-and-goals-2081856>

An elementary lesson plan template:

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

A secondary lesson plan template 5E:

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

A mathematics lesson plan template:

http://www.teach-nology.com/teachers/lesson_plans/templates/math.html

Art Unit lesson plan template:

<https://www.incredibleart.org/files/images/template2.gif>

Blank Lesson plan template:

<https://www.class-templates.com/lesson-plan-format.html>

Further Resources for Creating Curriculum Materials and Lesson Plans

Student teachers assume full responsibility for planning for instruction in collaboration with the cooperating teacher after conducting a full discovery and analysis of the students' backgrounds, interests, and readiness in the classroom. Eastern Michigan University's teacher preparation program has a legacy of providing our student teacher candidates the breadth and depth for the fundamentals of planning for instruction.

Traditionally, student teachers have been required to create examples of a direct lesson, an inductive lesson, and a cooperative lesson. These types of lesson plans reflect a way of organizing a teacher's instruction in terms of the role and ways of engaging students using particular types of learning strategies.

Teacher-Centered Approaches to Teaching & Learning

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

The Hunter Model includes:

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

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

Student-Centered Approaches to Teaching & Learning

Inductive instructional strategies which include such approaches as the inductive approach, inquiry, problem-based learning, project-based learning, or the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) methods are characterized by a student-centered approach to teaching and learning. While each of these approaches

is slightly different and unique, each provides ways to actively engage students in co-constructing in the meaning making process as connected to prior knowledge and experiences and identifying what needs to be learned in order to meet the learning objective or target.

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

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

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

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

will be needed to engage in solving a problem, creating a project, or completing a group assignment.

Simply dividing up work between a number of students is not cooperative learning. There are many ways a teacher can use the cooperative learning process. They may do an entire lesson cooperatively or incorporate cooperative learning into a direct or an indirect learning experience.

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

- *A social objective* – what social skills do you want your students to learn or practice during this lesson? How will you teach, review or reinforce these skills?
- *Face to face interaction* – students must work together in the same space at the same time. How will you arrange the learning experience so this will occur?
- *Positive interdependence* – each student must be actively involved and have a specific role to fill so that the group cannot be successful without everyone's help.
- *Individual accountability* – Each student is responsible for meeting the lesson objectives. What will each student be accountable for that will indicate whether or not he has met the lesson objectives?
- *Group accountability* – Each group must be accountable for their performance. How will you assess the group work/product?

Social and Emotional Learning Standards

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

- **Emotion Management:** Abilities to be aware of and constructively handle both positive and challenging emotions.
- **Empathy:** Relating to others with acceptance, understanding, and sensitivity to

their diverse perspectives and experiences.

- Teamwork: Abilities to collaborate and coordinate action with others.
- Responsibility: Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.
- Initiative: Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.
- Problem solving: Abilities to plan, strategize, and implement complex tasks.

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

Michigan Student/Intern Teacher of the Year Competition

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

Long Term Subbing During Student Teaching

Qualifying for Long Term Subbing During Student Teaching

Long term subbing during student teaching may be approved during rare or emergency situations. General Education Student teachers who apply in advance and are approved by the university supervisor in consultation with the cooperating teacher and building principal **may** be granted permission to substitute teach in a long term assignment in the classroom or district in which they have been placed. The following requirements must all be met to be considered:

- Student teachers must have an EMU GPA of 3.0
- Student teachers must have successfully completed seven (7) weeks of student teaching.
- Student teachers must have mid-term evaluations completed by both their cooperating teachers and university supervisor with passing scores.
- Placement must be within the content area/grade level band in which student

teacher is seeking certification.

- District must assign a mentor teacher who has proper certification aligned with student teacher content area.
- Student teachers must pay any fees required for the day-to-day permit or criminal background check, and be employed by the district's subbing agency as the teacher of record.
- Student teachers will be evaluated on both student teaching and substitute teaching.

Applying for Long Term Subbing

Long term substitute teaching during the student teaching semester is very rare. It only happens in extreme and emergency situations. A student teacher can apply for long-term substitute teaching within their school if a school finds itself in need of a long term substitute, the student teacher has already successfully student taught under a mentor teacher for 7 weeks, and the student teacher passed the midterm evaluations from the mentor teacher and the university supervisor. Applications will be carefully considered. Three applications are required:

1. The Student Teacher completes the [Application for Subbing](#) form.
2. The cooperating teacher who will mentor the student teacher while long term subbing completes the [Mentor Information](#) form.
3. Human Resources (HR) or the building administrator completes the [Request for ST to Long Term Sub](#) form.

All requirements and assignments for student teaching, including journal reflections and edTPA will be required concurrently with long term subbing. Student teachers can be removed from substitute teaching by the university supervisor, building principal or the Office of Academic Services.

MICHIGAN CODE OF Educational Ethics



The Michigan Code of Educational Ethics provides principles for best practice, mindfulness, self-reflection, and decision-making – setting the groundwork for self-regulation and self-accountability. The establishment of this Code honors the public trust and upholds the dignity of education across the state.

THE PRINCIPLES

1

Responsibility to the Profession

Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one another to the same ethical standards.

2

Responsibility for Professional Competence

Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills, and dispositions required for professional competence.

3

Responsibility to Students

A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.

4

Responsibility to the School Community

Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

5

Responsible and Ethical Use of Technology

Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

Full Michigan Code of Educational Ethics with indicators: bit.ly/MIEducatorEthics

Adapted from the Model Code of Ethics for Educators (MCEE), which was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and supported by a number of national education organizations. Additional resources and information available at: nasdtec.net.



The Michigan Code of Educational Ethics articulates the standards to which members of the state's education workforce are expected to adhere in their job performance.

Eastern Michigan University – Student Teaching Observation Form

Student _____ Date _____ School _____ Grade _____

Activity/Lesson _____ Observation # _____

- v- Unacceptable – Teacher’s attitudes, behaviors, and skills are limited.
- v Acceptable – Teacher’s attitudes, behaviors and skills are demonstrated in a consistent and satisfactory manner.
- v+ Target – Teacher’s attitudes, behaviors, and skills meet or exceed expectations of a beginning teacher.

COMMITTED TO STUDENT LEARNING

- ___ 1. Sets realistic and developmentally appropriate expectations for students.
- ___ 2. Exhibits maturity, poise, professionalism and self-confidence.
- ___ 3. Creates a safe and caring classroom environment that promotes cooperation and interpersonal skills and positive self- esteem.
- ___ 4. Helps students develop expectations and shared values that foster inquiry, mutual respect, openness and support.
- ___ 5. Focuses professional decision-making on students’ needs rather than personal preference.
- ___ 6. Adheres to standards of professional ethics, confidentiality of information, and fair treatment of students.
- ___ 7. Demonstrates willingness to participate in school activities.
- ___ 8. Acts as an advocate for children and young adults.

KNOWLEDGEABLE OF: Content, Pedagogy, Educational Technologies

- ___ 9. Demonstrates mastery of subject material.
- ___ 10. Demonstrates ability to present material in a manner that results in learning.
- ___ 11. Exhibits a positive and enthusiastic attitude when teaching.
- ___ 12. Models effective communication skills, listens responsively, speaks articulately, and writes clearly.
- ___ 13. Uses multiple teaching strategies, centers, cooperative learning, demonstrations, direct and indirect lessons.
- ___ 14. Uses formative and summative assessments including frequent checks for understanding during teaching.
- ___ 15. Provides for active student involvement with key ideas of content.
- ___ 16. Manages use of instructional time.
- ___ 17. Adjusts plans based on students’ needs and changing circumstances.
- ___ 18. Utilizes spontaneous learning opportunities.
- ___ 19. Demonstrates effective questioning skills.
- ___ 20. Provides students with useful and timely feedback.
- ___ 21. Uses information technologies to enhance learning.

DEMONSTRATES PROFESSIONAL DISPOSITIONS, PRACTICES, AND REFLECTION

- ___ 22. Accepts responsibility for professional decisions and integrates feedback from supervision.
- ___ 23. Demonstrates self-evaluation skills and seeks opportunities to grow professionally.
- ___ 24. Meets administrative responsibilities: attendance, punctuality, paperwork.
- ___ 25. Encourages and models respect for all people.
- ___ 26. Creates opportunities to help students respect and value diversity.
- ___ 27. Selects content/approaches that reflect positive contributions of both genders.
- ___ 28. Differentiates instructions to accommodate individual differences including students with special needs.
- ___ 29. Provides opportunities for students to develop skills in decision-making and self-management.
- ___ 30. Creates learning environments that promote creativity, higher order thinking and problem solving.
- ___ 31. Communicates and implements a classroom management plan that fosters mutual respect and supports a positive learning environment.
- ___ 32. Works collaboratively with other colleagues, faculty, and school staff.

Comments:

Journal up to date _____ edTPA Assignments up to date _____ Next observation date _____

Supervisor’s Signature _____ Student’s Signature _____

EASTERN MICHIGAN UNIVERSITY.

Student Teaching Observation Form

Name of Student _____ Date _____

Name of Supervisor _____ Subject _____

School _____ Grade _____

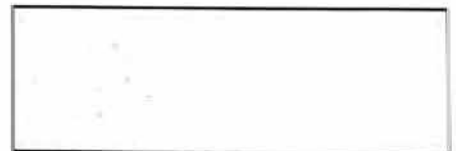
Observation #1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Activity/Lesson Observed:

Comments/Conference:

Student Signature _____ Date _____

This signature indicates that the student has seen this summary. It in no way implies student approval of the substance contained herein.



Date/Time of Next Observation _____

Eastern Michigan University
Student Teaching Observation Form

Student _____ Date _____ School _____ Sub _____ Grade _____

Activity/Lesson Observed _____ Observation #1 _____ #2 _____ #3 _____ #4 _____ #5 _____

Key: A check mark (✓) indicates a strategy, technique, skill or characteristic noticed during the observation. No attempt is made to check off all items during any one observation. Therefore, No mark merely means no comment at this time. Written comments frequently provide details for checked items.

I. Committed to Student Learning

- ____ 1. Sets high realistic expectations for all students
- ____ 2. Listens to students thoughtfully and responds appropriately
- ____ 3. Interacts positively with students
- ____ 4. Demonstrates willingness to participate in school-based/community activities
- ____ 5. Focuses professional decision-making on student needs vs. personal preferences

II. Knowledgeable re: content, pedagogy, educational technologies

- ____ 6. Demonstrates mastery of subject matter
- ____ 7. Organizes content around key ideas
- ____ 8. Establishes objectives based on state standards
- ____ 9. Assesses students' prior knowledge
- ____ 10. Plans lessons based on current instructional level of students
- ____ 11. Develops clear and comprehensive lesson plans
- ____ 12. Implements objectives as described in lesson plans
- ____ 13. Uses a variety of appropriate instructional strategies
- ____ 14. Uses developmentally appropriate materials and strategies
- ____ 15. Provides for active student involvement with key ideas of content
- ____ 16. Gives clear and appropriate directions
- ____ 17. Demonstrates effective questioning skills
- ____ 18. Encourages higher level thinking
- ____ 19. Provides students with useful feedback
- ____ 20. Utilizes spontaneous learning situations
- ____ 21. Defines and communicates expected student behavior
- ____ 22. Manages student behavior in small-group activities
- ____ 23. Manages student behavior in large-group activities
- ____ 24. Manages transitions effectively
- ____ 25. Maximizes use of class time
- ____ 26. Checks for understanding frequently during instruction

- ____ 27. Uses technology to assist in teaching tasks
- ____ 28. Involves students in using technology

III. Reflective in Practice

- ____ 29. Demonstrates understanding of a variety of factors in planning (student needs, context, pedagogy, teaching philosophy)

IV. Demonstrates professional Dispositions and Communication Skills

- ____ 30. Seeks to expand professional knowledge
- ____ 31. Demonstrates initiative in teaching, goes beyond what is given
- ____ 32. Encourages and models respect for all people
- ____ 33. Accepts responsibility for professional decisions
- ____ 34. Demonstrates self-evaluation skills
- ____ 35. Accepts and integrates feedback from supervision
- ____ 36. Exhibits a positive attitude toward students and teaching
- ____ 37. Demonstrates enthusiasm when teaching
- ____ 38. Maintains professional relationships: students, peers, parents, staff, administration
- ____ 39. Demonstrates poise, self-confidence and emotional maturity
- ____ 40. Displays professional appearance and demeanor
- ____ 41. Meets administrative responsibilities (promptness, paperwork, etc.)
- ____ 42. Returns work in timely fashion
- ____ 43. Adheres to professional ethics including academic honesty, confidentiality
- ____ 44. Uses spoken language clearly and appropriately
- ____ 45. Communicates clearly/effectively in writing: students, peers, staff, administration

V. Educates for a Diverse Society

- ____ 46. Plans for individual differences
- ____ 47. Adjusts instruction to meet group and individual needs during instruction
- ____ 48. Selects content/approaches that reflect the positive contributions of both genders
- ____ 49. Uses teaching materials that reflect our diverse society
- ____ 50. Seeks opportunities to include family/community involvement in student learning
- ____ 51. Provides opportunities for student decision-making
- ____ 52. Creates a safe/humane classroom environment that promotes learning/creativity
- ____ 53. Provides opportunities for students to develop self-management skills

Journal Entries _____ up to date _____ substantive/reflective Unit _____ up to date

NOTE: Achieving ✓ on any/all of the 53 individual items herein during isolated observations does not in itself guarantee a satisfactory mid-term or final evaluation. See the handout, OBSERVATIONS, PURPOSE and PROCESS for details.

Student _____
Signature _____
This signature indicates that the student has seen this summary. It in no way implies student approval of the substance herein.

Student Teacher:

Date: / /

School, Grade, Subject:

Observation 1 2 3 4

Supervisor:

Observations:

Conference Notes:

Student teacher self-reflection:

edTPA:

Cooperating Teacher comments:

Student Signature: _____ Date: _____

This signature indicates that the student has seen this summary. It in no way implies student approval of the substance contained herein.