

Elementary Teacher Education Internship Handbook

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Oakland University

ELEMENTARY TEACHER EDUCATION

Internship Handbook



A GUIDE FOR

**Student Teachers
Cooperating Teachers
Principals and
University Supervisors**

Updated 7/12

**Department of Teacher Development and Educational Studies
School of Education and Human Services
Rochester, Michigan 48309-4494**

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INTRODUCTION

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

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

YEAR-LONG CONFIGURATION

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

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

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

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

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

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

SECTION 1

PROGRAM INFORMATION

School of Education and Human Services Conceptual Framework

Mission:

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

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

Purpose:

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

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

Knowledge Base:

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

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

These performance competency goals are articulated on the SEHS web site as follows:

By the completion of their program study, candidates in Teacher, Administrator, and Counselor Education will have the following knowledge, skills, and dispositions:

Knowledge Base: Candidates will demonstrate understanding of a common core of the knowledge gained through study in the liberal arts and in selected area of content specialization. Candidates will evidence skill in the use of this knowledge in their teaching, administrative or counseling practice.

Performance Excellence: Candidates will demonstrate readiness to assume responsibility for classroom teaching, school administration, or school counseling and to use appropriate teaching, administrative, or counseling practices including effective communication and classroom/group management skills.

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

Technology: Candidates will demonstrate the ability to use information technology to support student learning and productivity.

Continuous Improvement: Candidates will use research, best practices, and assessment to evaluate and improve student learning and personal professional performance.

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

Leadership and Outreach: Candidates will evidence a disposition to continue professional growth and to make on-going contributions to their professions.

The evolving nature of knowledge requires the conceptualization of learning as a life-long process. Knowledge bases and recommended professional practice will change over time. It is not the goal of our programs to produce finished teachers, counselors or administrators. Our goal is to empower students and faculty to be life-long learners and to encourage them to inspire and develop these capacities in others.

Professional Commitment:

With the support of an advisory board comprised of community educational, business and industry leaders, the School of Education and Human Services (SEHS) provides students with a contextual, inquiry based program. All members of the SEHS community recognize that any change in systems if they are to be successful, must include a practitioner culture where those most directly affected by the change take responsibility (Darling Hammond, 1997; Becker and Riel, 1999). A professional culture of teaching for example does not happen automatically. It is nurtured and developed and successfully accomplished when teachers play a central role in constructing implementation strategies and choosing resources (Becker and Riel, 1999). The School of Education and Human Services at Oakland University is committed to the improvement of education for all children and adults. Interwoven throughout SEHS programs is

the evidence of this commitment to improvement and developing a professional culture. It is reflected in our commitment to a field-based model for school personnel preparation (Posner, 1996) and to a partnership model with K-12 educators (Holmes Group, 1990) for school improvement.

Faculty, staff and students in the unit are involved professionally with more than a dozen individual schools, such as Longfellow Elementary and Jefferson-Whittier Middle School in Pontiac, Michigan. In addition, the School has developed collaborative relationships with the Michigan Quality Council, an organization that assesses and recognizes quality business, industrial and educational organizations, as well as specific education groups. The Achievement Group, which is composed of the Wayne County Regional Educational Service Agency, Oakland University, and the Intermediate School Districts of Oakland, Kent, St. Clair and Lapeer Counties is one such educational partnership.

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

Vision and Results:

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

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

Elementary Education Program

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

- an introduction to education
- educational psychology
- social and philosophical foundations of education
- human interactions
- tests and assessment tools
- reading methods
- language arts methods
- mathematics methods
- social studies methods
- science methods

- computers in education
- educating exceptional children

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

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

Internship Termination Policy

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

1. The students' learning is significantly impeded due to **inadequate planning**.
2. The students' learning is significantly impeded due to **inadequate classroom management and/or discipline**.
3. The students' learning is significantly impeded due to **lack of content knowledge**.
4. The students' learning is significantly impeded due to **deficiency in oral and written communication skills**.
5. There is documented evidence of **inappropriate personal or professional behaviors** that impede a successful experience.
6. There is documented evidence of **ethical impropriety, violation(s) of community standards or policies, or improper professional judgments** that impede a successful experience.

Procedure for Termination of Student Internship

1. University supervisors may document the deficits with written observations, logs, notes, videotapes or formal evaluations of performance.
2. Once a cooperating teacher or University supervisor judges that there is cause to terminate you, the University supervisor presents documentation to the Director of School and Field Services. The Director of School and Field Services, under advisement of the Elementary Education Council, will then decide if your case warrants possible termination.
3. It is recommended by the School Services Office that the school administrator work through the University supervisor and the Director of School and Field Services before making a decision to terminate you. However, as guests in the school we must accede to the building administrator* for requests of removal.
4. Following the termination you are required to have a conference with the Director of School & Field Services.

5. In certain cases, you will be given another opportunity for an internship experience. You will first need to file a petition of exception, stating rationale to be considered in making this determination. If approved, a remediation plan will be devised to attempt to ensure you have a successful contact. Your individualized plan may include but is not limited to:
- a) additional course work,
 - b) additional training in the deficit area(s),
 - c) support service offered by the University, and/or
 - d) extended internship experience.
- If a remediation plan is not possible, or requirements of the plan are not satisfactorily completed by you, **termination from the program will be final.**
6. If problems continue after your second assignment, you will be excluded from the certification program.

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

SECTION II

ROLE OF THE STUDENT TEACHER

In the transformation from learner to teacher, the student teacher faces what is frequently considered the most exciting and intense semester in teacher preparation. The internship is the time for the implementation of the theory and practice from years of study. It is the time to assert confidence and authority as a teacher. It also is a time of learning from experience, constructive criticism and example. It is, in short, the capstone activity of the teacher preparation process.

Expectations of the Student Teacher

Student teachers are expected to conduct themselves as professionals at all times, in and out of the classroom and school. Expectations include the following:

1. Complete attention must be given to the internship experience. You are discouraged from holding part-time employment during the semester; full-time employment is prohibited.
2. Attendance and participation in all activities expected of the cooperating teacher are required. This includes supervision of extra-curricular activities, attendance at school meetings, participation in staff development programs, and attendance when the school is in session, even when it conflicts with university vacations.
3. The cooperating teacher and university supervisor should be informed before the school day begins if you are to be absent for illness. Both individuals should concur in advance if you are to be absent for other reasons and should determine if you will be expected to make up any absences.
4. If you become ill and have the lesson plan book and other materials at home, the items must be delivered to the cooperating teacher in a timely fashion.
5. Attendance at a pre-internship orientation seminar, at all seminars arranged by your university supervisor and the Office of School & Field Services director and at a post-internship, culminating seminar are required.
6. You are expected to use and modify methods, strategies and techniques that comprise Oakland University's program.
7. You must have a negative result TB screening Health Report, dated within a year prior to placement, on file with the School and Field Services Office.
8. You must document successful completion of the state elementary education test and your subject area endorsement tests, prior to the internship commencing.

General Suggestions

The following suggestions are gleaned from the experiences of past student teachers. Read them before you begin your internship. Re-read the suggestions periodically throughout the semester.

1. Do not be afraid to show your enthusiasm. Be cheerful and out-going in the school. Greet everyone, from children to the principal, including building maintenance, food services personnel, secretaries and other staff members.
2. Act and dress like a professional. Take your cues from other members of the professional staff. Be mindful that children's behavior can be influenced positively by your professional appearance.
3. Take advantage of every possible learning opportunity. Do not plan or correct papers while your cooperating teacher is teaching a lesson. Observe and take notes.
4. Do not try to change the cooperating teacher. Some teachers will embrace your ideas, others will not. Remember your basic relationship and try to extend or build on your cooperating teacher's strengths.
5. If the cooperating teacher leaves the room, take charge and report any unusual happenings immediately upon her/his return.
6. Check with your cooperating teacher before attempting learning activities that depart from normal classroom procedures.
7. Refrain from making any negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
8. When making lesson plans in the plan books, be specific. For example: Note a textbook's name, page number and location. The precise location of any supplementary materials should also be included. This is particularly important in case you must be absent.
9. If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong. If possible, re-teach the lesson using the teacher's suggestions.
10. If you want to observe in another room, make prior arrangements of the time with both the cooperating teacher and the teacher in the room to be observed.
11. During a parent-teacher conference, let your cooperating teacher take the lead. While you are capable of participating in the conference, parents are more likely to accept your opinions if the cooperating teacher shares and expresses them.
12. If you are having a problem of any kind that interferes with your teaching, inform your cooperating teacher and university supervisor.
13. Look for the "good" in every situation. Keep your sense of humor and try to be flexible. Let common sense be your guide.

14. Before you leave the placement, be sure to return all textbooks and materials to the school or other resource centers.
15. Consider using E-mail messages to keep open communication with your university supervisor and, if necessary, the Field Placement Director.

Suggestions on Classroom Management

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

1. **Carefully observe, learn and discuss** with your cooperating teacher any formal classroom management program that (s)he uses, such as Assertive Discipline, Teacher Effectiveness Training or Discipline without Tears. Also be aware of how classroom routines assist in making the classroom organized, friendly and functional.
2. **Learn the names** of students quickly, preferably on your first day in the classroom.
3. Proper, **detailed planning** improves classroom management and avoids much off-task misbehavior. If an unpleasant situation develops, ask yourself, "How could I have planned differently to avoid this situation?"
4. When **communicating clearly** with your students, watch the expressions on their faces; these can be clues to the effectiveness of your communication.
5. **Be firm and establish control early.** Use an assertive quality in your voice. It is easier to relax when control has been established than it is to become firm when control is lost.
6. **Be consistent.** Children need to know the kinds of behavior you expect of them.
7. **Expect student's attention,** yet be aware of their attention spans.
8. When you must talk to a specific child about inappropriate behavior, **use clear, precise and positive comments** that redirect the behavior, such as, "Chris, I want you to..." Follow up with a courteous acknowledgment such as, "Thank you," or, "I really appreciate that..."
9. **Try not to cover too much with one set of directions.** If the assignment is complicated, approach it in stages. It may be helpful to duplicate instructions or to write them on the chalkboard or project them on an overhead so that each student will have a guide or outline.
10. **Ask students** if they have any questions about the work before they begin.

11. Before beginning a lesson, **review the seating** and make any necessary changes for potential visual, auditory, or behavioral concerns.
12. **Set up and adjust** audiovisual equipment before the lesson. Always preview media materials.
13. **Plan and communicate** what students are to do when they have finished an assignment. This is crucial since students work at different rates.
14. Try to **minimize interruptions** while students are working on an assignment.
15. **Inform students, in advance**, of the day's planned activities. Students can then prepare, and transitions are more likely to be smooth. Plan specific ways of moving from one activity to another with minimum disruption.
16. **Do not allow a few students to monopolize** your time when instructing a large or small group. Appoint students as resource helpers to others when you are working with a small group. This reduces frequent interruptions that interfere with the continuity of your instruction.
17. When working with one student or a small group, sit so you can **be aware** of every student in the classroom at all times.
18. **Learn and consistently enforce** the existing rules for students who leave the classroom to use restrooms, to go to the resource center, or elsewhere.
19. When a student has become severely upset, **give the student sufficient time** to calm down before continuing the discussion. This sometimes takes a few minutes; other times it means delaying discussion to the next day.
20. If a student has damaged property, (s)he should be **offered an opportunity** to propose a method of restitution.
21. **Reprimand students in private**, if at all possible.
22. **Do not threaten** any action that you might not be able to carry out.
23. **Involve in discussions** those students whose attention is wandering. Ask them directly for comments or opinions.
24. **Plan physical movement** during a class to allow for muscle relaxation and shifts in body position. Alternate passive and active student involvement.
25. When possible, **develop gestures and use facial expressions** instead of verbal reprimands. Remember also to use positive gestures and facial expressions to communicate as often as possible.
26. During large group instruction, **circulate** to different physical locations in the room, making sure that each child receives an equal share of your physical closeness.

27. When addressing a group **use gender-fair terms** such as: “students, girls & boys, oh brilliant ones, friends, scholars.”
28. **Give encouragement and praise** often to each class member.
29. **Enunciate clearly and loudly**, without raising your voice, so all can hear. Children often quiet down so they can hear you.

How To Handle Criticism

The proper response to criticism is one of the essential elements of the successful student teaching experience. Since you are in a learning situation, welcome constructive criticism as a positive means toward self-improvement. An attitude of openness toward other points of view is essential for maximum learning during the student teacher experience. Act on the suggestions made by the cooperating teacher or university supervisor. The following suggestions may be helpful:

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

Michigan Student/Intern Teacher of the Year Competition

Interns are encouraged to apply for the *Michigan Student/Intern Teacher of the Year Competition* sponsored by the *Michigan Association of Teacher Educators*. Additional information and application materials are available on the Michigan Association of Teacher Educators 9MATE) website. (<http://www.geocities.com/matemembers/index.html/>)

Insurance: Liability

Beginning in Fall 2000, school districts in Michigan required student teacher to have \$1million of liability insurance, per occurrence. Liability insurance must be purchased and maintained by the intern either from his or her own insurance provider or using a MEA/NEA Student Membership Application Form. The MEA/NEA form is available on line at www.mea.org/smea. Interns must provide verification of liability insurance in order to begin their teaching assignments.

Insurance: Health

Interns 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.

Exit Requirements

1. Attendance at the culminating seminar is mandatory. At this time, the following items must be completed and turned in to the Director/School & Field Services. These forms are all found in the appendices of this handbook.
 - A. Intern Evaluation of University Supervisor
 - B. Intern Evaluation of Elementary Education Program
 - C. Intern Evaluation of Placement
 - D. Felony/Misdemeanor Disclosure Form
2. Student must have documented passing scores on the Michigan Elementary Education test and major/minor tests on file in the advising office prior to the commencement of the internship.
3. Student must have completed all required coursework with appropriate grade earned.
4. Student must have registered for graduation by the deadline stated in the course schedule booklet.

SECTION III

ROLE OF THE COOPERATING TEACHER

The role of the cooperating teacher in the preparation of student teachers is a crucial one. (S)He offers to the student teacher a controlled environment for the practical application of the theories and methods taught in the university setting. In addition, the cooperating teacher is a role model for the student teacher to emulate as (s)he becomes more proficient in the profession.

As the cooperating teacher, you will want this joint endeavor to be a positive experience not only for the student teacher, but for you and your pupils as well.

Preparation

In most instances the student teacher is assigned a specific teacher and classroom only after a series of pre-placement interviews have been completed and generally the student teacher has been with the teacher for his/her last 42- hour field assignment. Once a placement is confirmed, you may begin preparing for your student teacher's entry into your classroom. Following are some suggestions to make that entry more comfortable, and may be implemented with the final field placement.

1. If the student teacher is assigned for fall semester, try to see that (s)he is invited to all in-service sessions and orientations held before the school year begins.
2. If the student is assigned in the winter semester, invite him or her to spend at least one full day in the building prior to the beginning of the semester. This will afford the student an opportunity to meet the children and staff and to become familiar with the building.
3. Provide the student teacher with curriculum resources and goals that you expect the students to achieve. When your student teacher is with you for their final field experience, you have the opportunity to begin their orientation the semester before the student teacher role is assumed.
4. Establish a working area for the student teacher so that (s)he will have adequate and separate work space.

Orientation

School Rules and Regulations

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

1. expected time of arrival and departure from building for both pupils and teachers,
2. procedure for leaving the classroom and building,
3. taking and reporting attendance,

4. attending to announcements that have come from the principal's office,
5. checking in or out books or items of equipment,
6. duties such as hall, lunchroom, or playground supervision, and
7. attending to injuries (*All Oakland University School of Education interns shall be provided "general" bloodborne pathogens Exposure Control and universal precautions instruction before they begin student teaching. It is each hosting school's responsibility, however, to provide explicit and site-specific instruction in exposure control at its facility during the orientation period.*)
8. Emergency procedures, such as tornado alerts, fire alarms, and school closings.

Classroom

Establish at the beginning that the student teacher is a colleague, a partner and a co-worker. Following are some suggestions that will help the student teacher feel like a partner and pave the way for the time when (s)he will assume control of the class:

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

Staff and Building

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

1. Make a conscious effort to introduce the student teacher to other faculty members and school personnel. A few comments about each person will serve as memory clues for the student teacher in recalling that person.
2. The student teacher should be oriented to the school building layout if the principal has not done this already. Such items as the location of teachers' restrooms, use of telephone, where to find the custodian, and how to use an intercom system are important to the student teacher.

3. Since the student teacher will use the teacher's workroom, it is suggested that ample time be provided for a full understanding of equipment and procedures in this important workstation.
4. Please make sure that the student teacher understands all of the procedures for pupil conduct related to the:
 - lunchroom
 - playground
 - library
 - computer lab
 - school bus loading and unloading
 - and any other facilities or routines.

School Community

Help the student teacher become familiar with the community by discussing the following information:

1. the socio-economic structure,
2. ethnic and racial composition,
3. religious character and cultural aspects,
4. types and adequacy of housing,
5. occupational similarity or diversity,
6. service agencies, such as recreational facilities and social welfare organizations, and
7. attitudes toward teachers and education.

School Records

Early in the internship both the cooperating teacher and the principal should outline the parameters for the student teacher's access to and use of the children's records.

Observations

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

It is important that the student teacher take notes as (s)he observes. In addition, student teachers should be encouraged to write down questions about the instruction and interactions that they would like to discuss with you.

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

Anecdotal Records

When making a formal observation it is helpful to have a carbon so that both you and the student teacher have a written record of what has been recorded. It is also helpful to record the date and the time the observation begins and ends. (Twenty to thirty minutes is a minimum.)

Observation Scales and Checklists

In addition to written anecdotal comments, many cooperating teachers use observational scales and check lists of various types. Whatever system you use, try to leave the student with the confidence that, with your help, (s)he can become an effective professional.

Lesson Plans

Student teachers are expected to prepare written lesson plans. The purpose of this activity is to ensure that the student teacher constantly and consistently acquires a structure for planning. As the semester progresses, it is expected that the student teacher will internalize an increasing number of steps in the process and need to commit less of the process to writing. Eventually, one should be able to observe a lesson and identify all steps in the process. If steps are omitted, however, the student teacher should be asked to return to writing.

Different formats exist for lesson plan preparation. We have included a sample lesson plan format in the appendix. The cooperating teacher is urged to discuss plan formats and expectations with the university supervisor. In general, most lesson plan systems include the following elements:

- physical organization of the class and classroom for the lesson
- materials needed for teaching the lesson
- clearly stated, selected objective(s)
- motivation and introduction for the lesson

- a logical sequence for reaching the objective(s)
- how the lesson will be concluded
- planning transition to the next lesson
- provisions for students with special needs.

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

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

Teaching Schedule

Please prepare and discuss with the university supervisor a calendar for gradually introducing the student teacher into various content areas. Some students are able to assume responsibilities on a more accelerated pace than others. In any case, this is normally a cumulative schedule in which the student teacher adds an additional subject or area of responsibility about every two weeks.

TENTATIVE TEACHING SCHEDULE

Week 1

Date:

Week 2

Date:

Week 3

Date:

Week 4

Date:

Week 5

Date:

Week 6

Date:

Week 7

Date:

Week 8

Date:

Week 9

Date:

Week 10

Date:

Week 11

Date:

Week 12

Date:

Week 13

Date:

Week 14

Date:

Week 15

Date:

Week 16

Date:

Some cooperating teachers have found it useful to have student teachers use the teachers' plans for a week before beginning to create their own.

The chart on the prior page is provided for your use in preparation for discussion with the university supervisor.

Student teachers usually are eager to begin classroom instruction. As the professional, you should arrange for the transition from teacher control to student teacher control to be a gradual one, dependent to some degree upon the readiness of the student. Following are some guidelines for directing this process:

1. From the beginning, schedule time with the student teacher for daily planning and evaluation.
2. It is recommended that you consult with the university supervisor about a sequence for content areas and the amount or type of lesson planning.
3. Before assuming responsibility for a subject area, the student teacher should have ample opportunity to study your plans, observe you teaching the subject, and discuss the success of lessons. The student teacher also must show proficiency in formulating clearly stated and appropriate lesson plans. These plans should be detailed at first, but can become less so as teaching proficiency improves.
4. Before assigning a new subject or area of responsibility, you may wish to arrange for a special planning period to assure yourself that the student teacher understands what is expected.
5. Normally, the student teacher will assume responsibility for one section of the curriculum at a time, adding new responsibilities gradually until becoming responsible for all subjects taught during the normal school day.
6. Demonstrated competence in a subject rather than a set schedule is the best indication that a student teacher is ready to instruct a new subject area. You will want to discuss moving toward full responsibility for the class with the university supervisor.
7. As the student teacher assumes an increasing teaching role, include him or her in professional discussions with other teachers and in events that are part of the total school social/professional setting including faculty meetings, school parties and staff development programs.
8. Capitalize on the student teacher's special talents to enhance the instructional program.
9. Encourage the student teacher to collect materials and teaching ideas from you, other teachers, and resource centers in the school, ISD and university.
9. Support the student teacher's attempts to try out new methods, providing

that they are consistent with the objectives of the curriculum and are appropriate for the setting.

11. Student teachers are best prepared for certification if they have experience teaching in all subject areas. Consult the university supervisor for suggested ways to achieve this in semi-departmentalized programs.
12. As the student teacher gradually assumes more responsibility for classroom instruction and planning, you will be needed much of the time in the classroom as an observer and diagnostician. You can continue to support the student as a teaching assistant and team member.
13. Throughout the student teaching semester, arrange specific times for the student teacher to observe your teaching. By the end of the term, the student teacher will be a sophisticated observer, able to benefit even more from carefully guided observations.
14. Toward the end of student teaching, cooperating teachers gradually take back the major class responsibility. This transition period is an ideal time for student teachers to observe teachers and classrooms. Good results are more likely if these observations are:
 - a. planned in advance and for some very definite reasons (to see a different grouping or organizational pattern, to see the same student or students in a different setting, to see a completely different methodology getting good results, etc.),
 - b. pre-planned with the teacher to be visited with the reasons for the observation clarified,
 - c. evaluated by the student teacher during a conference or in a written report.

Providing Feedback

Student teachers respect cooperating teachers who deal directly but kindly with all issues. Although criticism may sometimes be temporarily jolting, it must be perceived as a means toward growth. By meeting problems as soon as they arise, you may deepen and strengthen the level of communication with the student teacher. More importantly, you will be exercising your responsibility as a teacher educator to improve the quality of schooling.

Written Feedback

The following quotes are actual examples of statements, questions and suggestions that have been written during formal observations of student teachers. While they are not meant to be all-inclusive, they do represent a sampling of the kinds of written feedback given to student teachers.

1. "I am happy to see that you lined up the children in preparation for going down the hall to the restroom. I liked the signal you have for them to get ready! I

looked down the hall and the children were walking in an orderly fashion. Big improvement over last week."

2. "You might have brought in some pictures of the different animals and plants that you discussed."
3. "Were those two students supposed to be working on another project when you were making the whole group presentation?"
4. "I noticed that you were facing more toward the left side of the group, almost excluding the three students at the table closest to the board."
5. "Some students are not impressed by the privilege of being a helper. What kind of reinforcement might work better?"
6. "In your effort to help individual students, you seem to slight management of the whole group."

Conferences

Conferences are a key to guiding student teachers and are essential if communication is to go beyond a social level. Conferences differ from casual "off the cuff" comments in that:

1. the time and place are planned,
2. they are professionally constructive,
3. they are held in privacy, free from interruptions,
4. the purpose is understood and both parties prepare points and problems to discuss,
5. there is continuity from meeting to meeting, and
6. each meeting is concluded with plans for action.

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

The gradual assumption of responsibility for self-assessment should be the goal of post-observation conferences. At first it may be helpful to begin with written notes. As the experience progresses, let the student teacher take the initiative for analyzing his or her teaching. You might facilitate this by asking, "What would you do differently if you were to teach this

lesson again?" By the end of the internship, the student teacher should be capable of a thorough self-assessment before reading your notes.

It is very helpful to retain anecdotal records concerning the most important points of each conference. This forms a solid record of the student teacher's experience and may be used when writing the narrative evaluations of the student teacher. Include your pre-conference notes, excerpts of dialogue, and a post conference summation.

Conference Strategies

Cooperating teachers are encouraged to conference with the intern both before (pre-conferencing) and after (post-conferencing) the lesson. During these conferences:

- Review the goals and objectives for the lesson
- Discuss strengths and recognize progress and success
- Discuss areas of concern
- Make specific suggestions for improvement
- Set clear, specific goals for future lessons

Pre-Conferencing: You may wish to use the following to guide a pre-observation conference.

- Topic of lesson and the fit: (*What lesson is to be observed? How does it fit in with what has already been taught? What do students already know about this topic?*)
- Purpose of lesson: (*What do you want the students to know or be able to do by the end of the lesson? What is the objective?*)
- Teaching Strategies: (*How do you plan to accomplish this?*)
- Evaluation: (*What evidence will allow you to know if students achieved this goal? What will they do to show you that they have learned the material?*)
- Clarification of observer's role: (*What specifically should I look for today? What kind of information should I gather?*)

Post-Conferencing: Allow the intern time to reflect and analyze his or her own teaching before beginning the conference.

- Discuss specific teaching strategies as well as general issues and concerns.
- Conference around specific topics, objectives, and techniques drawn from the lesson.
- Provide specific suggestions for improvement and strategies for analyzing the effect of the suggested behavior.

Conferencing with the Intern in Difficulty

If the intern is not making satisfactory progress, contact the university field instructor immediately. The University field instructor will contact the Director/School & Field Services to officially document these concerns. The cooperating teacher should also notify his or her building principal.

In these instances, it is critical that:

- Detailed, written anecdotal records with dates describing the areas of concern be kept.
- The Director be asked to schedule an observation, and an improvement plan be written and put into place.

- The cooperating teacher's second periodic performance based assessment reflects his or her concerns. If it is possible that the intern may not be recommended for certification, some performance competencies must be marked in the **needs to improve** range.
- Frequent conferences be scheduled with the intern, noting specific information to be shared.
- Concerns be stated in very specific terms, and supported with specific examples from the lesson.

Other Feedback

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

1. Ordinarily, do not correct a student teacher or rescue a student teacher during the class period.
2. Be candid but not blunt in making suggestions to the student teacher.
3. Be specific; avoid generalizations. "Good lesson," may make the student teacher feel good temporarily, but it does not give sufficient information about what should be learned and retained from the experience. It is better to say something like, "The demonstration held everyone's attention and interest. It illustrated the points you planned in your objectives."
4. Give the student teacher an opportunity to identify the strengths and problems before you begin. For example: "Talk about the ways in which you kept students on task. . . .What problems did you encounter?"
5. Express encouragement even when identifying errors and problems. For example: "Your lesson showed me that you are learning how to adjust to the students' levels. How can you apply this idea of being more exact and specific in tomorrow's lesson?"
6. Provide written or oral feedback every day.
7. Share encouraging comments from others.
8. Even when the student teacher has assumed full teaching responsibility, continue to analyze teaching procedures and confer with the student teacher concerning ways and means for improvement.

Writing Final Evaluation Narratives

One of the most important tasks involved in supervising student teachers is writing the narrative parts of the final evaluation. Writing a positive, honest, tactful, fair and objective narrative can be a challenging task.

It is essential that the final evaluation be word processed or typed since it becomes part of the student's employment file. A visually pleasing and well-written narrative communicates to a prospective employer that this person was worth some extra time and effort.

In most cases, the cooperating teacher's narrative evaluation is considered to be the most important document in a prospective teacher's placement file. Your comments will be important considerations as future employers examine the credentials of candidates for teaching positions. You will want to be fair and accurate in describing your student teacher's strengths and weaknesses.

The following suggestions may help you write your evaluations:

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

8. End on a positive note if possible. Remember that the final comments are the last impression left with the employer as (s)he considers a prospective candidate.
9. Five copies of the final assessment are required.

Completion of University Supervisor Evaluation

Our university supervisor is a liaison between Oakland University and our district partners. It is very important to us that we have your perspective on how they are performing their responsibilities. You will find a University Supervisor Evaluation form in the appendices and we would request that you complete this at the end of the internship placement and send it to:

**Director of School and Field Services
Oakland University, 381 Pawley Hall,
Rochester MI 48309-4494**

Teacher Absences from the Classroom

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

Oakland University student teachers can be hired as a substitute for their cooperating teacher for a maximum of seven days, if the Oakland University Substituting Policy has been agreed to by your district and all requirements have been met. See the appendix for a copy of the Oakland University Elementary Substituting Policy.

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

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

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

SECTION IV

ROLE OF THE PRINCIPAL

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

Selecting Cooperating Teachers

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

1. have completed a minimum of three full years of successful teaching experience with at least one year in the present teaching position,
2. have sufficient experience to be a good teacher of children and a teacher educator,
3. be seen as an innovative professional who is an outstanding role model for beginning teachers,
4. have a teaching style that is sufficiently flexible to allow a student teacher to grow professionally,
5. possess the skills and understanding for developing effective team working relationships with other adults,
6. convey enthusiasm to others,
7. be self-assured and confident,
8. be a good organizer and planner,
9. have a positive attitude toward the teaching profession,
10. utilize self-assessment techniques,
11. be a continual learner,
12. treat each student as a unique personality with individual qualities and developmental needs,
13. be one who participates actively as a member of selected professional and educational organizations,

14. possess knowledge of the research and literature appropriate for use in his or her field of specialization.

Orienting and Observing Student Teachers

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

1. the philosophy and organization of the system and the school,
2. the general background of the student population and the socio-economic and demographic background of the community,
3. the special qualities of the school that add strength to instruction,
4. the administration's expectations of the student teacher regarding:
 - a. classroom management,
 - b. loyalty to the system, staff, and students, and
 - c. procedures in case of absence, illness, or tardiness of the student teacher, students or the cooperating teacher,
5. the special services available to the student teacher including, among others:
 - a. consultants in art, music, physical education,
 - b. counseling services,
 - c. helping teachers,
6. a review of the school's policy handbook (if available),
7. procedures for handling emergency situations such as illness (*All Oakland University School of Education interns shall be provided "general" bloodborne pathogens Exposure Control and universal precautions instruction before they begin student teaching. It is each hosting school's responsibility, however, to provide explicit and site-specific instruction in exposure control at its facility during the orientation period.*),
8. procedures for handling emergency situations such as accidents, fire or tornadoes,
9. school schedules and calendars of special school events that are planned during the semester.

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

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

Removal of a Student Teacher

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

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

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

Student Teachers as Substitutes

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

Student teaching is a supervised learning experience. We do not approve of substituting during student teaching except when the criteria of the above-mentioned agreement are being met.

Student Teacher Absences

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

SECTION V

ROLE OF THE UNIVERSITY SUPERVISOR

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

University supervisors are selected and directed by the Director of School & Field Services, and the chairperson of the Department of Teacher Development and Educational Studies at Oakland University. Because the department values internships as the capstone experience of the program, whenever possible full-time faculty are the university supervisors. In addition, fully qualified educators with classroom teaching experience are hired on a part-time basis for supervision.

Supervisor Responsibilities

The university supervisors will first meet with their student teachers at the end of their final field semester. At this meeting, specific details, including purposes and practices of the internship will be reviewed. This is an opportunity for you to explain your philosophy of education and outline specific practices related to the internship. You and your interns will want to become familiar with the contents of this booklet at or before that time, as well as discussion of the syllabus.

The university supervisor is also responsible for sharing Oakland University guidelines for the internship with the building principals. It is recommended that you visit each school early in the semester and deliver the brochure describing how to access this booklet on-line, and to talk informally with the principal and introduce yourself to the cooperating teacher. Establish good rapport with these individuals and keep them informed about the progress of the intern(s).

Although you are not present as often as the cooperating teacher is, you are an important participant in the internship experience. As the third member of the team, you should be consulted and advised on any changes in the schedule or participation of the intern, should assist in setting goals, procedures and assignments, and should be part of regular meetings with your intern(s). The nature of this program makes regular, proactive involvement of the university supervisor imperative.

Seminars

Attendance at and participation in the scheduled intern seminars scheduled through the Office of School and Field Services during each semester of employ is required. Small group seminars of student teachers will be conducted by the university supervisor during the final hour of university scheduled seminars which are scheduled at appropriate intervals throughout the internship. The purpose of these seminars is to share ideas and materials, discuss common concerns and issues. Student teachers may be excused for part of the school day to attend these seminars. These seminars are mandatory for all student teachers, and interns should have their grade lowered (.1) of a point for each seminar they miss.

Observations

An introductory visitation and a **minimum of four classroom observations of thirty or more minutes each** should be arranged at appropriate intervals for each student teacher. Feedback on the observation should be provided to the parties involved immediately following each of the observations. Either observation 2, 3 or 4 will include the use of the gender equity observation form (GEOF), see appendix 2. A visit is expected no less than once every three weeks. Once every two weeks is preferred, especially early in the internship.

Interns should be given a written record of your observations within one week, you should keep one copy for your files, and a third copy should be turned in to the Office of School & Field Services. These should accompany the mid-term assessment and the final narrative. All copies should be signed by you and by the intern.

Each observation should include conferencing with the cooperating teacher and the intern. Three-way conferences including the intern, cooperating teacher and university supervisor are preferred, although not always possible to arrange. It is imperative that time is taken to converse with the cooperating teacher regarding the interns progress.

When possible, the university supervisor is encouraged to establish email communications with their student teachers, cooperating teachers and administrators to facilitate open and continuous communication. In addition, messages through the postal service, telephone messages and on-site visitation are appreciated.

Feedback

Conferences

Each observation should include conferencing with the university supervisor, the cooperating teacher, and the student teacher. Three-way conferences including the student teacher, cooperating teacher and university supervisor are required at mid-term and final evaluation times in order to clarify all aspects of the evaluations. It is imperative that the student teacher, cooperating teacher, and university supervisor sign the assessment forms.

Unsatisfactory Student Progress

Unsatisfactory progress must always be documented in writing. That way the student teacher is formally notified that (s)he needs to improve in certain areas of teaching. If a student teacher is not performing satisfactorily and is potentially in danger of not being recommended for certification, whenever possible, this information should be recorded explicitly in writing at or prior to the time of the mid-term evaluation. **The Director of School & Field Services will be involved in the writing of a Professional Growth Plan for the student teacher.**

If there is a disagreement by the student teacher, cooperating teacher or university supervisor about the student teacher's potential for certification, any party may request an observation by another supervisor. To initiate this visit, the disagreeing person(s) should contact the Director of School & Field Services. The director will identify a full-time faculty member who will schedule an observation. The observation is made without consulting with any other personnel about the

nature of the situation. That individual's observation notes and recommendations will be used to confirm or negate the decision on certification.

Grading

The university supervisor is responsible for assigning a grade for the internship experience. **Critical to determining this is the input of the cooperating teacher and the building principal.**

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

3.9-4.0 Honor Grade

3.6-3.8 Grade of A

3.0-3.5 Grade of B

2.0-2.9 Grade of C

Students earning less than 2.8 for the student teaching experience may graduate, but cannot be recommended to the State of Michigan for certification. Students must have no less than a 2.0 in the internship to graduate without certification. Students in danger of earning less than 2.8 should be notified in writing before the mid-term evaluation whenever possible, and should be on a Professional Growth Plan. **Any student not attending the culminating seminar will be given a grade of Incomplete until all required paperwork is completed.**

Substituting Approval

The university supervisor should become familiar with the Oakland University Elementary Substituting policy found in the appendix. Before a student teacher may be used as a substitute for their cooperating teacher, the university supervisor must sign indicating that the student teacher is judged to be ready. The supervisor should observe before signing. **Do not sign this for students who are in jeopardy of certification recommendation or who are on a Professional Growth Plan.**

SECTION VI

ROLE OF THE SCHOOL & FIELD SERVICES DIRECTOR

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

The Director has the following responsibilities:

1. provide leadership for the cooperative development of high quality student teaching experiences in public, private and parochial schools,
2. cooperate with appropriate faculties in the development of evaluation procedures for the improvement of Oakland University's program for teacher education. These procedures assure that programmatic changes are based upon research, suggestions from cooperating schools, faculty members, university supervisors, and students, as well as appropriate follow-up studies of Oakland University teacher education graduates,
3. act as a resource person to prospective student teachers who apply for internship or who need to discuss problems relating to their internship,
4. provide initial information, orientation, and other processes and procedures for prospective student teachers,
5. meet with all student teachers prior to any request for placement in school districts,
6. coordinate and approve the placement of student teachers in cooperating schools and districts in accordance with criteria developed by the Oakland University faculty. One such criterion is cluster placements of three or more elementary student teachers to a building,
7. provide university supervisors, student teachers, and cooperating school staff with information pertinent to the internship experience,
8. maintain a record keeping system for student teacher evaluations, grades, and any other appropriate information,
9. identify, in consultation with the Elementary Education Council, a faculty member who will give an independent opinion when a student teacher, university supervisor, or cooperating teacher disagree concerning the intern's potential for completing a satisfactory internship,
10. construct and monitor any necessary Professional Growth Plans,
11. schedule and conduct intern seminars and notify all interns, cooperating teachers,

and university supervisors of same,

11. prepare reports, as needed, to certification and accreditation agencies regarding internships.

SECTION VII

GENERAL INFORMATION

Benefits to Cooperating Teacher and Principals

Because of the responsibility placed upon cooperating teachers and principals during the internship program and because of the professional nature of their service, Oakland University considers them to be faculty participants in the teacher education program.

Tuition Awards and SB-CEUs

At the completion of the internship experience, cooperating teachers may request a tuition award that they may redeem for two hours of graduate credit at Oakland University to be used within one calendar year. Cooperating teachers are free to choose any Oakland University course that best suits their professional needs. It must be a course that shows up on the OU transcript. Please request your tuition voucher at least two weeks in advance of when you need it for registration purposes. (Registration and general service fees apply.)

Teachers may also apply for 3 SB-CEUs for serving as a cooperating teacher. Supervisors will deliver the application form to the cooperating teacher at the beginning of the student teaching semester. SB-CEUs are handled by Oakland Schools.

Communication Information

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

Dr. Sharon Hiller, Director, Office of School and Field Services
381 Pawley Hall, 370-3083 E-mail: hiller@oakland.edu

Dr. Robert Wiggins, Chair, Department of Teacher Development and Educational Studies
485G Pawley Hall, 370-3093 E-mail: wiggins@oakland.edu

TDES Secretary, 485B Pawley Hall, 370-2613

Linda Dauzy, School & Field Services, Office Assistant
385 Pawley Hall, 370-3060 E-mail: dauzy@oakland.edu

SEHS Advising Center
363 Pawley Hall
370-4182

Placement Office
154 North Foundation Hall
370-3215

SEHS Education Resource Lab
363 Pawley Hall
370-2485

Academics Records Office
102 O'Dowd Hall
370-3452

Kresge University Library Reference Desk, 370-2471

PROFESSIONAL PLACEMENT OPPORTUNITIES

The Department of Career Services

Career Services, 275 Vandenberg Hall, offers a wide range of services including portfolio construction, resume writing, and job placement assistance. Office hours are 8:00 a.m. until 5:00 p.m., Monday through Friday. Hours are extended on Wednesday and Thursday until 6:30 p.m. during fall and winter semester.

OU Career Link

You can register with Career Services and produce a professional looking resume. The education Placement Director is available to assist with resume writing and job placement. By utilizing the <http://www.OUCareerLink.com> database, we can efficiently access your information and refer your resume whenever you meet an employer's qualifications. The Career Services Website www.oakland.edu/careerservices allows you to access Job Post and career fair updates. You may also "link" to local school districts. **There is no cost to you to register for this service, as long as it is done when you are a current student.** Because you have already registered to apply for internship placement, you will be able to update your resume and use the job search features without cost as long as you keep your account active.

Educator's Recruiting Day

Educator's Recruiting Day is an annual event held in May sponsored by The Department of Career Services to provide education majors the opportunity to interview on campus with various schools/districts. Oakland University alumni and graduating seniors (only) are eligible to participate and must be registered through . . . Further information may be obtained by contacting Career Services directly.

Previous recruiting days have seen 24 different districts represented, with an average interview schedule of 10 interviews per graduate participant.

CERTIFICATION INFORMATION, PROCEDURES AND STUDENT RESPONSIBILITIES

1. File an **Application for Degree** during the semester of student teaching. **Be aware of the application deadline each semester as posted in the schedule of classes and posted at the Academic Records Office.** This may now be completed online. Attend the graduation fair to make sure that you get your tickets for graduation and all of the necessary items for that special day.
2. **Recommendation:** To be recommended for a provisional elementary certificate, elementary education majors must successfully complete requirements for the B.S., complete the required courses in either one major or two minor concentration areas, earn a minimum grade of 2.8 in EED455, and successfully pass the elementary education portion of the state MTTC exam. To be recommended for content area endorsements to the elementary education certificate, students must also successfully pass the subject area tests required by the state. Oakland requires that you pass the elementary education MTTC exam and one endorsement area exam. You must also have valid certification in First Aid and Child and Adult CPR at the time of certification.

The qualifying score on the subject area test for each teaching major and/or minor and for the Elementary Education Exam is 220. Self-registration booklets for the subject area and elementary tests (MTTC) are available through the SEHS Advising Office, 363 Pawley Hall.

3. **Procedure:** During the final semester at Oakland University, students file an application to graduate in Academic Records (102 O'Dowd Hall). Be aware of the application deadline each semester as posted in the schedule of classes and posted at the Academic Records Office.

After successful completion of EED455, and the graduation audit, the Certification Officer will make a recommendation to the Michigan Department of Education that you receive an Elementary Provisional Teaching Certificate.

After student teaching is completed, there is an on-line application that needs to be completed using the MOECS system. You need to create an account with Michigan Education Information System (MEIS) account at <https://cepi.state.mi.us/MEISPublic/>. You will get a user ID, password, and account number to the E-mail address you provided.

Then next step is to use your MEIS IS and visit <http://www.michigan.gov/moeecs>. Sign in with your MEIS user ID and password. Follow the steps to self-register with MOECS. Complete the demographic information. Once you save it, there will be links on the left navigation panel. Choose the link that pertains to your new certificate and follow the steps to apply for your new certificate. Be sure to identify Oakland University as your institution. After you have applied, your application will be submitted to Oakland University. Applications will be reviewed and processed within 8 weeks from the date they are submitted to MOECS.

Once your application in MOECS has been approved, you will receive an E-mail with a link for you to pay Michigan Department of Education's fee on-line using a credit/debit card. If you do not receive the E-mail, you can still pay the fee by logging into MOECS using your user ID and password. After you pay the fee, the Office of Professional Preparation Services (OPPS) at MDE will approve your new certificate. You will need to print it off and get it notarized.

4. Elementary Certification

The *Michigan Elementary Provisional Certificate* is valid for teaching all subjects in grades K-5, all subjects in self-contained classrooms for grades 6-8 in which a majority of the instruction is provided by one teacher, and in teaching majors and minors in departmentalized programs for grades 6-8. This certificate is valid for approximately six years and automatically expires after the six years has lapsed. Certificates expire on June 30, so check the year you need to renew.

Candidates for Professional Certification in Elementary Education must show evidence of completing coursework in methods of teaching reading. If you have not completed this 6 credit hour requirement, you must take RDG500 and RDG534 as part of your planned program.

New legislative changes are scheduled to go into effect in September 2013. Please keep bookmarked the following two websites and check them often for updates regarding the State's renewal requirement:

- OU's Continuing Certification website: <http://www.oakland.edu/sehs/certrenewal/>
- MDE's Teacher Certification site: <http://www.michigan.gov/teachercert>

It is never too early to start thinking about ways to make yourself more marketable. For information about additional endorsement and graduate program options, clip on the Approved Planned Program Options 1-4 document on OU's Continuing Certification website.

5. **Substitute teaching experience** may be used toward the three-year teaching experience requirement. An accumulation of 150 substitute days is the equivalent of one year of teaching.

**APPLICATION FOR STATE OF MICHIGAN
INITIAL PROVISIONAL CERTIFICATE**

1. Date ____/____/____	2. Last 4 digits SSN# _____ G# 00 _____	3. Please Print Name (Last, First, Middle)	Maiden Name
4. Mailing address (Street, City, State, <u>Zip Code</u>) PLEASE NOTE: <i>Your street number and street name are limited to no more than 18 characters total!</i>		5. E-mail	
6. Telephone Home: () _____ Work: () _____		7. Birth Date	8. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
9. Provisional Certificate Requested <input type="checkbox"/> Elementary <input type="checkbox"/> K-12 Art Ed. <input type="checkbox"/> K-12 Modern Language <input type="checkbox"/> Secondary <input type="checkbox"/> K-12 Music Ed.			10. Semester of Completion
11. Race (Optional) Voluntary Cooperation will be appreciated, as this information is used to compile a study of teacher supply and demand. <input type="checkbox"/> Native American <input type="checkbox"/> White Non-Hispanic <input type="checkbox"/> Black Non-Hispanic <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Hispanic			
12. Have you been convicted of any misdemeanors or felonies? ____ YES ____ NO <i>(Your application will not be processed unless you answer this question).</i> <i>If you have been convicted of any felonies or misdemeanors, other than traffic violations, you must provide a statement detailing the charge, year of conviction, name and location of court and all circumstances surrounding conviction. In addition, you are required to provide one of the following court documents, Statement of Judgment or Register of Action.</i>			
13. On the line provided, please write the date (mo/yr) of the test and name of the subject area (e.g. Language Arts) that you have completed, and circle "P" if you have passed the test. Do not include subject areas that you have not completed (i.e. have not satisfied all required courses). <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <u>Elementary Education</u> test _____ P _____ <div style="text-align: center; margin-top: -10px;">date</div> </div> <div style="width: 48%;"> <u>Secondary Education</u> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> Subject area test _____ P _____ <div style="display: flex; justify-content: space-between; margin-top: -10px;"> <div style="width: 45%; text-align: center;">date</div> <div style="width: 55%; text-align: center;">NAME</div> </div> </div> <div style="width: 48%;"> Subject area test _____ P _____ <div style="display: flex; justify-content: space-between; margin-top: -10px;"> <div style="width: 45%; text-align: center;">date</div> <div style="width: 55%; text-align: center;">NAME</div> </div> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> <u>K-12 Art Education</u> test _____ P _____ <div style="text-align: center; margin-top: -10px;">date</div> </div> <div style="width: 48%;"> <u>K-12 Music Education</u> test _____ P _____ <div style="text-align: center; margin-top: -10px;">date</div> </div> </div>			

** The Michigan Department of Education requires your social security number to grant you a teaching certificate.*

You will also need to register on the MOECS site. The fee for the **MICHIGAN INITIAL PROVISIONAL CERTIFICATE** will be sent to you via E-mail. **DO NOT SEND PAYMENT TO OAKLAND UNIVERSITY.** You will be billed by the Michigan Department of Education.

Return this application to:
Oakland University
Teacher Education Advising
363 Pawley Hall
Rochester, Michigan 48309-4490

By signing this application I am confirming that all information that I provided is accurate.

Signature

Date

Rev. 6/12

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	These pages contain sample characteristics cooperating teachers may wish to consider when writing the final evaluation forms.	
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	Cooperating teachers may use these pages for keeping notes on the student's progress. Additional copies may be downloaded from the web site in MS Word format.	
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AED455/EED 455/SED 455 Observation Guide

Intern _____ District/School _____ Grade/Subject _____
Date _____ Time _____ Conference: _____ w/student _____ w/cooperating teacher _____

FIRST IMPRESSIONS:

- ☐ bulletin boards
- ☐ daily schedule posted
- ☐ professional appearance
- ☐ seating arrangement
- ☐ voice quality
- ☐ friendly rapport evident
- ☐ enthusiasm for students & curriculum

WRITTEN COMMENTS:

(What was observed/What should be focused on)

LESSON PLAN:

- ☐ clearly stated objective
- ☐ related to benchmarks & exit skills
- ☐ logical task analysis
- ☐ observes sequencing
- ☐ utilizes resources
- ☐ integrates technology
- ☐ materials are organized
- ☐ alternatives are available

OBSERVED LESSON:

- ☐ knows subject matter
- ☐ motivates, piques curiosity
- ☐ accesses prior knowledge
- ☐ directions are sequential & clear
- ☐ variety of techniques
- ☐ stimulating strategies
- ☐ even progression of information
- ☐ clarifies & elaborates when necessary
- ☐ relates lesson to application
- ☐ adjusts lesson in progress
- ☐ actively involves students
- ☐ provides guided & independent practice
- ☐ assesses student progress
- ☐ reteaches if necessary
- ☐ comes to closure

CLASSROOM MANAGEMENT:

- ☐ minimal confusion, smooth transitions
- ☐ uses multicultural & gender equitable practices
- ☐ routines & procedures are in place
- ☐ students are engaged in meaningful activities
- ☐ verbal/non-verbal support
- ☐ positive feedback
- ☐ discipline plan in effect
- ☐ alert to all student behaviors
- ☐ uses adequate wait time

Next Visit _____ Next Seminar _____ University Supervisor Signature _____

OU Intern Signature _____

White Copy: Student

Yellow Copy: School & Field Services

Pink Copy: Supervisor

GENDER EQUITY OBSERVATION FORM

OBSERVATION INSTRUCTIONS

Complete the information in the upper left-hand corner.

Each row of the grid corresponds to one student/teacher interaction.

Please note in the comment column, any events that occur during an interaction that is indicative of the interaction quality. For example, unusually long interaction times.

Limit observation time to 30 minutes.

Student type – gender and ethnicity – circle in the first column; there should be two circles in each box; one for gender and the other for ethnicity.

Gender- F = Female

M = Male

Ethnicity- A = Asian

AA = African American

C = Caucasian

H = Hispanic

P = Predominant ethnic group represented by 3 or more students

O = Students that do not fall into any of the listed ethnic groups

Frequency- 1 = The first time a student is called on during the observation period

R = Circled each time the same student is called on after the 1st interaction

DEFINITIONS OF RESPONSES

Verbal Teacher Responses – include the following:

Acceptance – is recorded when a teacher explicitly or implicitly accepts a student answer as appropriate or correct. Examples include comments such as “ok”, “uh huh”, “right”, and “yes”. These reactions imply approval. Also mark acceptance when a student offers a response and the teacher does not make an explicit answer but instead continues with further comments or questions that imply the response was appropriate.

Praise – is recorded each time the teacher makes a comment clearly intended as praise or positive reinforcement. Examples include “Good job!”, “That’s exactly right”, “This paper shows much improvement”. Praise involves both the content of the teacher’s comment and the intonation of the teacher’s voice.

Higher Level Questioning – is recorded each time the teacher moves the learning along and challenges the student to think. It requires more complex mental processes than simple recall. For example, the teacher requires the student to use original thought, recall related facts from several sources, express an opinion and give reasons, predict the consequences of certain actions or organize and evaluate information in a new way.

Criticism – is recorded each time the teacher’s comments go beyond making corrections on a student’s work, appearance or conduct to clear, strong disapproval. It may involve a warning or penalty. Make + for positive criticisms and a – for negative criticisms.

Nonverbal Teacher Responses – include the following:

Wait Time – is recorded each time the teacher and students allow at least five seconds for thinking, i.e. the teacher waits five seconds before terminating the response opportunity (usually by asking another student the same question), assisting or providing additional information.

Physical Closeness – is recorded each time the teacher stands or sits within an arm’s length in a stationary position. Do not code if the teacher merely walks by a student. Record physical closeness if a student approaches the teacher and stands close by, if the teacher remains close to one or more students during an entire observation or if the teacher leaves those students and later returns.

GENDER EQUITY OBSERVATION FORM

Teacher: _____
 Observer: _____
 Observation Time: _____
 Subject Area: _____
 P=please list the ethnic group
 Represented by this letter -

 # of Boys _____ # of Girls _____

One row corresponds to one interaction
 Please limit observation time to 30 minutes
 F=Female M=Male
 A=Asian AA=African American C=Caucasian
 H=Hispanic
 P=Predominant ethnic group of 3 or more students
 O=Students who don't fall into listed ethnic groups
 1=First time student is called on to respond
 R=Recorded any time a student is called on afterward

Verbal Responses				Nonverbal Responses			
Student Type	Acceptance	Praise	Higher Level Questioning	Criticism + -	Wait Time	Physical Closeness	Comment
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							

Adapted from Project Intersect (Myra and David Sadker) & GESA (Delores Grayson)

Developed by Cranbrook Institute of Science and Oakland University (1996)

Survey of Gender-Equitable Teaching Strategies

Intern: _____ Grade: _____ University Supervisor: _____

Briefly describe the student population you taught this semester.

females: _____

males: _____

Comments:

Gender-Equitable Practices:

Specifically name gender-equitable teaching strategies modeled by your cooperating teacher.

Specifically name gender-equitable teaching strategies you were able to implement. What caused you to do so?

Describe how your university supervisor addressed gender-equitable teaching.

How has the experience of using the Gender Equity Observation Form to evaluate your instructional practices made you more aware of equitable teaching behaviors?

**Thank you for your thoughtful responses.
You truly are the leaders in providing gender-fair learning environments.**

OAKLAND UNIVERSITY

EED 455 / SED 455 Weekly Feedback

Intern _____ Cooperating Teacher _____

Week of _____

Directions: Rate each performance area by putting an x under the appropriate descriptor. Also, if appropriate, provide short written comments to help the intern improve performance. Place signatures and date at the bottom of the page. This form should be completed and discussed each week. Please make copies for the intern, cooperating teacher, and supervisor.

	Needs Improvement	Developing	Accomplished
Lesson Planning			

Suggestions for improvement:

	Needs Improvement	Developing	Accomplished
Lesson Preparation			

Suggestions for improvement:

	Needs Improvement	Developing	Accomplished
Delivery of Instruction			

Suggestions for improvement:

	Needs Improvement	Developing	Accomplished
Classroom Management			

Suggestions for improvement:

	Needs Improvement	Developing	Accomplished
Professionalism			

Suggestions for improvement:

Other comments:

Date _____ Intern _____ Cooperating Teacher _____

Lesson Plan Format

Materials:

Standards or Guidelines: (National, State, District, etc.)
Grade:

Lesson Assumes:

What is the prior knowledge or experience this lesson is building upon?
 What are you assuming the students already know, understand, are able to do?

Organization:

How will the bulk of the work be organized?
 Whole group? Small groups? Pairs? Independent work?

Connect to prior knowledge/experience: Connect to something students already know or have done.		Groundwork that enables: Lay the groundwork that will enable the students to solve the problem.	
Objective: To help students formulate _____	Pose Problem: What will the students be doing and why?		or use what they know about _____ to
Students solve problem(s): How will the students work to solve the problem(s)? What processes will be involved?		Students share and discuss solutions: How and when will the students share and discuss their solutions to the problem(s)?	
Assessment: How will you know they have understood? What will give you a window into the nature and depth of their understanding? (Should be ongoing throughout lesson. Should reflect the specific objectives of the lesson.)			
Extension(s): In what ways might the students carry these ideas further? extend or expand their understanding? apply these ideas to new situations?			

Adapted from Wiggins, JH. 2001. Teaching for Musical Understanding, McGraw Hill, NY.

OAKLAND UNIVERSITY

MID-TERM PERFORMANCE BASED ASSESSMENT/ELEMENTARY STUDENT TEACHERS

Intern _____ Cooperating Teacher _____

District _____ Building Assignment _____ Grade/Subject _____

University Field Instructor _____ Date _____

Directions: Please check the category description that best describes the student teacher's performance at this time. If a specific area is not applicable at this time, insert NA in the far right column. This allows the student teacher to know where he/she needs to improve and also what areas he/she must plan for experiencing during the rest of his/her placement. Please make suggestions for improvement, as appropriate, on the lines at the end of this assessment.

Under the "check" column, use the areas noted by the following abbreviations, to identify each person's evaluation.

I = Intern

C = Cooperating Teacher

S = University Field Instructor

I. INTERPERSONAL RELATIONSHIPS

(Student Teacher interaction with students, faculty and staff, and parents)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
With Students I-1	Student teacher establishes unreasonable expectations for students. (either too high or too low)	I	Student teacher generally establishes reasonable expectations for students.	I	Student teacher establishes high yet reasonable expectations for students, and they are developmentally appropriate.	I
		C		C		C
		S		S		S
I-2	Student teacher does not exhibit respect for students, relates with some students in a negative, demeaning, or sarcastic manner or in a manner inappropriate to the student's developmental stage or culture.	I	Student teacher generally maintains adult behaviors when working with students, and generally establishes appropriate interactions with students.	I	Student teacher establishes a friendly rapport, exhibits warmth, caring and respect for all students as individuals. Student teacher is a thoughtful and responsive listener.	I
		C		C		C
		S		S		S
	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check

I-3	Students exhibit minimal respect for the student teacher.	I C S	Students exhibit respect for the student teacher.	I C S	Students exhibit confidence in and respect for the student teacher as an individual.	I C S
<i>With Faculty and Staff</i> I-4	Student teacher does not use advice from school staff and administration.	I C S	Student teacher uses advice from school staff and administrators when it is given.	I C S	Student teacher seeks and utilizes advice from school staff and administrators.	I C S
I-5	Student teacher's relationships with colleagues are generally negative or self-serving.	I C S	Student teacher establishes friendly relationships with colleagues to fulfill the duties required.	I C S	Student teacher displays supportive and cooperative relationships with colleagues and takes the initiative in developing these relationships.	I C S
I-6	Student teacher doesn't exhibit interest in school events.	I C S	Student teacher participates in school events when specifically asked.	I C S	Student teacher volunteers to participate in school events.	I C S
<i>With Parents</i> I-7	Student teacher does not make any attempt to participate, in conjunction with the cooperating teacher, in providing information to parents.	I C S	Student teacher participates in the school's activities for parent communication.	I C S	Student teacher suggests and develops, with cooperating teacher's approval, ways to share information with parents about the instructional program, using a variety of communication vehicles such as parent letters, newsletters, etc.	I C S
I-8	Student teacher makes no attempt to provide any information to parents about their individual student.	I C S	Student teacher is aware of and consistently participates in the school's required procedures for communicating to parents.	I C S	Student teacher, in conjunction with the cooperating teacher, develops ways to communicate with parents about student's progress on a regular basis.	I C S
I-9	Student teacher shows insensitive responses to parent concerns about students.	I C S	Student teacher responds to parent concerns.	I C S	Student teacher is available as needed to respond to parent concerns, and does so with sensitivity.	I C S

II. CLASSROOM CLIMATE AND MANAGEMENT

(Expectations, Physical organization, Student Behavior Management, Managing Procedures, Record Keeping)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Expectations</i> II-1	Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.	I C S	Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.	I C S	Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.	I C S
II-2	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.	I C S	Most students invest some effort in the quality of their work.	I C S	Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.	I C S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
II-3	Goals and activities communicate only modest or low expectations for student achievement.	I C S	Goals and activities generally convey appropriate expectations for student achievement.	I C S	Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)	I C S
<i>Physical Space</i> II-4	The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.	I C S	The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.	I C S	The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.	I C S

<i>Student Behavior</i> II-5	Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.	I	Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.	I	Standards of expected conduct are consistently clear to all students.	I
		C		C		C
		S		S		S
II-6	That student teacher does not monitor student behavior; appears unaware of what students are doing.	I	Student teacher is generally aware of student behavior.	I	Student teacher is alert to student behavior at all times, employing preventive monitoring.	I
		C		C		C
		S		S		S
II-7	Student teacher does not institute corrective procedures. *Efforts are inconsistent *Efforts include idle threats *Efforts include inconsistent warnings *Efforts include conditional promises *Efforts include sarcasm or negative criticism	I	Student teacher institutes corrective procedures for inappropriate behaviors. *Gives task assistance *Uses nonverbal signal interference *Uses proximity relationship control *Regroups students	I	Student teacher response to misbehavior is appropriate, consistent and successful. *Removes potential distractions *Utilizes successful attention-getting devices *Redirects with task involvement *Provides constructive activity in the face of unforeseen time problems	I
		C		C		C
		S		S		S
II-8	Student teacher applies rules inconsistently or unfairly.	I	Student teacher generally applies rules fairly and encourages slow/reluctant students.	I	Student teacher establishes a climate of courtesy and cooperation.	I
		C		C		C
		S		S		S
<i>Managing Procedures</i> II-9	Materials are not prepared and organized.	I	Materials are prepared and organized.	I	Materials are prepared and organized for the full week of instruction.	I
		C		C		C
		S		S		S
II-10	Lack of preparation results in loss of instructional time.	I	Procedures are generally in place for distribution of materials.	I	Procedures are in place for distribution, resulting in minimal loss of instruction time.	I
		C		C		C
		S		S		S
II-11	Directions for transitions are not efficient. *Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.	I	Transitions are efficient. *Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.	I	Transitions occur smoothly. *Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.	I
		C		C		C
		S		S		S
II-12	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.	I	Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.	I	Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.	I
		C		C		C
		S		S		S
<i>Record Keeping</i> II-13	The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.	I	The student teacher incorporates a system for maintaining information on student completion of assignments.	I	The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.	I
		C		C		C
		S		S		S
II-14	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.	I	Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.	I	Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance, resulting in minimal loss of instructional time.	I
		C		C		C
		S		S		S

III. PLANNING FOR INSTRUCTION

(Pedagogy, Knowledge of Students, Setting Instructional goals,, Instructional Design, Instructional Elements, Assessment)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Pedagogy</i> III-1	Student teacher has limited pedagogical knowledge.	I	Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.	I	Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.	I
		C		C		C
		S		S		S
III-2	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.	I	The student teacher has some awareness of prerequisite learning.	I	The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.	I
		C		C		C
		S		S		S
<i>Knowledge of Students</i> III-3	The student teacher does not exhibit an understanding of the developmental characteristics of the age group.	I	The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	I	Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.	I
		C		C		C
		S		S		S
III-4	The student teacher does not exhibit familiarity with the different approaches to learning. (such as learning styles, modalities, multiple intelligences.)	I	The student teacher has a general understanding of the different individual approaches to learning. (such as learning styles, modalities, multiple intelligences)	I	The student teacher displays a clear understanding of the different approaches to learning through incorporation of a variety of instructional activities that address learning styles, modalities, multiple intelligences.	I
		C		C		C
		S		S		S
III-5	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.	I	The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.	I	The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.	I
		C		C		C
		S		S		S
III-6	Student teacher is not aware of students' interests or cultural heritage.	I	The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.	I	The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.	I
		C		C		C
		S		S		S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Knowledge of Resources</i> III-7	The student teacher is unaware of resources available through the school or district.	I	The student teacher displays a general awareness of resources available through the school or district and attempts to incorporate them into lesson construction. (Examples, library, IMC, films, videos)	I	The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success.	I
		C		C		C
		S		S		S
III-8	The student teacher is unaware of human resources available through the school or district, such as counselors, or peer tutoring, to assist students who need them.	I	The student teacher exhibits limited awareness of school or district human resources, and has asked about the procedures for referring students to these resources.	I	The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with	I
		C		C		C

		S		S	the cooperating teacher.	S
<i>Setting Instructional Goals / Objectives</i> III-9	Objectives do not represent high expectations for student understanding. (For example, the student teacher plans objectives for students to only acquire factual knowledge or basic skills.)	I	Objectives represent moderate expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.)	I	Objectives represent high level of expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire problem-solving skills, acquire skill in creating and incorporating individual interest levels.)	I
		C		C		C
		S		S		S
III-10	Student teacher does not base objectives on multiple data sources. (The student teacher may base objectives only on textbook organization or materials available.)	I	The student teacher bases objectives on district and state framework and takes student assessment results into account.	I	Student teacher bases objectives on appropriate frameworks and additionally uses individual assessment of students to determine objectives suitable for groups of students in the class.	I
		C		C		C
		S		S		S
III-11	Goals are either not clear or are stated as student activities.	I	Goals are clear but include a combination of goals and activities.	I	Goals are clearly stated as student outcomes.	I
		C		C		C
		S		S		S
III-12	Goals do not permit viable methods of assessment.	I	Most goals permit viable methods of assessment.	I	Goals permit viable methods of assessment.	I
		C		C		C
		S		S		S
III-13	Goals do not reflect opportunities for several types of learning.	I	Goals represent opportunities for several types of learning.	I	Goals reflect several different types of learning and opportunities for integration across disciplines, demonstrating knowledge about human motivation.	I
		C		C		C
		S		S		S
<i>Materials</i> III-14	The student teacher does not select resources that meet the needs of students. (Activities are too easy or too hard).	I	The student teacher selects resources that meet the basic learning needs of students relative to academic ability, skill development, interest, gender and culture.	I	The student teacher selects resources that allow all students to reach their individual potential and promote an appreciation of both genders and various cultures, reflecting our diverse society (ethnicity, race, language, socio-economic status).	I
		C		C		C
		S		S		S
III-15	Instructional materials and resources are not suitable to the instructional goals or do not engage students mentally.	I	Instructional materials and resources generally are suitable to the instructional goals, normally engaging the students mentally.	I	Instructional materials and resources are consistently suitable to the instructional goals and engage the students mentally.	I
		C		C		C
		S		S		S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Instructional Design</i> III-16	The lessons or units do not have a recognizable structure or sequence.	I	The lessons or units have a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: appropriate introduction, sequence, relating content to prior learning or future learning, description of concepts, critical attributes, application, assessment, closure.	I	The lessons or units have a clearly defined structure with activities organized around the structure.	I
		C		C		C
		S		S		S
III-17	Learning activities are not suitable to students or instructional goals.	I	Some of the learning activities are suitable to students and support the instructional goals.	I	Most of the learning activities are suitable to students and support the instructional goals.	I
		C		C		C
		S		S		S
III-18	Learning activities do not follow an organized progression or tie to previous experiences.	I	Progression of activities in the unit is generally even and may tie in to previous experiences.	I	Progression of the activities in the unit is even and they tie in to previous experiences.	I
		C		C		C
		S		S		S

III-19	Independent practice is not appropriate in terms of task demand.	I C S	Independent practice is sometimes appropriate in terms of task demand.	I C S	Independent practice is appropriate in terms of task demand.	I C S
III-20	Activities are not appropriate to the needs of students who have exceptional learning needs.	I C S	Activities are appropriate for some students who have exceptional learning needs.	I C S	Activities are appropriate to the needs of students who are culturally diverse and those with exceptional learning needs.	I C S
III-21	Instruction does not support the learning goals or offer variety. (Such as cooperative learning, whole group discussion, independent study, etc.)	I C S	Instruction supports the instructional goals and some variety is evidenced. *Cooperative learning *Whole group discussion *Independent Study *Other	I C S	Instruction is varied and is appropriate to the different instructional goals.	I C S
<i>Instructional Elements</i> III-22	Representation of content is not of high quality. It is inappropriate and unclear, using poor examples or analogies.	I C S	Representation of content is sometimes appropriate incorporating good examples.	I C S	Representation of content is appropriate. It links well with students' knowledge and experience.	I C S
III-23	Activities and assignments are inappropriate for students. (not appropriate in terms of their age or backgrounds)	I C S	Most assignments and activities are appropriate for students and engage them mentally.	I C S	Activities and assignments are appropriate and almost all students are cognitively engaged in them.	I C S
III-24	Activities and assignments are not appropriately sequenced.	I C S	Activities and assignments are generally appropriately sequenced.	I C S	Activities and assignments are consistently appropriately sequenced.	I C S
III-25	Instructional groups are not appropriate to the students or to the instructional goals.	I C S	Instructional groups are appropriate to the students and most are successful in advancing the instructional goals of the lesson.	I C S	Instructional groups are productive and fully appropriate to the students and to the instructional goals of a lesson.	I C S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Assessment</i> III-26	Clear criteria or standards are not included in the proposed approach.	I C S	Assessment criteria and standards have been developed but are not consistently communicated to students.	I C S	Assessment criteria and standards are clear, including such examples as rubrics, and are clearly communicated to students.	I C S
III-27	Student teacher has not assessed the current level of student's prior learning.	I C S	Student teacher has assessed students' prior learning. There is little evidence that this has influenced criteria selection and standards.	I C S	Student teacher has based criteria and standards on assessment data.	I C S
III-28	Congruency between content, methods of assessment and instructional goals does not exist.	I C S	Some of the instructional goals are assessed through the proposed assessment approach.	I C S	All of the instructional goals are systematically assessed through the proposed assessment method, although the approach is more suitable to some goals than to others.	I C S
III-29	Assessment results do not affect planning for these students.	I C S	The student teacher uses assessment results to plan for the class as a whole.	I C S	The student teacher uses assessment results to plan for individuals and groups of students. There is evidence that the student teacher understands the characteristics, uses, advantages and limitations of different types of assessment including: observation, portfolios, teacher-made tests, performance tasks, projects, student self assessment, peer assessment, standardized tests)	I C S

IV. DELIVERING INSTRUCTION

(Communication, Adjustment and Response, Questioning, Feedback)

<i>Communication</i> IV-1	Student teacher's directions and procedures are unclear to students.	I	Student teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	I	Student teacher's directions and procedures are clear to students and minimal student confusion is apparent.	I
		C		C		C
		S		S		S
IV-2	Student teacher does not place a lesson within the context of a unit of lessons.	I	Student teacher places the lesson within the context of a unit of lessons, states the objective and expected outcomes, what is to be learned.	I	Student teacher states why lesson is important and motivates by reference to real life situations.	I
		C		C		C
		S		S		S
IV-3	Student teacher does not establish continuity with previous lessons.	I	Student teacher sometimes establishes continuity with previous lessons.	I	Student teacher consistently establishes continuity with previous lessons.	I
		C		C		C
		S		S		S
IV-4	Student teacher's language usage is inappropriate. (*)	I	Student teacher's language usage is appropriate in most areas. (*)	I	Student teacher's language usage is appropriate in all areas. (*)	I
		C		C		C
		S		S		S
IV-5	*Spoken language is inaudible.	I	*Spoken language is audible.	I	*Student teacher's spoken language is clear, correct, and expressive.	I
		C		C		C
		S		S		S
IV-6	*Written language is illegible.	I	*Written language is legible.	I	*Written language is legible and models the form adopted by the district.	I
		C		C		C
		S		S		S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that</i>	Check	Accomplished <i>There is evidence that:</i>	Check
IV-7	*Spoken or written language contains grammar or syntax errors.	I	*Spoken and written language exhibit correct grammar.	I	*Spoken and written language demonstrates a superior understanding of grammar and syntax.	I
		C		C		C
		S		S		S
IV-8	*Vocabulary is inappropriate, vague, incorrectly used, or limited.	I	*Vocabulary is correct .	I	*Vocabulary is appropriate and enriches the lesson.	I
		C		C		C
		S		S		S
IV-9	*Language is not appropriate to students' age and background.	I	*Language generally is appropriate to students' age, interest, and background.	I	*Language is appropriate and expands student vocabulary development.	I
		C		C		C
		S		S		S
<i>Instruction</i> IV-10	The lesson has an unclear structure.	I	The lesson has a recognizable structure.	I	The lesson's structure is coherent with objectives set in terms of observable behavior.	I
		C		C		C
		S		S		S
IV-11	The pacing of the lesson is too slow or rushed, or both.	I	Pacing of the lesson is generally appropriate.	I	Pacing of the lesson is consistently appropriate.	I
		C		C		C
		S		S		S
IV-12	Time allocations are unrealistic.	I	Most time allocations are reasonable.	I	Time allocations are reasonable.	I
		C		C		C
		S		S		S
IV-13	Students are not engaged in meaningful learning.	I	Students are engaged in meaningful learning a majority of the time.	I	Students are engaged in meaningful learning.	I
		C		C		C
		S		S		S
<i>Adjustment and Response</i> IV-14	Student teacher is not flexible and does not adjust a lesson. Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	I	Student teacher sometimes attempts to adjust a lesson.	I	Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher uses spontaneous situations to enhance instructional	I
		C		C		C

		S		S	objectives and demonstrates recognition of re-teaching at appropriate intervals.	S
IV-15	Student teacher does not attempt to accommodate student questions. He/She ignores or brushes aside students' questions or interests.	I	Student teacher attempts to accommodate students' questions or interests.	I	Student teacher successfully builds on a spontaneous event or question to enhance learning, while maintaining the coherence of the lesson.	I
		C		C		C
		S		S		S
IV-16	When a student has difficulty learning, the student teacher either gives up or blames the student or the environment for the student's lack of success.	I	Student teacher demonstrates acceptance of responsibility for the success of all students.	I	Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.	I
		C		C		C
		S		S		S
Questioning IV-17	Student teacher's questions are restricted to the recall/knowledge level, recitation.	I	The student teacher carefully sequences prepared questions, including those requiring stating relationships, analysis, summarization and classification and requiring students to define vague terms or ambiguous statements.	I	The student teacher encourages students to generalize and suggest applications. Students are expected to expand upon and analyze their initial responses and to consider new relationships.	I
		C		C		C
		S		S		S
IV-18	Adequate wait time is not available for students to respond.	I	Adequate wait time is generally available for students to respond.	I	Adequate wait time is consistently available for students to respond.	I
		C		C		C
		S		S		S
IV-19	Student teacher does not give verbal or nonverbal support to contributors.	I	Student teacher gives verbal and nonverbal support to contributors.	I	Student teacher gives verbal and nonverbal support to contributors in a variety of ways.	I
		C		C		C
		S		S		S
IV-20	Interaction between the student teacher and students is predominantly recitation style, with little student input.	I	Student teacher communicates the goal of the discussion to students, and attempts to engage students in a true discussion.	I	Classroom interaction represents true discussion, with student teacher stepping to the side when appropriate.	I
		C		C		C
		S		S		S
IV-21	Student teacher has not instituted any gender equitable practices to enhance participation.	I	Student teacher exhibits several gender equitable practices utilized to engage all students in the discussion.	I	Student teacher exhibits utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.	I
		C		C		C
		S		S		S
Feedback IV-22	Feedback is not provided or is of poor quality. (For example, it is not specific with details and consists of "Good, Poor", etc.	I	Feedback is provided frequently but is sometimes inconsistent in quality. (For example, some is specific in nature, while other is general without details.)	I	Feedback provided is consistently of high quality, or specific in nature, supportive, and appropriate positive/negative in terms of correctness. It is provided with high frequency, verbally and in written form that students can use.	I
		C		C		C
		S		S		S
IV-23	Feedback is not provided in a timely manner.	I	Feedback is consistently provided in a timely manner.	I	Feedback is consistently provided in a timely manner and students make use of the feedback in their learning.	I
		C		C		C
		S		S		S

V. INSTRUCTIONAL TECHNOLOGY

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Technology Operations and Concepts V-1	Student teacher demonstrates minimal knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Often basic understandings cannot be applied.	I	Student teacher usually demonstrates a proficient level of knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Sometimes this understanding can be described, but not fully applied in all situations.	I	Student teacher consistently demonstrates strong knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students and can apply this understanding in all situations.	I
		C		C		C
		S		S		S
V-2	Student teacher demonstrates minimal growth in	I	Student teacher demonstrates growth in	I	Student teacher demonstrates continual growth in	I

	technology knowledge and skills to stay abreast of current and emerging technologies. He/she does not seek out new information related to technology.	C	technology knowledge and skills to stay abreast of current and emerging technologies. He/she exerts some effort to seek out new information related to technology.	C	technology knowledge and skills to stay abreast of current and emerging technologies. He/she actively seeks out new information related to technology.	C
		S		S		S
<i>Integration of Technology into Practice</i> V-3	Student teacher does not take the initiative to plan and design technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Attempts are usually not effectively implemented.	I	Student teacher generally plans and designs technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Some attempts have been effectively implemented.	I	Student teacher consistently plans, designs, and implements effective technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate.	I
		C		C		C
		S		S		S
V-4	Student teacher makes little attempt to and/or does not adequately apply technology to facilitate a variety of effective assessment and evaluation strategies.	I	Student teacher applies technology to facilitate assessment and evaluation strategies. Some attempts are effectively implemented.	I	Student teacher consistently applies technology to facilitate a variety of effective assessment and evaluation strategies.	I
		C		C		C
		S		S		S
V-5	Student teacher does not apply knowledge of technology to instructional or information management.	I	Student teacher applies knowledge of technology to instructional or information management.	I	Student teacher integrates technology into instructional and informational management procedures with effective and efficient results.	I
		C		C		C
		S		S		S
V-6	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.	I	Student teacher takes advantage of electronic communication.	I	Student teacher communicates effectively via electronic channels.	I
		C		C		C
		S		S		S

VI. PROFESSIONAL QUALITIES

(Reflection, Professional Development, Ethics)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Reflection</i> VI-1	Student teacher misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.	I	Student teacher generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	I	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	I
		C		C		C
		S		S		S
VI-2	Student teacher has few suggestions for how a lesson may be improved.	I	Student teacher makes general suggestions about how a lesson may be improved.	I	Student teacher offers specific alternative actions, complete with predictions of the probable successes of different approaches.	I
		C		C		C
		S		S		S
VI-3	The student teacher may justify instructional decisions on simple tradition or habit, or may have no idea why decisions were made as they were.	I	The student teacher explains decisions in a logical but perhaps simplistic way. Explanations focus more on what was done than why.	I	The student teacher explains decisions in a logical way with clear attention to how the context relates to a personal decision-making framework.	I
		C		C		C
		S		S		S
<i>Professional Development</i> VI-4	Student teacher does not engage in professional development activities, such as district in-services or conferences, to enhance knowledge or skill.	I	Student teacher participates in professional activities when they are held in the building or by invitation.	I	Student teacher actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and attends activities outside of the school day schedule.	I
		C		C		C
		S		S		S

VI-5	The student teacher does not make an effort to share knowledge with others.	I	Student teacher makes an effort to share knowledge with others during the school day.	I	Student teacher makes an effort to actively assist other educators, including before and after school hour opportunities.	I
		C		C		C
		S		S		S
Ethics VI-6	The student teacher does not understand or accept the professional codes of ethical conduct.	I	Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.	I	Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.	I
		C		C		C
		S		S		S

VII. PERSONAL QUALITIES

	Needs to Improve	Check	Developing	Check	Accomplished	Check
	<i>There is evidence that:</i>		<i>There is evidence that:</i>		<i>There is evidence that:</i>	
VII-1	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.	I	Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.	I	Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.	I
		C		C		C
		S		S		S
VII-2	Student teacher has not informed the cooperating teacher and supervisor of the absence in a timely fashion.	I	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner.	I	Student teacher has informed the cooperating teacher and supervisor of absences in a timely manner, always forwarding materials.	I
		C		C		C
		S		S		S
VII-3	Student teacher does not exhibit energy in the performance of duties.	I	Student teacher generally exhibits energy in the performance of duties.	I	Student teacher exhibits consistent energy and vitality in completing duties.	I
		C		C		C
		S		S		S
VII-4	The student teacher cannot be depended upon. Student teacher has been repeatedly late or repeatedly left early.	I	Student teacher is consistently prompt and in attendance, for the entire required teacher school day.	I	Student teacher additionally, arrives early or stays late to complete necessary preparations.	I
		C		C		C
		S		S		S
VII-5	Student teacher repeatedly dresses inappropriately or is not well groomed.	I	The student teacher generally dresses appropriately for the school environment and is generally well groomed.	I	The student teacher consistently dresses appropriately for the school environment, is well groomed, and demonstrates an understanding of variations in appropriate dress per activity.	I
		C		C		C
		S		S		S
VII-6	The student teacher does not carry out tasks effectively and on time. The student teacher may be negative about required tasks or duties.	I	The student teacher carries out tasks effectively and on time. For example, lesson plans are ready for the cooperating teacher the Thursday before the teaching week.	I	The student teacher carries out tasks effectively and on time, pre-plans tasks to allow for reflection and revision. He/she views tasks as a worthwhile challenge rather than a chore.	I
		C		C		C
		S		S		S

Comments/Suggestions for Improvement:

Signatures of Cooperating Teacher, Oakland University Supervisor, Oakland University Student Teacher

Cooperating Teacher: _____ *Date*

Cooperating Teacher: _____ *Date*

Oakland University Supervisor: _____ *Date*

Oakland University Student Teacher: _____ *Date*

*1999Based in part on the rubrics established by Charlotte Danielson in Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

*2000 Modifications based on Meadowbrook Conference, March 1999, Cooperating Teacher input.

*2002 Modifications based on Seminar, August 2001, Cooperating Teacher and University Supervisor input.

*2005 Modifications based on Cooperating Teacher and University Supervisor input

*2010 Modifications based on Cooperating Teacher and University Supervisor input

GUIDELINES TO COOPERATING TEACHERS FOR COMPLETING FINAL ASSESSMENT FORMS

Please word process or type the final assessment since it becomes part of the student's file at the University Placement and Career Services Office. If you wish, the entire form may be entered into a word processor so you can adjust the space for each section of the assessment. Be sure to include each of the seven sections. Please use headers to make the document more readable. You may choose headers other than those listed below.

I. INTERPERSONAL RELATIONSHIPS

- ☐ Establishes reasonable expectations of pupils
- ☐ Maintains appropriate behavior when working with pupils
- ☐ Earns confidence and respect of pupils
- ☐ Interacts professionally with school staff
- ☐ Seeks and uses suggestions from school staff and administrators
- ☐ Seeks opportunities to meet and talk with parents
- ☐ Attempts to enhance student self-concept

II. CLASSROOM CLIMATE AND MANAGEMENT

- ☐ Develops opportunities for students to participate in decision-making
- ☐ Recognizes potential of individual pupils
- ☐ Relates judiciously and fairly with all pupils
- ☐ Manages group discussion and participation effectively
- ☐ Manages transitional periods effectively
- ☐ Encourages pupils to seek assistance
- ☐ Assesses students' readiness for learning activities
- ☐ Maintains attention of all pupils
- ☐ Arranges physical classroom appropriately
- ☐ Maintains a neat, orderly classroom
- ☐ Plans for and is alert to students' safety
- ☐ Responds appropriately to student behavior
- ☐ Uses effective procedures for management of students
- ☐ Handles disciplinary problems effectively
- ☐ Manages unexpected situations appropriately
- ☐ Is consistent and follows through in dealing with students
- ☐ Emphasizes positive techniques to motivate students
- ☐ Attends to students' physical needs

III. INSTRUCTIONAL PLANNING AND IMPLEMENTATION

- ☐ Reads, studies, and gathers information in planning process
- ☐ Demonstrates sound use of instructional materials
- ☐ Selects materials and experiences that are appropriate to students' development
- ☐ Organizes materials for effective use
- ☐ Plans thoroughly for daily lessons and long-range units
- ☐ Sequences experiences appropriately
- ☐ Uses a variety of instructional materials, resources, and audio visual aids
- ☐ Demonstrates a variety of instructional techniques and methods

- ❑ Develops cooperative group responsibility
- ❑ Writes and teaches to, specific measurable objectives
- ❑ Develops critical thinking skills for problem solving and decision making

IV. EVALUATION

- ❑ Uses student records as a guide to evaluating pupil progress
- ❑ Identifies individual difference when evaluating pupil performance
- ❑ Uses a variety of evaluation techniques and methods
- ❑ Assesses and grades pupils fairly
- ❑ Recognizes the importance of parents in the evaluation process
- ❑ Evaluates instructional outcomes

V. COMMAND OF SUBJECT MATTER

- ❑ Demonstrates knowledge of subject(s) assigned to teach
- ❑ Seeks additional information and knowledge to enhance instruction
- ❑ Seeks assistance from specialists and consultants when needed
- ❑ Integrates content and subject areas
- ❑ Demonstrates knowledge of technology through application to instructional or information management

VI. PERSONAL QUALITIES

- ❑ Demonstrates health and stamina for teaching
- ❑ Shows physical vitality and enthusiasm
- ❑ Displays an appropriate sense of humor
- ❑ Dresses appropriately and is well-groomed
- ❑ Is dependable, prompt and trustworthy
- ❑ Demonstrates creativity
- ❑ Reacts maturely in stressful circumstances

VII. PROFESSIONAL QUALITIES

- ❑ Participates willingly in school and faculty activities
- ❑ Accepts and discharges duties responsibly
- ❑ Volunteers to supervise pupils in extra-curricular activities
- ❑ Behaves in an ethical and professional manner
- ❑ Exhibits enthusiasm for the full range of professional responsibilities
- ❑ Communicates effectively both in oral and written form
- ❑ Appears flexible in classroom demeanor
- ❑ Carries out tasks effectively and on time
- ❑ Accepts and profits from constructive criticism
- ❑ Demonstrates ability for self-evaluation
- ❑ Reveals genuine interest in pupils
- ❑ Uses voice effectively

OAKLAND UNIVERSITY
Final Assessment of Student Teacher

Student Name _____ Student Number _____

Building _____ District _____ State _____

Period 15 weeks, ____ / ____ Assignment _____

Term Year _____ Grade level/subject(s) _____

Cooperating Teacher _____ University _____

Supervisor _____

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

COOPERATING TEACHER'S ASSESSMENT
(attach additional pages if necessary)

INTERPERSONAL RELATIONSHIPS

CLASSROOM CLIMATE AND MANAGEMENT

Student Name_____

INSTRUCTIONAL PLANNING AND IMPLEMENTATION

EVALUATION

COMMAND OF SUBJECT MATTER

PERSONAL QUALITIES

PROFESSIONAL QUALITIES

Student Name_____

**OAKLAND UNIVERSITY
UNIVERSITY SUPERVISOR'S ASSESSMENT**

Certification Recommendations:

____Recommended for certification
____Not recommended for certification

____Recommended for certification
____Not recommended for certification

____/____/____
University Supervisor's Signature Date

____/____/____
Cooperating Teacher's Signature Date

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

____/____/____
Student Teacher's Signature Date

____Mark here if additional comments by the
student teacher are attached.

Please provide 4 copies of the assessment and distribute to the Cooperating Teacher, Student Teacher, University Supervisor, Office of School & Field Services.

**INTERN PERCEPTIONS OF UNIVERSITY SUPERVISOR'S EFFECTIVENESS
EED 455**

**Teacher Development and Educational Studies
Oakland University**

***University Supervisor's
Name*** _____

Term: _____ **FALL 20** _____ **or** _____ **WINTER 20** _____

This form is designed to ascertain your satisfaction with the type of supervision provided by your University Supervisor during the past semester. If an item does not apply, you need not respond to it.

I. Using the five-point scale, please rate your supervisor on the following items by circling the appropriate number:

Category	5-Highly positive	4-Positive	3-Neutral	2-Negative	1-Highly negative
1. Developed and maintained a good rapport with the staff members at my school who participated in the student teaching program.	5	4	3	2	1
2. Supported the use of alternative teaching techniques, methodologies, and/or materials.	5	4	3	2	1
3. Clearly stated the expectations on which I would be evaluated.	5	4	3	2	1
4. Showed enthusiasm and dedication to his/her job as a University Supervisor.	5	4	3	2	1
5. Was sensitive to my feelings.	5	4	3	2	1
6. Explained the student teaching program to my cooperating teacher.	5	4	3	2	1
7. Was aware of and supported the concept that I must define my own unique teaching style.	5	4	3	2	1
8. Utilized observational data in an objective manner with me.	5	4	3	2	1
9. Emphasized self-evaluation techniques so I could analyze my teaching.	5	4	3	2	1
10. Gave me encouragement during the semester.	5	4	3	2	1
11. Was available when I asked for help.	5	4	3	2	1
12. Provided feedback in a timely way.	5	4	3	2	1
13. Provided feedback based on observations.	5	4	3	2	1
14. Provided useful suggestions, when I requested them, about planning for instruction.	5	4	3	2	1
15. Provided specific, concrete suggestions when I encountered a problem working with students.	5	4	3	2	1
16. Provided specific, concrete suggestions when I encountered a problem working with adults in the school setting.	5	4	3	2	1
17. Included useful suggestions, when I requested them,	5	4	3	2	1

**COOPERATING TEACHER'S ASSESSMENT OF
UNIVERSITY SUPERVISOR
EED 455**

**Teacher Development and Educational Studies
Oakland University**

University Supervisor's Name _____

District _____ Building _____ Date _____

Please rate the University Supervisor's performance on each of the following criteria.
Additional comments may be made on the back of this form.

*5=Strongest Rating 4 3 2 1=Weakest Rating 0=Cannot be
assessed or
not relevant*

**Please send to: Director of School and Field Services
Oakland University
381 Pawley Hall,
Rochester, MI 48309-4494**

Please rate the extent to which you believe the university supervisor effectively:

Provided/Encouraged questions and open communication.	5	4	3	2	1	0
Provided program information.	5	4	3	2	1	0
Created a constructive atmosphere.	5	4	3	2	1	0
Supported/encouraged reflection.	5	4	3	2	1	0
Shared teaching/other resources.	5	4	3	2	1	0
Shared procedure/content knowledge.	5	4	3	2	1	0
Demonstrated positive attitudes.	5	4	3	2	1	0
Helped when asked to do so.	5	4	3	2	1	0
Imparted concern for teaching excellence.	5	4	3	2	1	0
Imparted enthusiasm for teaching.	5	4	3	2	1	0
Provided fair, helpful, and timely feedback.	5	4	3	2	1	0
Respected cooperating teacher's efforts and goals.	5	4	3	2	1	0
Developed a sense of collegiality.	5	4	3	2	1	0
Encouraged/supported collaboration.	5	4	3	2	1	0

Other

Comments: _____

[illegible]

OAKLAND UNIVERSITY
ELEMENTARY TEACHER EDUCATION PROGRAM EVALUATION
(Intern's Evaluation of Elementary Teacher Education Program)

Term: Fall _____, Winter _____ Status: ____ Undergraduate, ____ Post Bac
(year) (year)

Information on this questionnaire is to be provided at the end of the internship (EED455) by students who majored in elementary education. Complete and be ready to submit at the culminating seminar.

1. Assess your preparation to meet the following goals of the elementary education program:

(scale to select from)

	Well Prepared	Adequately Prepared	Inadequately Prepared	Unprepared
a. To articulate an understanding of developmental characteristics and needs of young adolescents and young adults.				
b. To develop and/or adapt instruction and assessment to meet the diverse needs and abilities of students in the following content areas:				
1) Fine Arts				
2) Language Arts				
3) Mathematics				
4) Physical Education and Health				
5) Reading				
6) Science				
7) Social Studies				
c. To express sensitivity to the individual needs of students characterized by				
1) Ethnic and racial diversity				
2) Socio-economic level				
3) Gender				
4) Religious traditions and beliefs				
5) Physical and mental exceptionalities				
d. To communicate a comprehensive background and appreciation for the historical, social, cultural and political influences on the changing profession of education				
e. To interact effectively with				
1) Students				
2) Parents				
3) Teachers and other school personnel				

f. To demonstrate effective instructional practices in clinical settings as the result of:				
1) Pre-internship field experiences				
2) Student Teaching				

2. In the appropriate columns, **respond only for the endorsement areas that you completed, i.e., major and minor content concentrations.** First check your major and minor content area; then on the same line rate how prepared to teach your subject area concentrations in Grades 5-8 you believe yourself to be based on your major/minor coursework at Oakland University or elsewhere. (If content coursework was taken at institutions other than OU, please provide ratings for all other institutions using the red coded columns below.)

Concentration	Major	Minor	OU-Well Prepared	OU-Adequately Prepared	OU-Inadequately Prepared	OU-Unprepared	Other-Well Prepared	Other-Adequately Prepared	Other-Inadequately Prepared	Other-Unprepared
Fine Arts										
Social Studies										
Language Arts										
Mathematics										
Modern Languages										
Science										

3-7. Mark one word to complete the statement, by putting an X in that column.

Statement	Excellent	Good	Minimal	Inadequate
3. How did the elementary education (professional) portion of your program compare with the liberal arts (non-professional) portion of your program?				
4. How would you rate the quality of the following services that are designed to support your program?				
a. SEHS Resource Center				
1) Print materials collection for students				
2) Print materials collection for teachers				
3) Audio-visual software and equipment				
b. Kresge Library journals and book collection				
c. SEHS Science Laboratory equipment and materials				
d. SEHS computer laboratory				
e. SEHS Advising about program				

requirements				
	Excellent	Good	Minimal	Inadequate
f. SEHS Advising about certification requirements				
g. School and Field Services				
h. Career Services				
5. How well prepared do you feel in the following areas?				
a. Computer technology				
b. Audio-visual technology				
6. In general, how do you rate the quality of instruction by...				
a. full-time faculty?				
b. part-time faculty?				
7. How would you describe Oakland's elementary teacher education program to others?				

8. What do you consider to be the strengths of the elementary teacher education program?
(Continue on the back, if necessary.)

9. What do you consider to be the weaknesses of the elementary teacher education program? (Continue on the back, if necessary.)

**Oakland University Elementary Education Program
Felony/Misdemeanor Disclosure Form**

Applicant's Statement

1. Have you ever been convicted of any felony? _____ YES _____ NO
2. Have you ever been convicted of any misdemeanor including any alcohol related traffic violations? _____ YES _____ NO
3. Have you ever been convicted in Michigan or any other state or jurisdiction, whether upon a verdict or plea of guilty or upon a plea of nolo contendere (no contest), or received a suspended sentence for a crime or an attempt to commit a crime which is considered criminal sexual conduct? _____ YES _____ NO
4. Did you ever receive a discharge from the Armed Forces of the United States, which was other than "Honorable"? _____ YES _____ NO
5. Have you ever been denied admission to, or been removed from, a teacher education program at another college or university? _____ YES _____ NO
6. Have disciplinary proceedings ever been initiated against your Michigan teaching credential or your teaching credential issued by any other jurisdiction? _____ YES _____ NO
7. Have you ever had adverse action taken against any educator certificate/license in Michigan or any other jurisdiction, that resulted in conditions being placed on the certificate by the department of education in order to maintain certificate validity? _____ YES _____ NO
8. Have you ever had a teaching credential issued in Michigan or any other jurisdiction suspended, revoked, nullified, or otherwise invalidated? _____ YES _____ NO

(If you have answered "yes" to any of the above questions, please explain the circumstances on the other side of this form.)

If you have answered "yes" to any of the above, you need to know that passing our program, student teaching, and state certification tests does not guarantee certification or employment. Convictions are assessed and evaluated at the state level, including a review of the court documents. You will not be issued a 90 day dated letter by Oakland University and will need to wait for the state review and decision regarding certification.

This form must be signed and dated before admittance to major standing, before your internship placement or application for certification may be forwarded, prior to the commencement of the student teaching semester, and following student teaching prior to certification recommendation.

Signature of Applicant: _____

Date: _____

Print Name of

Applicant: _____

INTERN PERCEPTION OF PLACEMENT/ STUDENT TEACHING

OAKLAND UNIVERSITY

SCHOOL NAME _____ *DISTRICT* _____ *DATE* _____

TEACHER'S NAME _____ *GRADE LEVEL* _____

OVERALL EVALUATION OF PLACEMENT

(circle the best descriptive)

SUPERIOR

ABOVE AVERAGE

AVERAGE

BELOW AVERAGE

Please reflect on your reasons for the descriptive selected above. What specifics made this placement superior, above average, etc. Be specific in your responses.

The Oakland University Elementary Education Program



OU Elementary

Conditions and Terms for Using Interns as Substitute Teachers

I. Project Aims and Context

The Oakland University Elementary Education Program culminates in a twelve-credit fifteen week teaching internship. The internship is organized around public school calendars. Students then intern full-time during the fall or winter semester. Interns are encouraged to take advantage of all school activities associated with their districts.

Oakland University has initiated the following document, to be filed in accordance with state guidelines, which will govern the use of Oakland University elementary education students as substitutes during their practicum experience. The following sections describe these terms and conditions, consequences for non-compliance and the process of initiating the use of interns as subs.

II. Terms and Conditions

A. Maintaining the Integrity of Internship Time

Interns are required to satisfy OU field requirements as specified in the OU Internship Handbook. Pursuant to all conditions, to be detailed, being met, OU elementary interns may serve as a substitute for their cooperating teacher for a total of seven days during their fifteen-week internship.

For the purposes of monitoring compliance and assessing effectiveness, interns are required to maintain a log of substitute teaching activity. This activity log must be submitted monthly (on the last Friday) to the Director of School and Field Services. This may be done via fax to (248) 370- 4920. The attached form (Attachment 1) may be photocopied and used for this purpose.

B. Subbing Credentials

Interns must meet state eligibility requirements to be able to substitute teach, and hold a valid subbing permit before they can begin. School districts should assist interns in obtaining this permit, and they must provide evidence of a valid sub permit for every intern in their district who intends to sub.

C. Liability

The school districts will defend, indemnify and hold the university harmless from any and all claims, liabilities, damages and costs (including attorney fees), for injury or death of any person and damage to or loss of any property resulting from any negligent act or omission of the school district or its board, officers, or employees while acting within the scope of their employment and pursuant to this Agreement or its agents while acting pursuant to this Agreement, or the interns when those interns are student or substitute teaching pursuant to this Agreement.

With respect to any loss, damage, injury or death occurring during the course of this Agreement, this indemnification provision shall survive expiration or termination of this agreement.

Each party shall be separately responsible for compliance with all federal and state laws, including nondiscrimination laws.

Interns shall not be deemed to be employees of the university for purposes of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding, social security or any other purpose, because of their participation in the OU elementary educational program. Each student is placed with the school district to receive experience as part of his or her academic curriculum; those duties performed by an intern are not performed as an employee, but in fulfillment of these academic requirements.

This Agreement is intended solely for the mutual benefit of the parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than the school district and the university, without limiting the generality of the foregoing, no rights are intended to be created for any intern, parent or guardian of any intern, employer or prospective employer of any interns.

This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, are hereby merged into this Agreement.

No amendment or modification to this Agreement, including any amendment or modification of this paragraph, shall be effective unless the same is in writing signed by the party to be charged.

D. Substitute Teaching Assignment

As Michigan elementary teacher certification is valid for teaching grades K-8 it is required that prospective teacher field experiences occur at these levels. Thus, substitute-teaching assignments must be made within this range, in an environment where they know the procedures, faculty, and students. Placement will be in the classroom where the student is completing their intern experience.

E. Mentoring

Because school districts have agreed to promote the professional development of OU Elementary interns, more attention should be paid to the welfare of these interns as subs than to regular subs.

Building administrators must agree to observe OU elementary interns in the subbing situation on a periodic basis, and to conference with these interns about their observations and offer suggestions for improvement. School districts should also involve interns who sub in their own workshops about effective subbing, or support the involvement of the interns in similar workshops offered by local Intermediate School Districts.

F. Initiation and Termination

For an intern to begin subbing there must be agreement among all participants including the intern, the university field instructor, the cooperating teacher and building and district administrators. Interns not wishing to sub cannot be forced to do so. If at any time it is felt by one or more participants that the subbing experience is having a negative impact on internship progress or other aspects of the placement, any participant with due cause can demand the termination of subbing. Consensus is required for the initiation of subbing but not for the termination of that activity.

III. Consequences of Non-Compliance With These Terms and Agreements

Interns who deviate from the conditions of this agreement without the knowledge and consent of the university, and with or without the knowledge and consent of the school district, will lose the opportunity to sub for the remainder of their internship.

Consent for deviations must be approved by and recorded in the office of the Director of School and Field Services.

IV. The Initiation Process

The form on the following page must be completed with all required signatures and returned to the Director of School and Field Services, 381 Pawley Hall, Rochester, MI 48309. This form may be photocopied, and must be completed for each **building** in which there are interns intending to sub. It may also be faxed to (248) 370-4920. The following materials must be attached to this form:

- A schedule of internship time for each intern intending to sub, and
- Evidence of a valid sub permit for each of these interns.

Substitute teaching activity may begin after the school district has received written confirmation that the request has been received and that the conditions are met.

V. Following Approvals

When the form has been approved with all signatures, the student will receive an E-mail stating they are ready to substitute.

The Oakland University Elementary Teacher Education Program



**Declaration of Agreement with the Conditions and Terms
Regarding the Assignment of Interns as Substitute Teachers**

All undersigned parties hereby agree to the terms and conditions set forth by Oakland University in the document “Conditions and Terms for Using Interns as Substitute Teachers.”

School District _____ Building _____

Student Oakland University E-mail _____

Each of the following participants must sign in the appropriate box to initiate substituting.

OU Elementary Intern	OU Field Instructor	Cooperating Teacher(s)
Signatures		
Printed names		

The above agreements are recognized and supported by the following district representatives:

Authorized Building Administrator
Administrator

Authorized District Substitute

The above agreements and required documentation have been received, and the interns listed above are approved for use as substitute teachers under the terms of this agreement.

Director of School and Field Services

Date

(FAX to 248-370-4920)

OU Elementary Substitute Teaching Activity Log

Intern _____ Placement _____

Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:
Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:
Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:
Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:
Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:
Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:
Date _____ School _____ Period ____ Subject _____ Brief description of content and activities:

(FAX to 248-370-4920 at the end of each month.)