



AQUINAS COLLEGE SCHOOL OF EDUCATION

STUDENT TEACHERS HANDBOOK

(REVISED 1/2011)

Welcome!

Dear Student Teacher,

Welcome to the student teaching experience at Aquinas College. You are in for a prolonged roller coaster ride intellectually, emotionally, and physically. You will experience euphoria and disappointment, challenge and tedium, praise and censure, long weekdays and short weekdays, and most likely, stress, stress, and more stress. The rewards are great with success almost certainly guaranteed. You have been well-prepared and are ready to do a great job. Please keep in mind, however, that, as a student teacher, you are a STUDENT learning from this new environment as well as making a contribution to it.

The job of the School of Education is to ensure your success and to provide a comfortable atmosphere within which you will work. We have pledged ourselves to making student teaching a “real” experience by downplaying the traditional “academic class” format in favor of one that is supportive. This will allow you to devote most of your energies to the on-site demands made of a student teacher.

To help you in this endeavor, we conduct seminars throughout your student teaching experience. In addition, your Field Supervisor will conduct scheduled weekly or bi-weekly (per each supervisor’s discretion) seminars to offer support.

With this in mind, you have our good wishes, our time when you need or want it, and our belief in your success.

Sincerely,

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TABLE OF CONTENTS

Section	Title	Pages
I.	Guidelines for Student Teachers	1
II.	Some Keys to Success	2 to 3
III.	Other Things You Need to Know	3
IV.	Student Teacher Code of Ethics	4
V.	Prior to Student Teaching	5 to 6
VI.	The Early Phase of Student Teaching	7 to 8
VII.	The Second Phase of Student Teaching	9
VIII.	The Latter Phase of Student Teaching	10
IX.	Planning Objectives	11
X.	Lesson Plans	12
XI.	Lesson Plan Format	13 to 15
XII.	Observations, Conferencing & Evaluation	16 to 17
XIII.	Student Teaching Sub Policy	18
XIV.	Student Teaching Policies	19 to 20
XV.	Sexual Harassment Policy	21 to 22
XVI.	Student Teaching Problems	23 to 24
XVII.	Your Education Portfolio	25 to 27
XVIII.	Pre-Exit Interview Requirements	28
XIX.	Pre-Exit Interview with Field Supervisor	29
XX.	Exit Interview Requirements	30
XXI.	Congratulations!	31
XXII.	Model Lesson Plan – Elementary	Appendix A
XXIII.	Model Lesson Plan – Secondary	Appendix B
XXIV.	Evaluating a Lesson Plan	Appendix C
XXV.	Certification Reminders	Appendix D
XXVI.	Recommendation for Certification	Appendix E
XXVII.	Weekly Evaluation Record	Appendix F
XXVIII.	Common Field Evaluation	Appendix G
XXIX.	Disposition Criteria	Appendix H
XXX.	Student Teacher of the Year Form	Appendix I
XXXI.	Content Standards and Benchmarks	Appendix J

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GUIDELINES FOR STUDENT TEACHERS

PREFACE

The purpose of this handbook is to assist student teachers by providing certain fundamental information about the professional semester experience. The student teaching experience is widely regarded as the most significant aspect of the teacher education program. It is this experience that becomes the proving ground for the aspiring teacher where intellect, personality, knowledge, and theory are put into practice. A worthwhile student teaching experience should be thought of as an evolutionary one. It is a process of becoming rather than a state of being. The Aquinas College School of Education extends its best wishes for success as you undertake this challenge.

RESPONSIBILITIES OF A STUDENT TEACHER

Student teaching requires a high level of commitment and involves many responsibilities. As such, you will be expected to:

1. Attend and participate in pre-student teaching meetings related to orientation.
2. Orient yourself to the philosophy and practices of your cooperating school.
3. Acquaint yourself with the community and neighborhood in which your cooperating school exists.
4. Attend and participate in student teaching seminars and conferences held concurrently with student teaching.
5. Recognize and understand the role played by your field supervisor and cooperating teacher(s).
6. Demonstrate the ability to continually assume greater professional responsibility as your student teaching experience evolves.
7. Conduct yourself in keeping with the value system and expectations of your cooperating school.
8. Attend and participate in the in-service activities of your cooperating school.
9. Participate in the extra-curricular activities of your cooperating school.
10. Assist in the evaluation process -- demonstrate the ability to evaluate yourself and recognize that evaluation is a continuing process.
11. Provide feedback to your field supervisor regarding problems and concerns experienced. Keep them informed.
12. Develop teaching competencies as identified during your student teaching experiences.
13. Demonstrate the ability to solve some problems independently.
14. Recognize that each field supervisor and cooperating teacher has an individual style in performing his/her role.
15. Expect student teaching to be an individualized and tailor-made experience.
16. Cooperate in meeting deadlines as established.
17. Cooperate to a maximum with your cooperating teacher's expectations.



SOME KEYS TO SUCCESS

1. Put student teaching high on your list of priorities. To consider this experience an adjunct activity or something that merely needs to be done demeans the teaching profession, is harmful to your pupils, an imposition to those who work with you and, hopefully, is unworthy of you. **Student teaching is a full-time responsibility.**
2. Exercise initiative in the student teaching situation. Don't wait to be asked or directed to perform certain tasks. From the outset of your experience, look and volunteer for tasks to be done. Offer to do such things as typing tests and handouts, gathering materials, constructing bulletin boards, supervising small groups or study periods, etc. Most cooperating teachers will expect these things of you, but take the initiative.
3. Plan to arrive every day early in the school day and stay late. **You are to arrive at least 15 minutes before the start of the school day and stay at least 30 minutes after the school day.** **Do not schedule activities that will hinder you getting to school early or leaving late.** Student teaching is a full-time responsibility and should be treated as such.
4. Expect student teaching to be both physically and mentally exhausting. Being on your feet and physically active, as well as interacting with multiple personalities throughout the school day, is very sapping of one's energies.
5. Expect your particular student teaching experience to be unique and different from the experiences of your peers. No two experiences are the same with regard to amount or type of responsibilities assumed, problems confronted, or particular events experienced. The individual nature of each student teacher's experience is seen as an asset. Teachers are not prepared via some prescribed and established formula.
6. Cooperating teachers have different styles of supervising. Some have a more active and direct style while others tend to be more passive and indirect. You deserve and should expect adequate direction but need to keep in mind that each cooperating teacher exercises the right to guide you in the way he or she sees fit. Also, your readiness to assume responsibility and function independently determines the extent to which supervisors retain control over your situation. At any rate, if you feel your cooperating teacher is either giving you too much or not enough freedom and guidance, you should notify your field supervisor.
7. Another key to a successful student teaching experience lies in effective planning. This means that both long and short-range learning goals are established so that instruction has direction and purpose. This also implies that the achievement of goals can be measured via various evaluation techniques (see page 6).
8. Typically classroom management and discipline is the bane of student teachers. It is important to realize that effective management and discipline is closely tied to the ability to establish effective relations with pupils. While punishment has its place in the teaching situation, the emphasis of your efforts should be in creating a learning environment, which enhances each pupil's chances for acceptance and success.

9. Make an effort to involve yourself in auxiliary activities of your cooperating school. This means attending faculty meetings, the PTA, in-service activities, school improvement meetings, curriculum development meetings, and joining in an activity program of the school (sports, theatrical productions, etc.). The more you participate, the more you will feel a part of things and reap the rewards of teaching.

10. In the event that you are to be absent from your student teaching placement, it is imperative that your cooperating teacher(s), field supervisor and the Director of Student Teaching be informed. Call your cooperating teacher(s) as early as possible when you anticipate an absence. This is especially important when it is necessary for them to "sub" for you. Early on, obtain the phone numbers of your cooperating teacher(s), field supervisor and the Director of Student Teaching and keep them available for ready reference.

11. Accept the fact that you will not be able to be all things to all people. In spite of total commitment and dedication on your part, you will have days or times when things do not go well or seem to fall apart. This is a reality of teaching. Keep in mind that it is not whether you will have crises, but how you will confront and deal with them that is essential.

OTHER THINGS YOU NEED TO KNOW

1. <u>Liability</u>	Student teachers hold the same legal responsibilities for the welfare of pupils under their direction as teachers employed by the cooperating school system. You are liable for your actions while participating in school activities and could be tried in a court of law for mistakes, erroneous judgments and/or harmful acts. Negligence involving the welfare of pupils is the most frequent basis for litigation, although instances of this are rare. Nonetheless, you should be alert to potential unsafe conditions or practices.
2. <u>Safety</u>	Be continually alert for the safety of the pupils in your charge. Become familiar with fire evacuation, tornado alert, and bomb threat procedures and be prepared to follow them. If none exist, you should devise an efficient means for dealing with these situations and consult the appropriate school officials for approval. Become familiar with the location of first-aid supplies and their use.
3. <u>Medication</u>	You are not to administer any medications to pupils, including aspirin. The exception to this exists when the cooperating teacher has the written consent of the pupil's parents to administer a prescription; a copy of this permission should be kept on file in the cooperating school.
4. <u>Impairments</u>	Find out which of your pupils have physical or other impairments. Some conditions are covert in nature (i.e. diabetes, hearing and visual impairment, epilepsy, etc.). Be prepared to deal with any situations, which may arise from these circumstances. Your cooperating teacher(s) should have the information you need.
5. <u>Appointments</u>	Any private appointments you may make, such as dental and medical, should be made outside of school or class time periods. Emergencies are an exception.

STUDENT TEACHER CODE OF ETHICS

- All information concerning students, colleagues, and others is to be kept confidential.
- The student teacher should maintain the dignity necessary to gain the respect of the students, faculty members, administration, parents, and general community.
- The student teacher should respect the basic responsibility of parents for their children and seek to establish a friendly and cooperative relationship with the parents.
- The student teacher should provide parents with information that will serve the best interests of their children and be discreet with information received from parents. Parents should be informed about the progress of their children as interpreted in terms of the purposes of the cooperating school.
- The student teacher should show enthusiasm concerning the learning experiences being developed.
- The student teacher should be sympathetic and courteous toward all students, parents, and colleagues.
- The student teacher should consider him/herself a member of the community in which he/she is teaching and act accordingly.
- Disciplinary measures the student teacher employs should conform to the standards of the cooperating school.
- The student teacher should serve as an example to his/her students.
- The student teacher should assume and handle classroom responsibilities as if they were his/her own.
- The student teacher should treat each student as an individual and take into account individual abilities, interests, and capacities for learning. Students should be encouraged to formulate and work for high individual goals in the development of their physical, intellectual, and creative endowments.
- The student teacher should be impartial in dealing with students and constantly strive to be fair while judging them.
- The student teacher should refrain from imposing his/her religious or political views upon others and should exhibit a broadminded, tolerant attitude toward other groups and individuals.

Note: This student teacher code of ethics is not an absolute standard. It needs to be interpreted with the actual experience as the context.

PRIOR TO STUDENT TEACHING OR WITHIN THE FIRST TWO WEEKS OF PLACEMENT

OBSERVATION/PARTICIPATION

Observe your cooperating teacher(s). Participate in the classes as much as possible assisting individuals or small groups of students. Be sure to arrange this with the cooperating teacher(s) prior to class. Focus on the following points within the time you spend in the classroom prior to student teaching. Note how the cooperating teacher(s) makes the process flow smoothly.

- physical set-up of the classroom
 - desk arrangement
 - bulletin boards
- record keeping system
- disciplinary procedures
- effective classroom management techniques
 - giving clear directions
 - time management and transitions from one subject/class to another.
 - pacing of lessons
 - equipment/supplies handed out and collected
 - homework monitoring
- course preparation
- lesson organization/techniques used
- whole class/small group interactions
- methods that the cooperating teacher(s) uses to interact effectively with the students
- methods that the cooperating teacher(s) uses in giving feedback
- use of text and supplemental materials
- testing/assessment procedures
- any other observation of technique, idea, procedure, etc. that you want to remember as you teach

INTERVIEWS

Introduce yourself to the cooperating school (1) principal, (2) other administrators, and (3) supplementary personnel (i.e. resource persons, counselors, school psychologists, etc.). Let them know that you plan to student teach in their school and indicate when this will occur. Ask them about what they do in the school, how they help students, and how they might be of assistance to you as a student teacher. Such discussions do not have to take place in a formal way with an appointment, but an appointment would be preferred so they may give you their full attention.

GETTING TO KNOW YOUR SCHOOL

→ Collect the following information and organize it so that it will be available for your use during your student teaching experience.

Getting to Know the Cooperating School District

- a. Where are the central administrative offices located?
- b. Who is the Superintendent? Are there other central administrators? Who are they and what do they do?
- c. What are the demographics of the school district (e.g. private, public, rural, consolidated, etc.)?
- d. When and where does the School Board meet? Are the teachers encouraged to attend School Board meetings?
- e. What services are provided to teachers by the Central Office?

Getting to Know the Cooperating School Building, Faculty & Staff

- a. Philosophy/mission of the school
- b. Demographics of the cooperating student population
- c. Schedules - regular and other
- d. School calendar
- e. Within school resources:
- f. supplementary personnel available (i.e. bilingual specialist, special educators, speech and language therapist, school psychologist, nurse, vocational director, counselor, etc.)
- g. Materials (i.e. paper, office supplies, etc.)
- h. How do you get these materials?
- i. Instructional materials (i.e. a/v materials, kits, etc.)
- j. Outside of school resources:
- k. district learning center
- l. local college curriculum library
- m. School-wide testing procedures - MEAP and others
- n. Grading/report card system
- o. Attendance procedures
- p. Emergency procedures
- q. Teacher grievance procedures
- r. Student/parent grievance procedures
- s. School-wide disciplinary procedures

Acquainting yourself with the State Standards & Benchmarks (see Appendix I)

- a. These will be used in designing lesson plans.
- b. Look at the benchmarks for lessons that pertain to your focus area.
 - Elementary: Big Four
 - Secondary: Major/Minor subject areas

THE EARLY PHASE OF STUDENT TEACHING

Weeks in a 14-week Student Teaching Assignment:

Early Phase	Second Phase	Latter Phase
1	2 3 4 5	6 7 8 9 10 11 12 13 14

→ With regard to shorter placements (i.e. 6 or 7 weeks), the phases will be determined in discussion between the cooperating teacher(s) and student teacher.

Duration and Introduction:

The first week of student teaching includes getting off to a positive start. Of immediate importance is the need for the student teacher and cooperating teacher(s) to become acquainted personally and professionally. Taking the time to develop a positive rapport provides a strong groundwork for a cooperative working relationship. The student teacher needs to exercise some of the initiative in this.

Arrival at the School:

1. Introduce yourself to the administrators, fellow teachers and other school staff. See yourself as a new student teacher open to learning from your colleagues.
2. Begin to find out who your students are and get to know them. Learn and use their names as soon as possible.
3. Obtain seating charts, grade books, a workspace, textbooks, and other pertinent materials.
4. Learn expectations regarding established routines, classroom management procedures, etc., as outlined by your cooperating teacher(s).
5. Learn expectations regarding such matters as appropriate dress, involvement in school-related activities, schedules, etc.
6. Learn how typical or unusual problems and school logistics are handled by consulting counselors, assistant principals, and principals.
7. Learn procedures relative to contact with parents, such as conferences and other reporting.

Easing into Teaching Through Planning:

During the early phase of the student teaching experience, the cooperating teacher is the primary teacher. The student teacher is usually not given large amounts of responsibility and does not exercise much independence at this stage. However, it is essential that you become actively involved. There are a number of ways this may be achieved.

1. **Observing:** It is valuable for you to spend time observing your cooperating teacher and the class(es) in order to develop a sense of the “how’s and why’s” of teaching and learning.

2. **Bit Teaching:** You may begin to take on small responsibilities within the classroom. Typically, student teachers start teaching by preparing a single lesson in a single subject area for one class (see pages 13-15 and Appendices A-C). At this stage you may use your cooperating teacher's plan to guide you in preparing the lesson or activity. These activities may include but are not limited to:
 - a. Introducing and providing a follow through activity for a film or video
 - b. Reading or telling a story
 - c. Conducting an experiment or demonstration
 - d. Tutoring
 - e. Monitoring student work or study periods
 - f. Designing special activities and using time appropriately (e.g. notecards)
 - g. Assisting with classroom routines (e.g. taking roll)
 - h. Administering a test
 - i. Creating a bulletin board or display
 - j. Participating in school related functions

Suggestions for Moving into the Teaching Process:

1. Obtain descriptions of the subject matter that will be taught and what aspects of the program for which you will be responsible.
2. Design, with your cooperating teacher(s), the outline for any of the subjects to be taught.
3. Prepare learning activities and materials.
4. Ask your cooperating teacher(s) what has occurred thus far in the educational program.
5. Begin to understand your students as individuals and obtain any records that are appropriate to that purpose.
6. Obtain direction in identifying goals, which must be reached, and materials that are to be used in various units.

Additional Experiences with the School and Community:

As a rule, the more time student teachers spend in the total cooperating school setting, the greater the value of the student teaching experience. You should plan to attend school functions -- meetings, athletic events, plays, musical programs, etc. -- whatever will bring you into productive contact with students and others. These contacts will generally broaden your knowledge and understanding of the cooperating school community and provide perspectives beyond those of the classroom. They also serve to enhance your status as a teacher.

Whatever is expected or required of you as a student teacher should serve to identify you as a professional. **Take care not to engage in any activities that can potentially impair your dignity or credibility.**

THE SECOND PHASE OF STUDENT TEACHING

Weeks in a 14-week Student Teaching Assignment:

Early Phase	Second Phase	Latter Phase
1	2 3 4 5	6 7 8 9 10 11 12 13 14

Duration:

The Second Phase of student teaching is crucial and lengthier than The Early Phase. It extends from approximately the beginning of the second week to the end of the fifth week. During this time the student teacher moves from a limited amount of responsibility to assuming the full teaching load with all its related duties.

Assuming Increasing Responsibilities:

Assuming full responsibility for the classroom should be a gradual process. The rate at which the student teacher takes over more of the teaching load should be based on a mutual agreement between the cooperating teacher, the student teacher and, if necessary, the field supervisor. A schedule should be established that will be sufficiently flexible to allow for extenuating circumstances.

Your cooperating teacher may provide considerable guidance and direction in this early phase, but as your responsibilities as the student teacher increase, you should "take charge" for increasingly longer periods of time and demonstrate an increasingly greater amount of independence.

This is the time for you to learn to refine the planning of instruction and to use effective teaching strategies. Team teaching or turn teaching (on alternate days or class periods) might be a viable option. Consult your cooperating teacher and determine which would be the most desirable and effective.

All student teachers are encouraged to try new ideas and gain experience in the implementation of a variety of methods, materials, and strategies. As you **gradually** acquire confidence and an increasing repertoire of teaching ability, alternatives may be implemented.

THE LATTER PHASE OF STUDENT TEACHING

Weeks in a 14-week Student Teaching Assignment:

Early Phase	Second Phase	Latter Phase
1	2 3 4 5	6 7 8 9 10 11 12 13 14

Duration:

During the latter weeks of student teaching, the student teacher generally assumes full time responsibility for all teaching activities. This period extends from approximately the beginning of the sixth week to the end of the fourteenth week. It is understood that the precise timing will vary from situation to situation depending on extenuating circumstances.

Assuming Full Responsibility:

In this phase of student teaching, it is important for your cooperating teacher(s) to leave the classroom under your leadership for longer periods of time. As the student teacher, you should exercise more authority, demonstrate a larger degree of independence, and develop increasingly greater amounts of ability in planning, use of instructional strategies, and classroom management techniques.

You will continue to be observed by your cooperating teacher(s) and receive appropriate feedback and guidance. The focus of observations will now be related to more sophisticated elements in teaching, such as questioning techniques, methods for evaluating student progress, use of various accepted models of teaching, management strategies, working effectively with special needs students, etc.

In general, it is during this phase that you, the student teacher, should begin to identify as the "real" teacher.

Transition:

The last two (2) weeks of the student teaching experience is typically used for the transition by the cooperating teacher(s) back into full time responsibility for the classroom(s). This can be accomplished by a clean break as teaching units begin and end or again by team teaching or turn teaching. You should use this time for completion of all paperwork and record keeping, part-time teaching, observation and self-evaluation.

PLANNING OBJECTIVES

One of the most important factors in achieving success as a student teacher is to plan carefully. The need for this is often not clear to beginning teachers. You may not realize that an experienced teacher writes plans in a type of shorthand, can function effectively with brief cryptic notes, and benefits from ample experience. You, as a student teacher, will require more structure and detail in your planning in order to be successful.

Long Range Planning:

Long-range (semester/year) plans are important for the student teacher in understanding how to develop curricula. Long range plans will help you see a total picture of objectives and how to reach those objectives. **As a student teacher, you need to examine State Standards and Benchmarks for each of the subjects/ preparations you teach so that objectives, activities, and evaluations are congruent (see Appendix J).** With your cooperating teacher's permission, examine his/her yearlong plans and how they have integrated State Standards and Benchmarks.

Short Term Planning:

A new teacher needs to have carefully planned lessons written and ready to consult. Such planning results in growth in confidence and gives purpose, structure, and direction to the teaching-learning process. Carefully written lesson plans also provide a means for lessons to be more effectively critiqued in pre- or post-lesson evaluation sessions with the cooperating teacher(s) and/or field supervisor.

Formal Planning:

Elementary student teachers will plan for the Basic Four classes, which are Language Arts, Math, Science, and Social Studies. Secondary student teachers will plan lessons within their secondary subject area(s). These formal plans will be required during your full time student teaching.



LESSON PLANS



The following pages describe the Lesson Plan Format that is required of all Aquinas College Education students. This format is used to put your thought process down into a developed plan of action. There are two main elements to this format.

The first element of the lesson plan will be the formal lesson plan detailing the entire lesson (see pages 14-15 and Appendices A-B).

The second element of the lesson plan is to generate a student handout, which follows your formal plan. This handout will be given to the students as an assignment sheet. It will cover detailed student procedures and requirements of the lesson. Examples are given in the back of this handbook for both elementary and secondary levels (see Appendix A-C).

The five (5) lesson plans that will be included in your portfolio must be in this 2-part format. **Both the teacher lesson plan and the student handout must be included.**

The State Standard or Benchmark should be identified in the “Teacher Lesson Outcomes” section of the lesson plan (see Appendix J). At least one of the five (5) lesson plans that will be included in your portfolio must exhibit use of technology as part of the assignment.

You must include an example of a completed assignment or final assessment by a student that demonstrates his/her understanding of the lesson you developed using the 2-part format. Be sure to keep the identity of the student unknown. **All student work should be kept confidential**

LESSON PLAN FORMAT

Below are the essential components of all lesson plans. A lesson plan is not complete unless all components are addressed.

- Header Information Specific to Assignment
 - Name
 - Grade Level of Lesson
 - Subject/Content Area
- *Michigan Curriculum Framework*
 - Content Standards and Benchmarks
- Unit Outcome
- Lesson Outcomes
- Rationale/Purpose for Lesson
- Assessment
- Resources/Materials Required
- Introduction
- Procedures
 - *Guided Study
- Homework
- Closure
- Evaluation and Reflection

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LESSON PLAN FORMAT

***Michigan Curriculum Framework* Content Standards and Benchmarks:**

This is the section that identifies which Content Standards and Benchmarks are being taught during the lesson. List the Strand, Standard, and Benchmark for each one being taught. This **MUST** come from the *Michigan Curriculum Framework* Content Standards and Benchmarks.

Unit Outcome:

State the unit outcome(s) to which this lesson is related. Identify the unit outcome from the *Michigan Curriculum Framework* Content Standards and Benchmarks, KC⁴ curriculum, or local school district documents.

Lesson Outcomes:

Write the behavioral and instructional outcomes for this lesson in clear, concise, powerful statements which indicate exactly what all learners will know, do, and be like when the lesson is completed. Begin these statements with “The Learner Will ...” or “TLW.”

Rationale/Purpose for Lesson:

This is a brief section explaining the importance of students achieving these outcomes and how this is relevant to real life contexts for students.

Assessment:

Show how you will determine if the outcomes of the lesson were accomplished. How will students demonstrate the skills, knowledge, and attitudes they have learned as a result of this lesson?

Resources/Materials Required:

List everything you will need to teach this lesson and, if necessary, where materials may be obtained.

Introduction:

Write a brief paragraph outlining how you will introduce this lesson in a way that will engage all learners’ attention and generate a “need to learn” within them. What is the “grabber” you will use to snap their heads around and focus them on the lesson?

This is also a time to activate prior knowledge, do some pre-assessment and inform students of the lesson outcomes and unit standards they will be working on and accomplishing with this lesson.

Procedures:

Describe in some detail what you as the teacher will do to deliver the lesson and what the students will be doing to learn it. Procedures must:

- Be clearly written, step-by-step processes
- Be developmentally appropriate
- Contain clear, detailed directions
- Be logically organized
- Use a multitude of strategies
- Keep learners actively involved
- Address learning styles, special needs, and cultural diversity
- Use questioning techniques designed to increase learner responses
- Include modeling - showing an example as you explain
- Guided Study: What additional independent practice will be employed to extend and continue the learning process?

Homework:

What additional outside activities will be employed to extend and continue the learning process?

Homework is:

- Meaningful work that can ONLY be done at home (classifying foods in the refrigerator as to food groups)
- Practice work that can be done completely independently by the student without the need for help from anyone else.

Closure:

Explain how you will effectively bring this lesson to an end in such a way that learning is moved from short term memory to long term memory. Describe how students will summarize their learning and engage in metacognition to build confidence in their own thinking abilities. How will students reflect emotionally on their learning and make connections to contexts in their own lives? How will you prepare and excite learners for the next step in the learning process?

Evaluation and Reflection:

Reflect on the experience of the lesson in terms of what you learned about the students and your own teaching performance. What went well? What needs to be changed? What improvements and personal development needs to occur for this lesson to be even more effective the next time?

OBSERVATIONS, CONFERENCING & EVALUATION

Observations

Cooperating Teacher(s):

The importance of the cooperating teacher in the observation process is primary. Observations ideally should be made on a regular basis, recorded, and shared with the student teacher. They can consist of notes in a journal, a formalized checklist, or informal jottings. The key idea is that you, the student teacher, should seek and welcome feedback regarding your performance. Accept the reality that useful feedback is bound to be both positive and negative and is intended to foster your growth and development.

Field Supervisor:

Classroom visitations and observations by the field supervisor are important aspects of your student teaching experience. Several of these are made at regular intervals to provide feedback for you and to consult with your cooperating teacher(s). For the most part, visits by the field supervisor are pre-arranged, though they can, on occasion, be impromptu. If necessary, you or your cooperating teacher(s) may request a visit from your field supervisor at any time.

Conferencing

An essential aspect in learning to become an effective teacher is to have the opportunity to discuss what one is doing, why one is doing it, and to be told how things are going. This is achieved partially through conferences. Conferences fall into two categories: formal and informal; both are imperative. They provide the opportunity for you and your cooperating teacher(s), and/or field supervisor to share perceptions, to offer suggestions, and provide general consultation.

You, the student teacher, are also strongly encouraged to reflect and self-evaluate.

You and your cooperating teacher(s) should find a suitable time on a **daily** basis for the informal conference. More formal conferences should be held on a weekly basis. You have a responsibility to be readily available for any and all conferences. Any party should be free to request additional conferences when a need arises. The topics for discussion can focus on lesson planning, classroom management, evaluation of student progress, professional development issues, school improvement, teaching strategies, personal issues related to performance and so on.

Importance of Evaluation

Participants in the student teaching experience recognize the importance of evaluation. You definitely have a valid concern regarding the evaluative process, who will evaluate you, and its relative importance. It is important to realize that the final evaluation report you receive at the conclusion of your student teaching becomes the single most important document in your placement credentials. Therefore, it is vital that you familiarize yourself with the evaluative instrument and the criteria on which you will be measured. A copy of the evaluation form is included in this packet (see Appendix G).

The Evaluative Process

Although the final evaluation is recognized as all important, it is equally important to realize that evaluation is an ongoing process and essentially begins from the commencement of your student teaching experience. You will have both formal and informal evaluation sessions with your cooperating teacher(s) and field supervisor. Evaluation may consist of simple verbal input following your teaching sessions, take form in a brief written resume, evolve from conferences with your cooperating teacher(s) or field supervisor, result from casual conversations with peers, emanate from seminar or class sessions, and even derive from pupil comments and feedback. A primary evaluation source is you. You will want to develop the ability to analyze your own strengths and weaknesses and identify means to improve your performance. Recognizing that evaluation is a continual process, is both formal and informal, and derives from multiple sources is critical.

Observations, conferences, and evaluations are the responsibility of both your cooperating teacher(s) and field supervisor. Your field supervisor will receive a copy of the Midterm Evaluation. **If you have multiple placements, a final evaluation and written comments should be done at the end of each placement.** The purpose is to provide you with information relative to your performance as a beginning teacher. The ultimate intent of the process is to foster growth and maturity in you as a fledgling professional.

You should keep a copy of all written evaluations. It is important that you read them carefully. Midterm and final evaluations (i.e., the original documents written by your cooperating teacher(s) and field supervisor and your final self-evaluation) should be given to the Director of Student Teaching at your Exit Interview.

Midterm Evaluation

Just after the midpoint of the student teaching experience, the cooperating teacher(s) will complete a detailed midterm evaluation of the student teacher (see Appendix G). As with informal evaluations, it is extremely important that you, your cooperating teacher(s) and field supervisor share the midterm evaluation with open perceptions of the student teacher's progress and identify suggestions for improvement. The midterm evaluation does not become a part of your permanent file but is used to help you improve and develop as the semester progresses.

Final Evaluation

The final evaluation is completed during the last week of your placement. It should reflect a fair and accurate assessment of the student teacher's performance during the student teaching experience. As with the midterm, it should be shared and discussed between the student teacher and cooperating teacher(s) before it is submitted to the Director of Student Teaching.

These documents become a part of your placement file. Due to the importance of this document, it must be signed by you and your cooperating teacher. This indicates you have read the evaluation and does not necessarily indicate agreement, though hopefully that is the case.

Your cooperating teacher(s) and field supervisor may retain copies of the final evaluation for their records.

If it is appropriate, a cooperating school administrator may observe you using the evaluative procedure of the cooperating school district. Student teachers are encouraged to have the cooperating school principal or some other appropriate administrator observe and evaluate them.

STUDENT TEACHING SUB POLICY

Accepted by the SOE at a department meeting on 6/16/00

1. Student teachers are expected to complete the required student teaching experience before **applying to substitute**. For some students with multiple placements, the required experience will be at least 14 weeks, thus not allowing them time to sub during student teaching at all. For others, there may be some time for subbing after the required student teaching period has been successfully completed.
 - *Definition:* A “Required Student Teaching Experience” is one which includes an orientation period of 2 to 3 weeks, a period of 7 to 8 weeks in which the student teacher is in full charge of the class, and a period of 1 to 2 weeks in which the student teacher turns control of the class back over to the cooperating teacher(s). After completion of these phases (typically a 12 to 13 week process) the student may apply for authorization to sub as outlined below.
2. Student teachers may apply in writing for the opportunity to sub after successful completion of their required student teaching experience. The **Student Teacher Sub Policy Activation Request** must be reviewed and approved by all of the following individuals: (1) Cooperating Teacher, (2) Field Supervisor, (3) Cooperating School Principal, (4) Director of Student Teaching and (5) Dean of the School of Education. Students are to submit their request with the first three signatures completed. The latter signatures will be obtained following submission. The student will be notified via fax of the results of this approval process within 2 to 3 business days after the submission of a request.
 - *Note:* Cooperating teachers are to do a standard evaluation at the time subbing is requested documenting any concerns about the student teacher’s readiness to substitute teach.
 - *Stipulation:* Students must be registered and authorized to substitute teach within the district they are assigned before approval to sub may be granted.
3. Student teachers will be allowed to sub a maximum of 5 days within the last 2 weeks of their required student teaching experience.
4. Subbing assignments will be limited to the building in which the student is assigned to student teach.
5. During an authorized subbing period in which the student teacher is not assigned to a classroom sub position, he/she will be assigned to the cooperating teacher’s classroom.
6. The sub time, if authorized, may be paid and include observation by field supervisors during the 13th and 14th weeks. Continued attendance at Director of Student Teaching and field supervisor seminars is mandatory.
7. The “leave day” allotment is two (2) days.
 - **Please Note:** Substitute teaching following completion of the required student teaching experience does not apply to any of the above.

STUDENT TEACHING POLICIES

Work Stoppage

In case of strike or work stoppage, you are not to report to your assigned school, but to the Director of Student Teaching for further direction. You will be reassigned (where possible) if the strike or stoppage exceeds two weeks. Student teachers are expected to assume a neutral role during collective-bargaining sessions. Difficulties in finding another assignment may result in delaying the scheduled completion date of your student teaching.

Transportation

As a student teacher, you are not to transport students in your own vehicle for any reason. You may transport students for school functions only if requested by a cooperating school administrator provided that a school vehicle is used and you have been issued a current and valid Chauffeur's License. The Director of Student Teaching and a school administrator must **pre-approve** such requests. **You will still be responsible for any negligence.**

Laws for Educators

Student teachers are expected to be knowledgeable of laws such as the child protection law for reporting child abuse and neglect, the law for banning corporal punishment in schools, etc. If you need more information on these areas, please see your cooperating school principal or cooperating teacher(s).

Health and Liability Coverage

An up-to-date negative tuberculosis verification **must be** on file in the Aquinas College School of Education. Liability coverage is obtained automatically when you pay tuition during the student teaching semester.

Attendance/Punctuality

During the student teaching experience, daily attendance is required at the cooperating school site and at all scheduled student teaching seminars. Attendance and promptness are an indication of commitment. Accordingly, you will be expected to devote full time to your student teaching while assigned to your cooperating school.

As a student teacher, you will follow the prescribed time schedule and calendar established for the regular faculty members of your cooperating school. In the cases where the cooperating school schedule deviates from that of Aquinas College, (i.e., the beginnings of the school semester, spring break, and holidays) you will follow your cooperating school calendar.

You are required to attend staff-development sessions, parent-teacher conferences, open house events, faculty meetings, and other extracurricular activities deemed appropriate by your cooperating teacher(s). Open house and some parent conferences are often evening events.

If your cooperating school is closed due to weather or similar emergencies, you are to follow the attendance policy required of the cooperating school's professional staff.

Student teachers are expected to follow the holiday schedule of the assigned cooperating school. If due to religious affiliations, you must be absent on a regularly scheduled school day, then you must make special arrangements **in advance** with your cooperating teacher(s) and field supervisor.

If illness or personal family circumstances cause you to be absent, you are required to contact your cooperating teacher(s) ahead of time, preferably the night before or early the morning of. You are required to leave lesson plans for any activities for which you are responsible in the classroom. You must make sure that plans, textbooks, materials, teaching guides and manuals are delivered to your cooperating school during your absence. **You must also phone and inform the Director of Student Teaching and your field supervisor of your absence.**

In the event of an emergency resulting in more than two (2) absences, your cooperating teacher(s), your field supervisor and you will arrange the make-up requirements. The plan will be subject to approval by the Director of Student Teaching.

Sexual Harassment

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, and the Michigan Elliott-Larsen Civil Rights Act. Sexual harassment is a form of sexual discrimination.

Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, personally offensive, fails to respect the rights of others, lowers morale, and, therefore, interferes with a person's work effectiveness.

Sexual harassment may take different forms. Forms of harassment include:

- a. Unwelcome sexual advances; or
- b. Requests for sexual favors; or
- c. Verbal: sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats; or
- d. Non-verbal: sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, whistling, obscene gestures; or
- e. Physical: unwanted physical contact of a sexual nature, including but not limited to touching, pinching, coerced sexual intercourse, assault; or
- f. Conduct or communication of a sexual nature that creates a hostile working environment.

It is possible that a student teacher will either be accused of or be a victim of sexual harassment.

<i>A. Student Teacher: Accused of Sexual Harassment</i>	<i>B. Student Teacher: Victim of Sexual Harassment</i>
<p>Accusations will be discussed with the student teacher and all persons involved. A plan to resolve the situation and timelines will be determined. Further action will depend upon the situation.</p> <p>Appropriate disciplinary action will be taken against any student teacher who sexually harasses students, teachers, or staff members of the cooperating school. This disciplinary action will be designed to stop the harassment immediately and to prevent its reoccurrence.</p>	<p>A student teacher ("complainant") who believes he or she has been sexually harassed should promptly report the complaint by notifying the field supervisor and/or the Director of Student Teaching. It may be that the student teacher will be requested to submit a written statement of the allegation(s) made.</p> <p>During the investigation, complaints will be handled in a timely and confidential manner to the greatest extent possible. Confidentiality is desirable to protect the privacy of the complainant, to encourage the reporting of any incident of alleged sexual harassment, and to protect the reputations of the individuals involved.</p> <p>The Director of Student Teaching, with the advisement of appropriate counsel from Aquinas College, will conduct a fair, thorough, and timely investigation of the allegation(s). The investigation will include the consideration of the nature of the alleged activity and the context in which the alleged activity occurred. Appropriate parties involved will determine a plan of action.</p>

AQUINAS COLLEGE
SCHOOL OF EDUCATION
SEXUAL HARASSMENT POLICY

I. POLICY

It is the policy of Aquinas College, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Aquinas College is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

II. DEFINITION

Sexual harassment of employees and students at Aquinas College is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (or of the grade they receive).
- B. Submission to or rejection of such conduct is used as the basis for employment (or grading) decisions effecting that individual.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

III. COMPLAINT PROCEDURES

Employees who feel that they have been sexually harassed under the above definition and desire further information, or assistance in filing a complaint, should contact the Aquinas College Director of Human Resources. Students should contact the Dean for Student Development.

In investigating such complaints, the Director of Human Resources and the Dean of Student Development will observe the following principles:

- A. The person bringing the complaint will not suffer retaliation.
- B. The complaint will not be discussed with anyone else without the complainant's permission.
- C. If permission is given to pursue and investigate the complaint, that such investigation will be conducted by the President or his/her designee of the major unit in which the complaint was brought.
- D. In conducting an investigation, the right of confidentiality, both of the complainant and of the accused, will be respected.
- E. The investigation will be conducted as quickly as possible and the results reported to the complainant.

- F. That in the event the complaint is found to be valid, the person guilty of the sexual harassment will receive appropriate disciplinary action, as defined in the following:
1. "Student Conduct Code" of the Student Handbook
 2. "Student Grievances and Appeals for Termination" of the Student Employment Supervisor's Manual
 3. "Rules of Conduct" of the Support Staff Handbook
 4. "Academic Grievance Procedures" of the Faculty Handbook

DIRECTED STUDENT TEACHING TERMINATION OF PLACEMENT POLICY

The criteria to be used for determining the need for termination of a Directed Student Teaching placement will include:

1. The inability to demonstrate the skills necessary to function effectively as a teacher as evidenced by the evaluation of the cooperating teacher and field supervisor.
2. Evidence of lack of proper preparation in advance of instruction
3. Evidence of emotional instability during teaching or during consultations with the field supervisor or cooperating teachers
4. Evidence of actions harmful to student well-being or inappropriate communication with students, parents, colleagues, or administrators.
5. Evidence of irreconcilable differences with the cooperating teacher
6. Health issues that render the student unable to continue in the placement.

If the circumstances warrant a termination of the placement the following steps will occur:

1. Discussion of the case at a Student Concerns Committee Meeting within the School of Education
2. Within the first 8 weeks of the Aquinas semester, a student may withdraw from Directed Student Teaching. The student will receive a refund of tuition paid according to the normal College withdrawal policy. If a student withdraws or is removed by the School of Education from Directed Student Teaching after the eighth week of the Aquinas semester, he or she will not receive a refund of any tuition paid.
3. If the student is given the opportunity to re-enroll in a Directed Student Teaching experience for the next semester or the following year, he or she would register and pay full tuition for the appropriate credits in that semester. Issues affected by enrollment status such as health insurance, loan repayment, and financial aid will vary greatly among individuals. It is the responsibility of each student to be aware of his/her situation and to seek advice from the appropriate offices throughout the withdrawal process.
4. Meeting with the field supervisor, cooperating teacher, and Director of Field Placement, if necessary, to discuss the placement issues, make a list of problems and/or weaknesses, produce a plan of action to remedy the situation, if warranted.
5. The Director of Field Placement will determine the success of the plan of improvement within two or three weeks and develop further steps, if needed.
6. At a later date if the student wishes to re-enroll in the Directed Student Teaching Program he/she will have to submit a letter describing the new circumstances under which the placement will be made, addressing the previous issues that caused the withdrawal.
7. If the student fails to complete the second placement opportunity successfully, a third placement will not be made. A recommendation will be made to contact the Career and Counseling Office at Aquinas to consider other options.

The School of Education also reserves the right to place a student teacher on probationary status prior to the student teaching experience based on issues of concern (related to the MDE Code of Ethics and Aquinas SOE teacher dispositions) that have arisen during preparation classes. The student will sign a document indicating that he/she will address the concerns. If these issues are not addressed during the first month of the placement then the student will be removed from the certification program. If the student teaching performance addresses the issues of concern, then he/she will be allowed to continue the placement and remain on probation as long as the original concerns do not become a problem for the cooperating teacher, field supervisor, or other professionals in the building.

AQUINAS COLLEGE
SCHOOL OF EDUCATION

**DIRECTED STUDENT TEACHING
TERMINATION OF PLACEMENT POLICY**

**With Regard to the MDE Code of Ethics
and
School of Education Teacher Dispositions**

The School of Education also reserves the right to place a student teacher on probationary status prior to the student teaching experience based on issues of concern (related to the MDE Code of Ethics and Aquinas SOE teacher dispositions) that have arisen during preparation classes. The student will sign a document indicating that he/she will address the concerns. If these issues are not addressed during the first month of the placement then the student will be removed from the certification program. If the student teaching performance addresses the issues of concern, then he/she will be allowed to continue the placement and remain on probation as long as the original concerns do not become a problem for the cooperating teacher, field supervisor, or other professionals in the building.

AQUINAS COLLEGE
SCHOOL OF EDUCATION

YOUR EDUCATION PORTFOLIO

All certification candidates in the School of Education undergraduate and M.Ed. programs are required to construct a developmental portfolio during their course of study here at Aquinas College. The purpose of this portfolio is to collect, organize, and reflect upon evidence of your competence as an educator. This evidence or documentation will be presented in an electronic portfolio for final review before you are recommended for certification.

All portfolios have two dimensions. One dimension is that a portfolio is a product you create and utilize to document your knowledge, skills, and attitudes to present to another person. This portfolio product is often used in a job interview or admission application into an academic program. In this context, your portfolio needs to efficiently and convincingly document your strengths in the most concise way possible. No one has the time to review a long, rambling, “scrapbook”, type of portfolio. The second dimension of a portfolio is that it is a process. The act of creating a portfolio, deciding what to include, and producing reflective summaries for the non self-explanatory exhibits, demonstrates and promotes self-assessment and self-reflection. Good teachers are reflective people who are adept at self-assessment.

Your education portfolio is a unique and dynamic reflection of you as you prepare for your teaching career. Thus, over the next few years, your portfolio serves two basic functions. First, it can help you understand the skills, dispositions, and interests you have acquired in the course of your studies, reflect on your own learning to identify your personal strengths and areas of growth, and update documentation of your skill development as you complete courses and participate in additional activities beyond your course work. Secondly, the portfolio should be used for documenting and demonstrating your abilities as an intending teacher. This will be important as you prepare to student teach and begin to interview for a teaching position.

Your education portfolio is a unique and dynamic reflection of you as you prepare for your teaching career. Thus, over the next few years, your portfolio serves two basic functions:

First, it can help you:

- Understand the skills, dispositions, and interests you have acquired in the course of your studies.
- Reflect on your own learning to identify your personal strengths and areas of growth.
- Update documentation of your skill development as you complete courses and participate in additional activities beyond your course work.

Second:

The portfolio should be used for documenting and demonstrating your abilities as an intending teacher. This will be important as you prepare to student teach and begin to interview for a teaching position.

Your portfolio must be in a three-ring binder that is 1 – 1 ½ inches wide with eight (8) tabs for the following sections:

<u>Introduction</u>	Required Portfolio Items: <ul style="list-style-type: none">• cover letter/opening statement• resume Suggested Portfolio Items: <ul style="list-style-type: none">• personal items (pictures, etc.)
<u>Standard 1</u> An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts)	Required Portfolio Items: <ul style="list-style-type: none">• transcript(s) Suggested Portfolio Items: <ul style="list-style-type: none">• artifacts from undergraduate coursework
<u>Standard 2</u> A commitment to student learning and achievement	Required Portfolio Items: <ul style="list-style-type: none">• philosophy of education• classroom management plan Suggested Portfolio Items: <ul style="list-style-type: none">• artifacts from literacy/reading course(s)
<u>Standard 3</u> Knowledge of subject matter and pedagogy	Required Portfolio Items: <ul style="list-style-type: none">• lesson plans• unit plan Suggested Portfolio Items: <ul style="list-style-type: none">• artifacts from methods course(s)
<u>Standard 4</u> The ability to manage and monitor student learning	Required Portfolio Items: <ul style="list-style-type: none">• final evaluation checklists• self-evaluation checklist• letters of recommendation Suggested Portfolio Items: <ul style="list-style-type: none">• letters from students• examples of assessments
<u>Standard 5</u> The ability to systematically organize teaching practices and learn from experiences	Required Portfolio Items: <ul style="list-style-type: none">• written self-reflection Suggested Portfolio Items: <ul style="list-style-type: none">• educational research paper• artifacts from educational foundation course(s)• Creative Response to Conflict (CRC) certificate

<p>Standard 6 Commitment and willingness to participate in learning communities</p>	<p>Required Portfolio Items:</p> <ul style="list-style-type: none"> • professional organization membership(s) • certificates of attendance from conferences • bulleted list of extracurricular activities/interests • service to community <p>Suggested Portfolio Items:</p> <ul style="list-style-type: none"> • artifacts from tutoring/individualized work with students • professional memberships outside education
<p>Standard 7 An ability to use information technology to enhance learning and to enhance personal and professional productivity</p>	<p>Required Portfolio Items:</p> <ul style="list-style-type: none"> • technology assessment checklist <p>Suggested Portfolio Items:</p> <ul style="list-style-type: none"> • integrated lesson plans • PowerPoint presentations

***Check your exhibits for confidentiality. If you have used samples of assessments, student work, or anything that has individual names, addresses, phone numbers, school names, teacher names, etc., make sure you remove that information from the exhibit. **Permission for use of any student's pictures must be obtained and documented in writing.**

For more information on composing your portfolio, resources, tools, and sample portfolios, visit the Student Teaching webpage at:

www.aquinas.edu/education/undergraduate/student_teaching_info.html

Portfolio information appears at the bottom of the webpage (scroll down to view).

FIELD SUPERVISOR PRE-EXIT INTERVIEW REQUIREMENTS

1. SEMINAR REQUIREMENTS

- ❑ Communication Logs
- ❑ Lesson Plans w/ supplemental materials

2. MIDTERM EVALUATION(S)

- ❑ copy to Field Supervisor

3. CERTIFICATION REQUIREMENTS

- ❑ Make sure all certification requirements are being completed
 - see Appendices D & E for certification information

4. EVALUATIONS

- ❑ Field Supervisor (see Appendix G)
- ❑ Cooperating Teacher(s) (see Appendix H)
- ❑ Final Self-Evaluation (identical to Cooperating Teacher Final Evaluation)

5. LETTERS OF RECOMMENDATION AND/OR COMMENTS

- ❑ Field Supervisor (if offered)
- ❑ Cooperating Teacher(s) (if offered)

6. REFLECTION PAPER - a one page typed reflection on your student teaching experience

Pre-Exit Interview with Field Supervisor

Please fill out the top section and your field supervisor will comment on each question and sign.
You are required to bring the completed form to your Exit Interview.

.....

Name: _____ Date: _____

Cooperating School: _____

Cooperating Teacher(s): _____

Field Supervisor: _____

Weekly Evaluation Records were provided as required: _____ Yes _____ No

Comment(s): _____

Quality Lesson Plans were provided as required: _____ Yes _____ No

Comment(s): _____

Received a copy of cooperating teacher(s) midterm evaluation: _____ Yes _____ No

Comment(s): _____

Received a copy of cooperating teacher(s) recommendation/comments: _____ Yes _____ No

Comment(s): _____

Attended scheduled Field Supervisor seminars as required: _____ Yes _____ No

Comment(s): _____

Field Supervisor's Signature

Date

DIRECTOR OF STUDENT TEACHING EXIT INTERVIEW REQUIREMENTS

It is the responsibility of the student teacher to make an appointment for an exit interview with the Director of Student Teaching. **All** requirements of student teaching must be completed prior to this interview. Please schedule your exit interview within 8 weeks of the completion of your student teaching placement. You **may** come for an exit interview whether or not your coursework in other classes is completed and whether or not your Michigan State Exams have been passed. This exit interview pertains only to your student teaching experience.

If a student teacher does not schedule an Exit Interview within 8 weeks after the completion of student teaching, he/she may be required to redo student teaching in its entirety.

You must have the following items completed PRIOR to your Exit Interview:

- ❑ Pre-Exit Interview with your Aquinas Field Supervisor
- ❑ **NOTARIZED** Michigan Provisional Certificate (distributed by the Certification Officer during one of the Director's Seminar meetings)
- ❑ Portfolio with at least **two** (2) exhibits or more per section (see pages 26 & 27)
- ❑ Originals and one copy of letters of Recommendation from your Field Supervisor & Cooperating Teacher(s)
- ❑ Originals and one copy of your final evaluation from your Field Supervisor, Cooperating Teacher(s), and yourself
- ❑ A one-page Reflection Paper on your student teaching experience
- ❑ Valid Adult and Child CPR and First Aid card
- ❑ Copy of your individualized professional development plan
- ❑ Complete Michigan Department of Education online survey: URL will be provided when available

Note:

To shave 10 minutes off your Exit Interview, have copies of your Letters of Recommendation, Final Evaluation Checklists from your Field Supervisor and Cooperating Teacher(s), Self-Evaluation Checklist and your one page Reflection Paper available. Copies of these documents are necessary for your student teaching file.

Now that you
have landed your
"dream job"...

... PLEASE LET US KNOW ABOUT IT!

At your Exit Interview, you will be given a questionnaire and business reply envelope. When you secure a job, please take a minute to fill it out and return it to us in the envelope provided.

Congratulations!

MODEL LESSON PLAN - ELEMENTARY

Name: Tim Bennett

Grade Level of Lesson: 4th

Subject/Content Area: Science

Michigan Curriculum Framework Science Content Standards and Benchmarks:

- I. Constructing New Scientific Knowledge (C)
All students will ask questions that help them learn about the world.
 - B1 Generate questions about the world based on observation.
All students will design and conduct investigations using appropriate methodology and technology.
 - B2 Develop solutions to problems through reasoning, observation, and investigations.
 - B3 Manipulate simple devices that aid observation and data collection.
- II. Reflecting on Scientific Knowledge (R)
All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.
 - B1 Develop an awareness of the need for evidence in making decisions scientifically.
- III. Waves and Vibrations (PWV)
All students will explain shadows, color, and other light phenomena.
 - B4 Describe ways in which light interacts with matter.

Unit Outcome:

The Learner Will observe the behavior of light energy as it interacts with various surfaces in order to compare and contrast the results and relate the observations to events involving light encountered in everyday life.

Lesson Outcomes:

TLW read simple instructions and act on the information.

TLW make a general rule when specific facts are used.

TLW predict the number of letters of the alphabet and numbers in a set from 0 to 9 that will appear the same in a mirror as they do printed on paper.

TLW use a mirror to check the prediction and record the results.

TLW produce a generalization or rule which defines how to tell when any object will appear the same in a mirror as it does as a real image.

TLW evaluate the generalization by testing it on several given designs to determine its effectiveness and then modifying it if necessary.

Rationale/Purpose for Lesson:

Students experience mirrors in their daily lives (i.e. bathroom mirrors, car mirrors, locker mirrors). Students need to know that some objects, like mirrors, reflect light in a regular pattern that is predictable.

Formulating a generalization from a series of observations and then testing out the validity of the generalization are key elements in the process of constructing new scientific knowledge.

Assessment:

Teacher will collect and assess journal responses to today's questions and the generalization written by each student.

Criteria: Student generalizations must include the idea that the **symmetry** of an object determines whether or not it will appear the same in a mirror as in real life.

Answers to questions in the journal must include the idea that **images are reversed** left to right in mirrors and elaborate on what that means when viewing objects in mirrors.

The list of "other uses of mirrors" needs to include at least three items.

Resources/Materials Required:

- Text - Sound and Light, Prentice Hall Science Unit book
- 25 two by three inch plane mirrors
- 25 AIMS worksheets titled, "Mirror/Mirror"
- One "Mirage" reflective hologram apparatus
- Pencils for all

Introduction:

The "Mirage" hologram reflector is set up and placed on a front table in control of the teacher. Students are encouraged to observe but not dismantle the display. After all have had a chance to observe the holographic reflection and students are settled at their work spaces, volunteers are randomly selected to take guesses as to how it works. The "secret" is to be revealed at the end of today's lesson that centers around how light energy behaves when it comes in contact with mirrors (a hint!).

Procedures:

1. Hand out AIMS worksheet titled, "Mirror/Mirror".
2. All read instructions silently as teacher reads them aloud.
3. Ask if there are any questions. ("I don't get it" is not a question. It is a statement. Insist that learners seek help by asking a question so I know *exactly* how to help.) Check further by randomly asking some to repeat parts of the directions and by asking leading questions.
4. Describe and demonstrate the proper way to handle the breakable glass mirrors students will be using. If a *mirror* is broken, **restitution** is expected. Mirrors cost \$1.00 each and if the accident occurred as a result of willful behavior, further restitution may be required.
5. Hand out the mirrors to cooperative groups previously created by ability grouping. Partners begin the worksheet. Figure on some "play" time with the mirrors but encourage students to eventually get down to the task at hand.
6. Students check answers with partners up to step 5.

7. Stop and put down pencils at step 5. Students read their “choice book” or work on the “challenge pack” for the week until others have finished.
8. When all have finished step 5, explain and give examples of what a generalization is. It is a rule that can be applied to all situations.
9. The learner’s task is to write a generalization (rule) which explains why certain letters and numbers appear the same in the mirror and others do not. The student’s rules must work on all figures and designs (not just letters and numbers) when checked with a mirror.
10. When all have had a chance to write their rule, draw several imaginary figures on the board (some with symmetry and some without) and randomly select students (use opportunity cards) to test their generalizations.
11. As a class, collaboratively identify the key characteristic an object must have to appear the same in a mirror (symmetry) and encourage everyone to include that in their rule if it is not there already.
12. Key questions to answer in journals to summarize learning, “What does a mirror do to an object’s image when it reflects it? *It reverses it.* How does this affect what you see in bathroom mirrors? Rear view mirrors of cars? Full length mirrors in stores? What are some other uses of mirrors?”
13. Guided Study: Answer the questions about plane mirrors on page 65 in the “Review of Concepts” section. Answers can be found on pages 63 to 65 and need to be written in complete sentences.

Homework:

Make a list of all of the places and uses of plane mirrors found in and around your home.

Closure:

All students write an explanation in their Science Journals of how the “Mirage” apparatus works based on what they know of the behavior of light and reflection. Take volunteers to share their responses and explain how they used their knowledge of mirrors to develop the explanation. Dismantle and explain how the “Mirage” works (uses curved mirrors inside to produce the three dimensional image seen on the top of the dish). Students evaluate in the journals how close their explanation came to the actual mechanisms at work. Tomorrow we will investigate how magicians use mirrors to create some of the illusions they use.

Evaluation and Reflection:

The “Mirage” intro and closure works very well. The idea of writing a generalization was very difficult for students. I need to supply more instruction and examples of what generalizations are and how they are formulated.

MODEL LESSON PLAN - SECONDARY

Name: Susan M. Bailey

Grade Level of Lesson: 9th

Subject/Content Area: English

Michigan Curriculum Framework English Language Arts Content Standards and Benchmarks:

Meaning and Communication

- CS1 All students will read and comprehend general and technical material.
B5 Respond personally, analytically, and critically to a variety of texts.
- CS2 All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
B1 Write fluently for multiple purposes to produce compositions.
B3 Plan, draft, revise, and edit their texts.
B4 Demonstrate precision in selecting appropriate language conventions when editing text.
- CS3 All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.
B1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts.

Literature

- CS5 All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.
B1 Select, read, listen, view, and respond thoughtfully to both classic and contemporary texts.
B2 Describe and discuss archetypal human experiences that appear in literature.
B3 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.

Depth of Understanding

- CS9 All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.
B1 Analyze and reflect on universal themes and substantive issues from oral, visual, and written texts.

Unit Outcome:

The Learner Will take the theme of *Lord of the Flies* and, using Abraham Lincoln's quote or Golding's viewpoint that all people are evil, agree or disagree with Golding's point of view. This will give the students a chance to create a position paper while using information that they just read.

Lesson Outcomes:

- TLW read the novel *Lord of the Flies* and identify, using examples, Golding's viewpoint that people are born evil or identify examples that agree with Lincoln's statement that "Human nature can be modified to some extent, but human nature cannot be changed."
- TLW gather examples from the novel that support his/her point of view.
- TLW write a rough draft using the five-paragraph format taught in class.

Rationale/Purpose for Lesson:

Students are asked to take a position on many things in their lives. They must know how to back up their positions with evidence. Also, writing skills are critical for life.

Assessment:

The teacher will monitor the students as the activity progresses to check the students' identification of examples from the novel. The essay will be graded as to the FCAs listed on the handout.

Resources/Materials Required:

Lord of the Flies by William Golding
paper and pen or pencil to construct rough draft
handout pertaining to the lesson
access to a computer, if possible

Introduction:

Upon finishing the novel, the teacher will review the chapters and discuss examples that could help either side in the written debate. Certain characters are not evil and do not succumb to Golding's theory or even to Lincoln's but many of the others do.

Procedures:

1. Finish reading the novel.
2. Get a good discussion going about being born evil.
3. We could do some mapping on the board as proof to back up our position.
4. Handout the student assignment sheet.
5. Go over the sheet with the students and see if there are any questions.
6. Begin writing a good introduction and proceed with the rest of the essay.
7. Peer editing will take place before the final piece is typed.
8. Peer editing will also take place in locating the grammar examples.
9. Dictionaries and grammar books may be used in helping to work with the grammar.
10. The final copy must be typed and turned in, or if this is being done as an exam, write on one side of the paper, skipping lines, and use ink.
11. Guided Study: Review the five-paragraph format for the students. Take a little time before writing the essay to review the grammar elements that must be labeled within.

Homework:

When students go home to ask parents to offer ideas, make sure they understand the handout. If this is an exam, the work will be done in class. Using the Unit Study Guide for *Lord of the Flies* tell the students a little about Golding's background and why he might have developed such a cynical view.

Closure:

Ask students if there are any questions about the activity after going over the assignment handout. Tell the students that this will probably take two or three days. Some of this time will be spent peer editing.

Evaluation and Reflection:

Reflect on the experience during the lesson. Were the students able to proceed confidently with the guided study? After reading the essays, what improvements might be made?

EVALUATING A LESSON PLAN

		Yes	No	Comments
1.	Is adequate descriptive data provided in a form that is clear, distinguishing the subject, grade level, lesson, topic, and so on?			
2.	Are <i>Michigan Curriculum Framework</i> Content Standards and Benchmarks clearly stated?			
3.	Is the rationale/purpose clear and justifiable?			
4.	Is the plan's content appropriate for children at this grade level?			
5.	Does the plan's content contribute to achievement of the standards?			
6.	Is the instructional plan workable, given the time frame and other logistical considerations impacting the class?			
7.	Does the introduction engage students, motivating them to want to learn?			
8.	Is adequate closure provided to reinforce learning, convey a sense of completeness, and synthesize the content of the lesson?			
9.	Does evaluative criteria provide <u>informal</u> data to determine how well the teacher accomplished the standards?			
10.	Does evaluative criteria provide <u>formal</u> data to determine how well the teacher accomplished the standards?			
11.	Does the lesson fit the needs of the students by attending to the total person - emotionally, physically, mentally, socially, morally, and ethically?			
12.	Could another teacher or a substitute teacher follow this plan?			

CERTIFICATION REMINDERS

Upon finishing your student teaching you will set up an **EXIT INTERVIEW** with the Director of Student Teaching as described earlier in the handbook. Then the process of becoming certified begins. There are some important things to remember in becoming certified. We've created the following list of reminders:

1. If you have a name change, you must notify the Registrar and the School of Education.
2. If you have an address or phone number change, again inform the Registrar as well as the School of Education. If you have an alternative permanent address (i.e. parent, grandparent, etc.), make sure that they know that important papers will be coming.
3. It is imperative that you take your subject area test(s) as soon as possible. To become more marketable, elementary certification student teachers should take tests in their major/minor areas but can sign a waiver to take the Elementary test only. Secondary people **must** take the content tests for their approved majors and minors to be certified. **PUTTING THESE TESTS OFF CAN LEAD TO A DELAY IN PROCESSING YOUR CERTIFICATION! Make sure that you are taking the correct subject area tests.** Example: Business Administration is correct for Business majors/minors or Art Education is correct for Art majors/minors.
4. Even if you have a change of heart in regards to teaching, it is best to get certified for you may want to try again in the future and requirements for subject areas change. It is easier to renew your certification than to start from scratch.
5. For you to become certified, you may not have any "Incompletes" or "No Credits." You must have a grade of "C" or above for all of your major/minor area courses as well as all education classes. You must have a posted bachelor degree.

IF YOU HAVE ANY QUESTIONS CONCERNING
TESTING OR CERTIFICATION, PLEASE CONTACT
THE SCHOOL OF EDUCATION

RECOMMENDATION BY THE AQUINAS COLLEGE SCHOOL OF EDUCATION

All certification candidates must be recommended by the Aquinas College School of Education to the Michigan Department of Education for initial certification. Recommendations are based on successful academic and fieldwork performance.

CERTIFICATION

There are currently two levels of certification offered by the Michigan Department of Education: Provisional and Professional.

PROVISIONAL CERTIFICATE

This certificate is granted by the Michigan Department of Education following the recommendation of the Aquinas College School of Education upon completion of all teacher certification requirements. The certificate is valid for 5 ½ to 6 years depending on the time of you're the certificate is requested. The expiration date of a Michigan teaching certificate is June 30 regardless of when it is issued.

"Provisional Certification" fee of \$125.00 payable to the Michigan Department of Education. This is due upon receipt of bill following recommendation by Aquinas College. *Certification is not complete until this fee has been paid.*

"What do I have to do to keep my certificate valid?"

1. Complete an 18 hour "planned program" with a Michigan teacher preparatory institution OR finish a Master's Degree.
- AND
2. Complete three years of successful teaching in order to be eligible for a Professional Certificate.

The provisional certificate may be renewed for three years by completing 10 credit hours of the 18-hour planned program (which must be pre-approved by and carried out with a *teacher preparatory* institution in the State of Michigan). The provisional certificate may be renewed for an additional three years (if three years of successful teaching has not been accomplished) by completing the entire 18 hours of your 18-hour planned program (or an approved Master's degree).

450 days of teaching equals three years. No more than 150 days may be counted in any one year. Subbing counts! The three years of successful "teaching experience" does not begin to accumulate until after the provisional certificate has been granted.

PROFESSIONAL CERTIFICATE

The professional certificate is valid for five years. It must be renewed every five years by earning six (6) semester hours of academic credit from an approved institution or the equivalent in continuing education units (18 CEU's) approved by the State Board after the issuance of the professional certificate.

Professional certificate holders must continue to renew their certificate in this manner every five years throughout their teaching career. Extra credit hours earned during a five year validity span may not be carried over to be used for a future renewal.

"Professional Certification" fee of \$125.00 payable to the Michigan Department of Education. This is due upon receipt of bill.

Please note:

- Aquinas College reserves the right to change, modify or amend the above-stated requirements and/or courses in its sole discretion without prior notice.
- The Michigan Department of Education continually evaluates certification requirements and may institute changes at any time.

**AQUINAS COLLEGE
SCHOOL OF EDUCATION
WEEKLY EVALUATION RECORD**

Name of Student Teacher _____ Date Completed _____

Week (circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

.....
This form should be completed weekly by the student teacher and reviewed with his/her cooperating teacher(s).

This is a chance for you and your cooperating teacher to address any questions or concerns you may have. This form can be used to help you pinpoint positive aspects of your student teaching experience and/or areas you feel you may need more help. The purpose of this form is to make certain your needs are met as quickly as possible. If you have any urgent concerns at any time, you should contact your Field Supervisor immediately – do not wait until the next scheduled seminar.

You are responsible for turning in completed Weekly Evaluation Records and/or Communication Logs at each seminar for review by your Aquinas College Field Supervisor.

In one word, describe your student teaching experience this week: _____

Activities engaged in during the past week:

Some specific strengths you demonstrated:

Did you use a new strategy this week? Please share your experience.

Problems or conflicts you experienced this week:

Suggestions for self-improvement:

Cooperating Teacher's Comments:

Cooperating Teacher's Signature: _____

Student Teacher's Signature: _____

(To be completed by the Student Teacher only)

Information for the Field Supervisor:

___ I need to talk with you at your earliest convenience.

___ I don't have any immediate concerns. Things are going well.

Give a *rough* estimate (use %) of how you spent your time during the past week:

	Monday	Tuesday	Wednesday	Thursday	Friday
Sitting/Observing					
Helping in Class					
Teaching					
Extra-Curricular					
Other (explain)					

At this point I think I have: ___ Enough Responsibility

___ Too Much Responsibility

___ Not Enough Responsibility

Field Supervisor's Comments:

Field Supervisor's Signature: _____ Date: _____

Common Field Evaluation Form



Student Name: _____

Course Number: _____ Semester: _____

Observation Date: _____

Evaluator: _____

School: _____ Grade(s): _____

 Not Observed
 Unsatisfactory
 Expectations
 Met or Exceeded
 (Novice Teacher)
 (Master Teacher)
Candidate Subject Matter Knowledge

Comments

		Not Observed	Unsatisfactory	Expectations Met or Exceeded	(Novice Teacher)	(Master Teacher)	
1	Demonstrates a deep understanding of subject matter. (See page two for content-specific criteria.)		1 2 3 4 5	...10			
2	Designs instruction aligned with the Michigan Curriculum Framework and Content Expectations (GLCE/HSCE).		1 2 3 4 5	...10			
3	Differentiates subject-matter content to meet the needs of all students.		1 2 3 4 5	...10			
4	Supports students' connections of subject matter to real-world contexts.		1 2 3 4 5	...10			
5	Demonstrates effective and professional communication skills (listening, speaking, writing, reading)		1 2 3 4 5	...10			
6	Demonstrates appropriate knowledge and ability with regard to technology.		1 2 3 4 5	...10			

Candidate Pedagogical Knowledge

7	Uses a variety of instructional approaches and teaching techniques		1 2 3 4 5	...10			
8	Follows a logical instructional sequence		1 2 3 4 5	...10			
9	Employs strategies that actively engage students		1 2 3 4 5	...10			
10	Promotes creative and critical thinking		1 2 3 4 5	...10			
11	Constructs smooth transitions between events		1 2 3 4 5	...10			
12	Adapts instructional strategies and applies appropriate accommodations to meet diverse student needs		1 2 3 4 5	...10			
13	Demonstrates good questioning techniques		1 2 3 4 5	...10			
14	Conducts formal and informal assessments		1 2 3 4 5	...10			
15	Provides students with formative feedback		1 2 3 4 5	...10			
16	Conveys high expectations to students in ways that inspire and support learning		1 2 3 4 5	...10			
17	Plans and manages time well.		1 2 3 4 5	...10			
18	Creates and maintains a safe and orderly learning environment		1 2 3 4 5	...10			
19	Understands and upholds the legal and ethical responsibilities of teaching.		1 2 3 4 5	...10			
20	Enforces rules in ways that maintain respect and acknowledge diversity		1 2 3 4 5	...10			

Candidate Dispositions

21	Maintains confidentiality and adheres to code of ethics.		1 2 3 4 5	...10			
22	Arrives on time and well-prepared		1 2 3 4 5	...10			
23	Maintains a professional appearance		1 2 3 4 5	...10			
24	Exhibits a positive work ethic and professional attitude.		1 2 3 4 5	...10			
25	Displays confidence, enthusiasm and a love for teaching		1 2 3 4 5	...10			
26	Maintains poise, esp. in emotional or stressful settings		1 2 3 4 5	...10			
27	Maintains positive relationships with peers, supervisors, support professionals, students, and parents and/or		1 2 3 4 5	...10			
28	Consistently demonstrates sensitivity to diversity		1 2 3 4 5	...10			
29	Engages in meaningful self-evaluation and reflection		1 2 3 4 5	...10			
30	Demonstrates appropriate interpersonal, listening, and communication skills.		1 2 3 4 5	...10			
31	Maximizes community and home resources to enhance school programs and instruction, collaborates with others.		1 2 3 4 5	...10			
32	Incorporates current research and best-practices		1 2 3 4 5	...10			
33	Participates in recommended professional development activities		1 2 3 4 5	...10			

Common Field Evaluation Form – Page 2 Content-Specific Criteria: Student Teaching



Student Name: _____

Course Number: _____ Semester: _____

Observation Date: _____

Evaluator: _____

School: _____ Grade(s): _____

		Not Observed	Unsatisfactory	Expectations Met or Exceeded	(Novice Teacher)	(Master Teacher)	Comments
	Uses a logical sequential process to solve problems (Identifies, verifies them, and seeks resources, and responds		1 2 3 4 5	...	10		
	Displays physical stamina (emotional is covered in the common form)		1 2 3 4 5	...	10		
	Exhibits self-discipline.		1 2 3 4 5	...	10		
			1 2 3 4 5	...	10		
			1 2 3 4 5	...	10		
			1 2 3 4 5	...	10		
			1 2 3 4 5	...	10		

What specific suggestions can you offer for this student's growth?

What do you perceive as this student's strengths as a teacher?

Additional Comments:

Signature _____ Date _____

_____ Cooperating Teacher _____ Field Supervisor _____ Student Teacher

Disposition Criteria for Teacher Candidates

Each semester, faculty from the School of Education will assess your professional dispositions for teaching. Although concerns from one faculty member and/or one course will not trigger immediate action, repeated and regular concerns will initiate a review. If you receive two or more "flags" regarding the same disposition criteria, you will be contacted by the School of Education to meet and develop an action plan to address these concerns. Do your best to display appropriate dispositions at all times!

These are the ten, key disposition criteria being tracked by the AQ School of Education:

- D1. Maintains confidentiality and adheres to professional ethics.**
(You are informed of and follow the Michigan Dept of Education professional Code of Ethics for teachers. You do not talk about students or colleagues inappropriately. You maintain student confidentiality.)
- D2. Arrives on time and is well-prepared; manages time well.**
(You are prompt and well-prepared for class/meetings. Assignments and project work is on time and complete. You contact faculty, supervising and cooperating teachers, etc. if you will be late or absent.)
- D3. Maintains a professional appearance.**
(You come to your education courses and field placements appropriately dressed. Jeans and casual clothes are acceptable, but they should not be dirty, sloppy, or physically revealing. You maintain good grooming and hygiene at all times.)
- D4. Exhibits a positive and professional attitude.**
(Your behavior, attitude, and comments should reflect a positive, constructive approach. You participate fully in discussions and class activities. You demonstrate resourcefulness, initiative, and independence.)
- D5. Displays confidence and enthusiasm.**
(Even if you are nervous, your language – spoken or unspoken – should convey an attitude of enthusiasm and eagerness to learn. You come to class or your field placement eager to engage and contribute.)
- D6. Maintains poise, especially in emotional and stressful settings.**
(When faced with difficult situations, you maintain your professional poise. Your reactions are thoughtful and cautious, not impulsive. You seek positive, appropriate outlets for your emotions.)
- D7. Maintains positive relationships and collaborates effectively with peers, supervisors, support professionals, students, and parents.** (You seek out opportunities to build positive relationships with others. You treat everyone with respect. You seek creative solutions through consensus.)
- D8. Consistently demonstrates sensitivity to diversity and displays respect for individual students.**
(Your actions and attitude make it clear to others that you respect and value every student. You create an educational environment that values diversity and which addresses the unique needs of each individual.)
- D9. Engages in meaningful self-evaluation and reflection; Receptive to feedback.**
(You are a reflective practitioner. You don't shy away from constructive criticism, but instead seek out others' suggestions for professional growth and conduct regular self-assessments. You accept criticism calmly and integrate feedback. You accept responsibility for your successes and your mistakes.)
- D10. Demonstrates appropriate interpersonal, listening, and communication skills.**
(You listen to others with empathy and work to understand diverse perspectives. Your respect for others is reflected in the way you talk, write, and listen. You are able to communicate clearly and effectively.)



STUDENT TEACHER OF THE YEAR SELF-NOMINATION FORM

The mission of the Aquinas College School of Education is to empower our students to be capable, compassionate, and committed educators with integrity.

Name: _____

Address: _____

Email: _____

Phone: _____

Semester/Year of Student Teaching: _____

Level of Certification (Check one only): Secondary or Elementary

Major(s): _____

Minor(s): _____

Please attach a separate sheet addressing the following questions.

**Important: Please limit answers to 200 words per question.*

CAPABLE

What are your accomplishments in the classroom?

COMPASSIONATE

How have you reached out to students who learn differently?

COMMITTED

Which of your achievements in the community makes you most proud?

*Please return this form and attached sheet to Dan Diedrich, Director of Field Placement,
within two weeks of today's date.*

Michigan Curriculum Framework

Content Standards and Benchmarks

For current information, visit the Michigan Department of Education website at www.michigan.gov/mde

English Language Arts - flipchart available

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Mathematics - flipchart available

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Science - flipchart available

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Social Studies - flipchart available

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

Arts Education - flipchart available

http://www.michigan.gov/documents/ARTS_Standards_11402_7.pdf

Career and Employability Skills - flipchart available

http://www.michigan.gov/documents/Career&Employ_Standards_12_01_13760_7.pdf

Health Education - flipchart available

http://www.michigan.gov/documents/Health_Standards_15052_7.pdf

Technology - flipchart available

http://www.michigan.gov/documents/Technology_11594_7.htm

World Languages - no flipchart available (web only)

http://michigan.gov/documents/World_Languages_20395_7.pdf

Physical Education - need print copy

Life Management - need print copy