



DEARBORN

**COLLEGE OF
EDUCATION, HEALTH,
& HUMAN SERVICES**

UNIVERSITY OF MICHIGAN-DEARBORN

**Department of Education Clinical
Experience Handbook**

**THE UNIVERSITY OF MICHIGAN-DEARBORN
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This handbook provides information about the clinical experiences in education at the University of Michigan- Dearborn, College of Education, Health, and Human Services. Teacher candidates should be familiar with all the policies, procedures, and expectations described herein. Student teachers working in Learning Disabilities placements must also familiarize themselves with the Directed Teaching in Learning Disabilities Handbook.

CLINICAL EXPERIENCES

EXPLORATORY

Each EXPLORATORY Experience requires ten hours in an educational context. Early in the program, students complete three exploratory courses. Details regarding exploratory hours are available through the following links:

- [Birth to Kindergarten Exploratory Hours](#)
 - EDA 210: Early Literacy: Birth to Kindergarten (10 hours)
 - EDC 240: Psychology of Child Development (10 hours)
 - EDD 422: Teaching Strategies in Early Childhood B-K (10 hours)
- [PreK-3 and 3-6 Exploratory Hours](#)
 - EDA 306: Foundations of Professionalism in Education (10 hours)
 - EDA 200: Social Justice & Community-based Education (10 hours)
 - EDC 240: Psychology of Child Development (10 hours)
- [5-9 and 7-12 Exploratory Hours](#)
 - EDC 305: Adolescent Development (10 hours)
 - EDA 306: Foundations of Professionalism in Education (10 hours)
 - EDA 200: Social Justice & Community-based Education (10 hours)
- [MAT Students earning 5-9 or 7-12](#)
 - EDC 522: Adolescent Development (10 hours)
 - EDD 569 Reading in the Content Areas (10 hours)
 - EDA 500: Theoretical Foundations of Ed (10 hours)

Details for each course are available in the [University Catalog](#).

APPRENTICESHIPS

Each student-contact APPRENTICESHIP requires *two 6-week experiences in two grade levels*. Candidates complete one 6-week experience and then flip with another teacher candidate to gain another 6-week experience. Each week, candidates commit to two days a week in the classroom, ideally consecutively, totaling 24 days across the semester.

- [Birth to Kindergarten Apprenticeship Hours](#)
 - EDFP 438: Apprenticeship I: Birth to Kindergarten
 - EDFP 439: Apprenticeship II: Birth to Kindergarten
- [PreK-3 and 3-6 Apprenticeship Hours](#)
 - EDFP 401: Apprenticeship I: ESL
 - EDFP 402: Apprenticeship II: Elementary
- [5-9 and 7-12 Apprenticeship Hours](#)
 - EDFP 401: Apprenticeship I: ESL and
 - EDFP 444: Apprenticeship II: Secondary English or
 - EDFP 455: Apprenticeship II: Secondary Math or
 - EDFP 488: Apprenticeship II: Secondary Science or
 - EDFP 499: Apprenticeship II: Secondary Social Studies
- [MAT Students earning 5-9 or 7-12](#)
 - EDFP 544: MAT Apprenticeship: English

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- EDFP 555: MAT Apprenticeship: Math
- EDFP 588: MAT Apprenticeship: Science
- EDFP 591: MAT Apprenticeship: Social Studies

Details for each course are available in the [University Catalog](#).

FLEX HOURS

Flex hours are factored into Apprenticeships I and II; however, for the Birth to Kindergarten program, a 45-hour home-visit practicum is included; details linked [here](#).

- EDFP 326: GB Partnering with Families of Children with Disabilities Seminar (45 hours)

Additionally, the MAT program does not include Apprenticeship II. Instead, they complete 60 flex hours, detailed [here](#), within the following course:

- EDD 549 Tchng English as Second Lang (60 hours)

Details for each course are available in the [University Catalog](#).

INTERNSHIP/STUDENT TEACHING EXPERIENCES

Internship/Student Teaching (We can use details in the [website](#), or only on the student teaching eligibility page.)

- EDFP 414: Internship: Early Childhood Environments

Internship/Student Teaching (We can use details in the [website](#), or only on the student teaching eligibility page.)

- EDFP 435: Internship: Elementary School
- EDD 437 Seminar: Teaching Elementary Grades

Internship/Student Teaching (We can use details in the [website](#), or only on the student teaching eligibility page.)

- EDFP 421: Internship: Secondary School
- EDD 424 Seminar: Teaching Secondary Grades

Details for each course are available in the [University Catalog](#).

PLACEMENT PROCESS

The Field Placement Team will secure all placements. Students do not secure their own placements. The University works closely with school-district partners to ensure candidates are placed with effective mentors. Per evaluations of cooperating teachers, district partners select mentors who support student learning, implement effective classroom management strategies, and communicate with stakeholders professionally. Through collaboration, the university and district partners aim to ensure candidates learn from the most effective mentors and high-quality educators as defined by student learning outcomes.

Additionally, the Field Placement Team ensures the Department of Education's placement process meets the Michigan Department of Education's and our CAEP accreditation requirements, while also being cognizant of university supervisors' caseloads.

When you receive placement details from cehhsfieldplacement@umich.edu, follow up with a professional email to thank the cooperating teacher and principal and understand you are a guest in the classroom; (b) download the school district's and/or school's calendar; (c) align your schedule with your Cooperating/Mentor Teacher; and (d) review dress code requirements - university and site: always dress professionally.

STUDENT TEACHING CALENDAR GUIDELINES

- Direct student teaching officially begins on the first scheduled reporting day for teachers in the district for the start of the school year and following winter break for fall and winter semesters, respectively.
- School districts expect student teachers to report on the first scheduled reporting day for teachers in the district (which may include professional development), unless otherwise notified. Student teachers may start before the official start of university classes as specified on the academic calendar. Student teachers are encouraged to attend any district Professional Development that their cooperating teachers will be attending prior to the first day of school.
- The directed student teaching program consists of a full semester approximately 15 weeks.
- Student teachers follow their districts' calendars and ARE NOT EXCUSED from directed student teaching during university recesses.
- Student teachers will teach full time, 5 days weekly, and follow their cooperating teachers' schedules.
- Student teachers will attend required seminars. Student teachers and their cooperating teachers will receive the [seminar schedule](#).
 - It is our practice at the University of Michigan – Dearborn to conduct a number of seminars for both our elementary and secondary student teachers concurrently with a student teacher's directed teaching assignment. The seminar is a two-hour credit course and attendance is mandatory. These sessions provide the student teacher an opportunity to reflect upon their directed teaching and to add to their teaching repertoire.
 - If a student teaching seminar is scheduled during the school district's time off (e.g., spring break), attendance at seminar is still required.
- Whenever university classes officially end before the end of the five-day work week, student teachers' last day with the students will be detailed on the seminar schedule.
- Student teachers are expected to be professionals and must follow the same guidelines expected of teachers. Attendance and punctuality are required for meeting the needs of K-12 students and for the smooth, successful operation of a school.
 - Student teachers must attend each day of the school district's calendar for teachers and follow the school district's daily schedule for teachers. This usually means arriving at least 30 minutes prior to the start of the day and remaining for at least 30 minutes after students are released. Chronic tardiness may result in a school dismissing a student teacher. Student teachers should work with their cooperating teachers and university supervisors to determine if additional time is needed.
 - If a student teacher has an illness that will prevent attendance, the student teacher must contact the cooperating teacher and the university supervisor as early as possible but no later than 7:00 a.m.
 - For any absence other than illness, a student teacher must have advance approval by the university supervisor and notify the cooperating teacher ahead of time.
 - In the case of any absence, lesson plans must still be provided to the cooperating teacher.
 - For more than a total of three absences during the student teaching semester, student teachers will be required to extend the student teaching experience to make up the time.
 - If an emergency arises that would cause a student teacher to be late to their assigned classroom, they need to notify the cooperating teacher immediately.

SEQUENCE OF DIRECTED STUDENT TEACHING EXPERIENCES

The gradual induction of the student teacher into teaching is of critical importance. It is very important to allow student teachers (when ready) to manage classrooms on their own (for a minimum of three weeks, ideally), i.e., without the cooperating teacher's presence, but with the understanding that the cooperating teacher is readily available. Many teaching situations may yield team teaching experiences such as student teachers and cooperating teachers working together to differentiate instruction for children. Because students will be in their classrooms for a full semester, approximately fifteen weeks, the contact period may be divided into four phases, each representing a stage in the student teacher's development.

PHASE I. ORIENTATION: Student teachers engage in a variety of orientation experiences including directed observations, as well as tasks such as taking attendance, checking cumulative records, learning school routines and policies, exploring library resources, and identifying and charting long-range curriculum goals of their individual classrooms. Student teachers also perform minor instructional tasks that do not require extensive planning but do require that they develop written lesson plans. The initial lesson plans should conform to university requirements. The length of this phase varies and is determined in consultation with the cooperating teachers and university supervisors.

PHASE II. INDUCTION INTO TEACHING: Student teachers are required to plan, present, and evaluate lessons daily. Careful planning and thorough preparation are essential at this stage as student teachers begin to teach in each content area. Student teachers should work with their cooperating teachers and their university supervisors to work out both long- and short-term plans in formats suitable for each area. All lesson plans must be submitted to cooperating teachers in advance. Student teachers and their cooperating teachers should agree on when these lesson plans are to be submitted. Unless directed otherwise, lesson evaluations/reflections are to be submitted to the cooperating teacher the day after lessons are taught. The university supervisor will review these plans and evaluations at each visit. The amount of actual teaching and the pace of induction should be geared to the individual student teacher and their individual students' needs. Student teachers should have opportunities to observe their cooperating teachers in each subject prior to their teaching that subject.

PHASE III. PERIOD OF RESPONSIBLE TEACHING: Student teachers assume greater responsibilities for instructing, assessing, and evaluating their students as well as their own teaching performances. Phase III teaching assignments can move to an appropriate weekly or unit planning format but must still be presented in advance to cooperating teachers for approval. New subject areas will still require full lesson plans. While the pacing of adding lessons may differ, it is expected that student teachers will have assumed the majority of the responsibilities for teaching near the midterm of the semester. They should have a minimum of three weeks of teaching independently.

PHASE IV. PERIOD OF REFINEMENT AND EVALUATION: Student teachers work to improve teaching techniques. At this stage, most lesson planning will be on a weekly basis. Since student teachers now have some experience upon which to base their instruction, the cooperating teachers may again wish to demonstrate teaching or arrange for observations of other teachers at their schools. During this final phase, student teachers should expect constructive criticism as well as continue their rigorous self-evaluations.

COURSE DESCRIPTIONS

The following courses need to be elected for Directed Student Teaching in General Education:

Early Childhood Teachers

EDD 414: Internship for Directed Teaching: Birth to Kindergarten: This clinical internship experience examines and applies the methods and assessment of Birth–Kindergarten pedagogical content knowledge within one supervised classroom context. Across the semester, five days a week for the full semester, interns will observe and teach as required to apply and reflect upon the Michigan Department of Education’s Birth to Kindergarten Standards for the Preparation of Teachers of Early Childhood General and Special Education. An internship application is required for registration in the course.

EDD 426: Seminar for Internship for Directed Teaching: Birth to Kindergarten: This course draws upon the resources found in the internship for a directed teaching environment, examining and applying the methods and assessment of Birth–Kindergarten pedagogical content knowledge. Interns will consider problems and issues in four broad areas: students and families in the context, the teacher's professional responsibilities, curriculum understandings, and administrative/organizational opportunities.

Elementary Student Teachers

EDD 435 Directed Teaching in Elementary Grades: Directed teaching consists of a teaching internship in a selected classroom for a full term under the direction of an experienced teacher. Includes a brief period of observation followed by several weeks of responsible teaching including the writing, implementing, and evaluation of lesson plans using University-approved practices.

EDD 437 Seminar: Elementary Grades: This course draws upon the resources found in the directed teaching environment. Students will consider problems and issues in four broad areas: students in the school, the teacher's professional responsibilities, curriculum understandings, and administrative/organizational problems.

Secondary Student Teachers

EDD 421 Directed Teaching in Secondary Schools: Directed teaching consists of a teaching internship in a selected classroom for a full term under the direction of an experienced teacher. Includes a brief period of observation followed by several weeks of responsible teaching including the writing, implementing, and evaluating of lesson plans using University-approved practices.

EDD 424 Seminar Teaching in Secondary Schools: This course draws upon the resources found in the directed teaching environment. Students will consider problems and issues in four broad areas: students in the school, the teacher's professional responsibilities, curriculum understandings, and administrative/organizational problems.

MAT Student Teachers

EDD 517 Directed Teaching (MAT) Seminar: Draws upon the resources found in the directed teaching environment. Considers problems and issues in four broad areas: students in the school, teacher's professional responsibilities, curriculum understandings, and administrative/organizational problems.

EDD 518 Directed Teaching (MAT): Directed teaching consists of a teaching internship in a selected classroom for a full term under the direction of an experienced teacher. Includes a period of observation followed by several weeks of responsible teaching.

LD Student Teachers

Upon successful completion of general education directed student teaching, the following courses need to be elected by undergraduates for Directed Student Teaching in Learning Disabilities (LD):

EDN 408: LD Directed Teaching Seminar: Seminar will focus on the discussion, development, and evaluation of Individualized Educational Programs, Individualized Transition Plans, and Behavior Intervention Plans for students with learning disabilities at a variety of directed teaching sites. Topics will include academic and behavior assessment and strategies, curriculum, child study teaming, service delivery options and inclusion strategies.

EDD 413: LD Elementary Directed Teaching: Field experience with elementary students with learning disabilities in general and special education classrooms. Experiences include delivery of direct instruction through observation, tutoring, small and large group instruction, curriculum development and adaptations, participation in the IEP and ITP process, collaboration and co-teaching with regular classroom teachers in various academic content areas, and other activities under the on-site supervision of a certified teacher of LD and LD certified University field supervisor.

EDD 420: LD Secondary Directed Teaching: Field experience with elementary students with learning disabilities in general and special education classrooms. Experiences include delivery of direct instruction through observation, tutoring, small and large group instruction, curriculum development and adaptations, participation in the IEP and ITP process, collaboration and co-teaching with regular classroom teachers in various academic content areas, and other activities under the on-site supervision of a certified teacher of LD and LD certified University field supervisor.

Graduate students who return for their LD certification complete one of the following courses:

EDD 513: Internship—Elementary LD

Field experience with elementary students with learning disabilities in regular and resource classrooms. Experiences include delivery of direct instruction through observation, tutoring, small and large group instruction, small and large group assessment, curriculum development, participation in the IEP process, collaboration with regular classroom teachers, and other activities under the on-site supervision of a certified teacher of LD and LD-certified university field supervisor.

EDD 515: Internship – Secondary LD

Field experience with secondary students with learning disabilities in secondary-general and special education classrooms. Experiences include delivery of direct instruction through observation, tutoring, small and large group instruction, curriculum development and adaptations for secondary settings, participation in the IEP and ITP process, collaboration and co-teaching with regular classroom teachers in various academic content areas, and other activities under the on-site supervision of a certified teacher of LD and LD certified university field supervisor.

EDN 522: Emotional Impairments Internship

Field experience with elementary/secondary students with emotional impairments in classroom setting. Experiences include delivery of direct instruction, observations, tutoring, small and large

Updated 5/2/2023

group instruction, curriculum development, program development, and implementation and participation in the IEP process. Collaboration with regular classroom teachers, and other activities under the on-site supervision of an EI certified teacher and an EI-certified university field supervisor. Internship also includes weekly seminar

RESPONSIBILITIES OF THE STUDENT TEACHER

1. Eliminate all conflicting responsibilities. Reduce obligations within and outside the university and at home, which would hamper your student teaching experience. The more opportunity, time, and energy available, the more likely it is that student teaching will be successful.
2. Maintain the same hours and responsibilities as your cooperating teacher within the assigned school. This means being on site at least a half hour before and after school.
3. Become thoroughly familiar with the curriculum and goals of your district as well as your cooperating teacher's long- and short-term goals. Integrate these goals into your daily, weekly, and unit/center plans.
4. Become thoroughly familiar with all health, safety, and hygiene precautions prescribed by the state and practiced by your district. Observe these in all appropriate situations.
5. Assume responsibility for writing lesson plans that reflect age-appropriate objectives, activities, bulletin boards, technology, and other resources. Use the university-approved forms. Submit all forms on time.
6. Evaluate your lessons' stated objectives and related instructional factors. Know corrective measures to use when objectives are unmet or when related instructional factors need modifications. Submit evaluations the day after lessons are taught.
7. Understand how resource personnel can help within and outside the classroom to meet your students' special needs. Learn the makeup and function of your school's interdisciplinary teams. Work with resource personnel.
8. Begin to identify and develop your personal concept of learning and teaching.
9. Assume the responsibilities of a professional with regard to issues of confidentiality, ethical behaviors, adherence to state and federal laws, proper dress, promptness at work, and adherence to school and district policies, such as reporting absences.
10. Arrange time for conferences with your cooperating teacher and university supervisor as often as necessary.
11. Become involved in assisting student organizations or with student activities within your assigned school.
12. Attend faculty meetings, curriculum and professional development meetings, parent conferences, Parent Teacher Association meetings, etc., for a fuller view of a teacher's professional responsibilities.
13. Assume full responsibility for all personal health care and liability costs that may arise from your student teaching experience. You are encouraged to become a member of the Student Michigan Education Association, which offers membership to all future teachers as well as benefits such as liability coverage and information on the field's current events.

PROFESSIONAL STANDARDS OF PRACTICE

Our teacher preparation programs follow the standards and guidelines from the State of Michigan and national accreditation organizations: Michigan Department of Education and Teacher Education Accreditation Council (TEAC), now the Council for the Accreditation of Educator Preparation (CAEP). Our programs align with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0.

Professional Guidelines for Student Teachers

- The student teacher is under the authority of the university supervisor and the administrative head of the school where the student teacher is assigned.
- The student teacher is expected to become familiar with and adhere to all rules and regulations of the local school, especially those which pertain to teachers and pupils, including, but not limited to, behavior and dress codes. The student teacher is a guest in the school, and a representative of the University of Michigan-Dearborn, and should conduct themselves accordingly.
- The student teaching program will follow the public school calendar. The student teaching assignments will terminate at the end of the university semester or at an agreed-upon break in the public school calendar, depending upon when the number of hours required for the directed student teaching is met.
- All information about pupils, their families, and the school district must be regarded as confidential and should be discussed with no one but professional personnel in the school and the university supervisor. Student teachers may share with families only information directly related to activities planned, implemented, and evaluated by the cooperating teacher. Student teachers should never question or criticize the school program or personnel in conversations with families.
- If there is a problem in the student teaching assignment, the problem should be taken to the university supervisor. Do not discuss it in the school, in the community, or with peers.
- Student teaching is considered an intense experience and the highest priority in the university semester(s) in which it is undertaken. Other course work, writing papers or theses, other job requirements, etc. are not acceptable excuses for deviation from requirements of the experience.

Ethics

The [Michigan Professional Educator's Code of Ethics](https://www.michigan.gov/mde/services/ed-serv/educator-conduct/michigan-code-of-educational-ethics) must be upheld by student teachers. The following is copied from MDE's (2019) Code of Educational Ethics available at <https://www.michigan.gov/mde/services/ed-serv/educator-conduct/michigan-code-of-educational-ethics>

1. **RESPONSIBILITY TO THE PROFESSION:** Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one another to the same ethical standards.
 - a. Demonstrates responsibility to oneself as an ethical professional by:
 - i. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
 - ii. Knowing and upholding the procedures, policies, laws, and regulations

Updated 5/2/2023

- relevant to professional practice regardless of personal views;
 - iii. Holding oneself responsible for ethical conduct;
 - iv. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
 - v. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
 - vi. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
 - vii. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
 - b. Fulfills the obligation to address and attempt to resolve ethical issues by:
 - i. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
 - ii. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
 - iii. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
 - iv. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
 - v. Cooperating fully during ethics investigations and proceedings.
 - c. Promotes and advances the profession within and beyond the school community by:
 - i. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
 - ii. Engaging in respectful discourse regarding issues that impact the profession;
 - iii. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
 - iv. Actively participating in educational and professional organizations and associations; and
 - v. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.
- 2. **RESPONSIBILITY FOR PROFESSIONAL COMPETENCE:** Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.
 - a. Demonstrates commitment to high standards of practice through:
 - i. Incorporating into one's practice state and national standards, including those specific to one's discipline;
 - ii. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
 - iii. Advocating for equitable educational opportunities for all students;
 - iv. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
 - v. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
 - vi. Committing to ongoing professional learning.

- b. Demonstrates responsible use of data, materials, research and assessment by:
 - i. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
 - ii. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
 - iii. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
 - iv. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
 - v. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
 - vi. Using data, data sources, or findings accurately and reliably.
 - c. Acts in the best interest of all students by:
 - i. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience
 - ii. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
 - iii. Protecting students from any practice that harms or has the potential to harm students.
3. **RESPONSIBILITY TO STUDENTS: A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.**
- a. Respects the rights and dignity of students by:
 - i. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
 - ii. Interacting with students with transparency and in appropriate settings;
 - iii. Communicating with students in a clear, respectful, and culturally sensitive manner;
 - iv. Taking into account how appearance and dress can affect one's interactions and relationships with students;
 - v. Considering the implication of accepting gifts from or giving gifts to students;
 - vi. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
 - vii. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
 - viii. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and
 - ix. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.
 - b. Demonstrates an ethic of care through:

- i. Seeking to understand students’ educational, academic, personal, and social needs as well as students’ values, beliefs, and cultural background(s);
 - ii. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
 - iii. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.
 - c. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
 - i. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
 - ii. Upholding parents’/guardians’ legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
 - iii. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.
- 4. **RESPONSIBILITY TO THE SCHOOL COMMUNITY: Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.**
 - a. Promotes effective and appropriate relationships with parents/guardians by:
 - i. Communicating with parents/guardians in a timely and respectful manner that represents the students’ best interests;
 - ii. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
 - iii. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
 - iv. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
 - b. Promotes effective and appropriate relationships with colleagues by:
 - i. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
 - ii. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;
 - iii. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
 - iv. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
 - v. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
 - vi. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;
 - vii. Ensuring that educators are assigned to positions in accordance with their

Department of Education and the [Council for the Accreditation of Educator Preparation](#) (previously Teacher Education Accreditation Council). Throughout the clinical experiences, teacher candidates will be evaluated using a copyrighted tool called the Educator Dispositions Assessment, which measures the following criteria along a scale of 0 (Needs Improvement), 1 (Developing), and 2 (Meets Expectations): (1) demonstrates effective oral communication skills, (2) demonstrates effective written communication skills, (3) demonstrates professionalism, (4) demonstrates a positive and enthusiastic attitude, (5) demonstrates preparedness in teaching and learning, (6) exhibits an appreciation of and value for cultural and academic diversity, (7) Collaborates effectively with stakeholders, (8) demonstrates self-regulated learner behaviors/takes initiative, and (9) Exhibits the social and emotional intelligence to promote personal and educational goals/stability.

Dispositions identified in [The Educator Disposition Assessment \(EDA\)](#) apply to the university setting, courses, early practicum experiences, and the final internship. A strong correlation exists between the dispositions of teachers and the quality of their students' learning. Teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment possess the professional dispositions outlined in the EDA. Professional dispositions will be assessed throughout the teacher education program and will have a bearing on decisions made regarding eligibility to complete in a successful manner.

The Educator Dispositions Assessment is completed in the exploratory experiences within each program of study:

EXPLORATORY

Each EXPLORATORY Experience requires ten hours in an educational context. Early in the program, students complete three exploratory courses. Details regarding exploratory hours are available through the following links:

- [Birth to Kindergarten Exploratory Hours](#)
 - EDA 210: Early Literacy: Birth to Kindergarten (10 hours) (EDA completed)
 - EDC 240: Psychology of Child Development (10 hours) (EDA completed)
 - EDD 422: Teaching Strategies in Early Childhood B-K (10 hours) (EDA completed)
- [PreK-3 and 3-6 Exploratory Hours](#)
 - EDA 306: Foundations of Professionalism in Education (10 hours) (EDA completed)
 - EDA 200: Social Justice & Community-based Education (10 hours) (EDA completed)
 - EDC 240: Psychology of Child Development (10 hours) (EDA completed)
- [5-9 and 7-12 Exploratory Hours](#)
 - EDC 305: Adolescent Development (10 hours) (EDA completed)
 - EDA 306: Foundations of Professionalism in Education (10 hours) (EDA completed)
 - EDA 200: Social Justice & Community-based Education (10 hours) (EDA completed)
- [MAT Students earning 5-9 or 7-12](#)
 - EDC 522: Adolescent Development (10 hours) (EDA completed)
 - EDD 569 Reading in the Content Areas (10 hours) (EDA is NOT completed)
 - EDA 500: Theoretical Foundations of Ed (10 hours) (EDA completed)

Teacher candidates are informed of the use and purpose of the EDA in this handbook. Candidates are aware that the dispositions identified on the EDA are categorized descriptions of teacher behavior that affect positive influence in the professional setting and promote gains in P–12 student learning. They are aware that a score of “0” on any disposition indicates an insufficient demonstration of a given dispositional trait. The first exposure to the EDA is in

(an) exploratory education course(s) with subsequent discussions and activities regarding dispositions and their importance in the classroom.

Candidates must earn a rating of “1” or higher to be eligible for the final internship. If a candidate earns a “0” on any disposition/indicator, they will meet with an educator review committee for a formal interview with the results of that conversation documented in the candidate’s file. Based on the interview, the review committee will: 1) deny entry into the final internship (student teaching), 2) allow the candidate to move into the final internship with conditions where the candidate must participate in intervention and remediation (with a documented intervention/remediation plan), or 3) fully admit the candidate into the final internship. In instances where the internship is denied or conditionally approved, the candidate may come before the review committee for further discussion of the survey and interview results.

Professional dispositions are also evaluated through the following two assessments: CPAST and PreCPAST. Likely, when using these two assessments, the Educator Dispositions Assessment (EDA) will not be used; however, the EDA may be used if needed. Candidates must earn a rating of “1” or higher to graduate. If a candidate earns a “0” on any disposition/indicator, they are referred to an educator review committee. Options for the candidate at this point include: (a) Dismissal from the program, and (b) Repeating the practicum/enrollment in an intervention and/or remediation course.

Candidate Preservice Assessment of Student Teaching (CPAST)

The CPAST is a formative and summative assessment during student teaching, aligned to our accreditation requirements through CAEP and InTASC Standards. The CPAST is divided into two sections: pedagogy and dispositions. For the midterm and final evaluations of the student teaching experience, teacher candidates will be evaluated using this copyrighted tool, which measures the following criteria across four levels with scores of 3 (Exceeds Expectations), 2 (Meets Expectations), 1 (Emerging), and 0 (Does Not Meet Expectations):

- Pedagogy
 - Planning for Instruction and Assessment
 - Focus for Learning: Standards and Objectives/Targets
 - Materials and Resources
 - Assessment of P-12 Learning
 - Differentiated Methods
 - Instructional Delivery
 - Learning Target and Directions
 - Critical Thinking
 - Checking for Understanding and Adjusting Instruction through Formative Assessment
 - Digital Tools and Resources
 - Safe and Respectful Learning Environment
 - Assessment
 - Data-Guided Instruction
 - Feedback to Learners
 - Assessment Techniques
 - Analysis of Teaching
 - Connections to Research and Theory

- Dispositions
 - Professional Commitment and Behaviors
 - Participates in Professional Development
 - Demonstrates Effective Communication with Parents or Legal Guardians
 - Demonstrates Punctuality
 - Meets Deadlines and Obligations
 - Preparation
 - Personal Relationships
 - Collaboration
 - Advocacy to Meet the Needs of Learners or for the Teaching Profession
 - Critical Thinking and Reflective Practice
 - Responds Positively to Constructive Criticism

A Three-Way Synchronous Conference will be led by the University Supervisor at midterm and final evaluation times to ensure the perspectives of the student teacher, cooperating teacher, and university supervisor are taken into consideration when evaluating the student teacher using the CCAST Form. This process supports more accurate evaluation and ensures a teacher candidate receives feedback from multiple perspectives they can use to improve their practices. Each conference participant will arrive at the meeting with suggested scores for each row of the rubric and examples of evidence to support their rubric scores. During the conference, each participant will share the ratings and evidence they wrote on the form. The university supervisor will record the consensus score. The official score that a teacher candidate receives will be the consensus score of the Three-Way Conference.

Additionally, the teacher candidate will complete the “goals” section of the CCAST Form and refine their goals after discussing them with the university supervisor and cooperating teacher at the three-way conference.

PreCandidate Preservice Assessment of Student Teaching (Pre-CCAST)

The PreCCAST is a rubric designed to be used during the clinical experience(s) prior to student teaching. The Pre-CCAST is divided into two sections: pedagogy and dispositions. Teacher candidates will be evaluated using this copyrighted tool, which measures the following criteria across three levels with scores of 2 (Meets Expectations), 1 (Emerging), and 0 (Does Not Meet Expectations):

- Pedagogy
 - Planning for Instruction and Assessment
 - Focus for Learning: Standards and Objectives/Targets
 - Assessment of P-12 Learning
- Instructional Delivery
 - Learning Target and Directions
 - Checking for Understanding and Adjusting Instruction through Formative Assessment
 - Digital Tools and Resources
 - Safe and Respectful Learning Environment
- Assessment
 - Data-Guided Instruction
 - Feedback to Learners

- Assessment Techniques
- Analysis of Teaching
 - Connections to Research and Theory
- Dispositions
 - Professional Commitment and Behaviors
 - Demonstrates Punctuality
 - Meets Deadlines and Obligations
 - Personal Relationships
 - Collaboration
 - Critical Thinking and Reflective Practice
 - Responds Positively to Constructive Criticism

A Three-Way Synchronous Conference will be led by the University Supervisor to ensure the perspectives of the student teacher, cooperating teacher, and university supervisor are taken into consideration when evaluating the student teacher using the PreCPAST Form. This process supports more accurate evaluation and ensures a teacher candidate receives feedback from multiple perspectives they can use to improve their practices. Each conference participant will arrive at the meeting with suggested scores for each row of the rubric and examples of evidence to support their rubric scores. During the conference, each participant will share the ratings and evidence they wrote on the form. The university supervisor will record the consensus. The official score that a teacher candidate receives will be the consensus score of this Three-Way Conference.

Additionally, the teacher candidate will complete the “goals” section of the PreCPAST Form and refine their goals after discussing them with the university supervisor and cooperating teacher at the three-way conference.

REQUIRED PROFESSION-RELATED EXPERIENCES

The required profession-related experiences include 7 interactions to help you connect with other individuals and resources within the school building. During the student teaching semester, you will complete the following profession-related experiences using a provided template. We highly recommend completing the requirements as early in the semester as possible.

- A visit to at least one single-subject class
- A visit to special services
- Interactions with a collaborative team
- A visit to the school office
- A visit with the professional association representative (Union)
- Participation in all other school-related activities, which may be grouped on one or more pages
- Complete a technology inventory

REQUIRED STUDENT TEACHING BINDER

As a student teacher, you are required to keep the following components in a student teaching binder (e.g., electronic through a Google Folder) that your University Supervisor and Cooperating Teacher may review throughout the semester:

- Daily/Weekly lesson plans and assessments
- Cooperating Teachers' comments (preferred)
- Self-reflections of lessons taught

We trust you will find the student teaching binder is a helpful tool in keeping you organized as you navigate the student teaching experience.

Daily/Weekly Lesson Plans and Assessment Materials and Self-Reflections

The lesson plans, assessments, and self-reflections meet myriad purposes, many of which are highlighted in the student teaching midterm/final evaluation and the three performance observations.

You are required to share your daily/weekly lesson plans with your University Supervisor and Cooperating Teacher(s), at least 24 hours in advance for their review and/or suggestions before teaching. This provides your mentors an opportunity to provide comments which include compliments, suggestions, edits, additions, etc. to support your developing understanding of such pedagogical content knowledge as the following:

- alignment of the objective, procedure, and assessment;
- identification and use of key questions to support student achievement of the objective(s);
- inclusion of connections, modeling, and guided practice;
- selection of teaching resources to support engagement and learning; and
- reflection and application of assessment information to guide future planning.

Since you take over one content area/hour/class at a time, usually, you should not be writing a full-length daily lesson plan in more than one content area/hour/class at a time. Often, this means you write a week's worth of daily lessons in each content area/hour/class before transitioning to the weekly format as long as your Cooperating Teacher and University Supervisor agree you are ready to move to the condensed format.

Some of our district partners require student teachers to use district-approved lesson plans. Preparation is still required for such lesson plans because teachers cannot teach if they have not planned. Even with district-approved lesson plans, you need to annotate the plans and align them to your students' needs.

Lesson plans, assessments, and self-reflections are crucial components of effective teaching. If you do not have lesson plans prepared, then you are unprepared to teach and cannot assess nor self-reflect.

Three Observations: Lesson Plans, Assessments, CT Comments, and Self-Reflections

You will be observed a minimum of three times across the semester. Lessons prepared for these observations need to use one of the established UM-D forms for lesson plans; these templates are available in the Canvas module titled: *Lesson-Plan Templates*.

Whether your lessons are observed "in person" or via GoReact, lesson plans for each observation need to be shared with your University Supervisor at least 24 hours prior to teaching and should include your CT's comments prior to your teaching the lesson. After each lesson has been taught, your CT's review and your self-assessment/reflection of the lesson must be shared as well. Include all content in your student teaching binder.

Exemplary Lesson Plans

Using this [template](#), you need to highlight 11 exemplary lesson-plan components (across 11 or fewer lesson plans) that demonstrate your effective teaching responsive to:

- **Differentiated instruction**
- **Integration of technology**
- **Integration of content across subject areas**
- **Assessment used for future planning**
- **Collaborative and cooperative learning**
- **Assistive technology**
- **Use of rubrics for assessment**
- **Goals included in an Individualized Education Plan (IEP)**
- **Feedback given to students to improve learning**
- **Inclusion of critical thinking and problem-solving objectives**
- **Classroom management**

M-PORTFOLIO

The purpose of creating an electronic portfolio is to provide an opportunity for you to connect the intended learning outcomes of your teacher preparation program with your experiences both inside and outside of UM-Dearborn. By making these connections, you will gain a deeper understanding of your own learning as well as be able to articulate the knowledge, skills and abilities you have developed.

The College of Education, Health, and Human Services' M-Portfolio has been designed to align with Danielson's Framework for Teaching. This Danielson Framework is nationally recognized and endorsed by the Michigan Department of Education; many of our local school districts use the Danielson Framework to evaluate their teachers. Familiarity with the expectations identified will prepare you for interviews and teaching positions, as school districts will expect you to be competent in Danielson's four domains. The outline for the portfolio is as follows:

- Welcome Page
- Philosophy Page
- Domain Pages
 - o Domain 1: Planning and Preparation
 - o Domain 2: Classroom Environment
 - o Domain 3: Instruction
 - o Domain 4: Professional Responsibilities

The portfolio is a professional representation of you. It is a space to document your development and demonstrate your readiness to join the field of education. As such, select your best work, emphasize your strengths, and show your creativity as you build the M-Portfolio.

MPortfolio Subject Guide

MPortfolio [Subject Guide](#) [Links to an external site.](#) includes general MPortfolio information, technical support contacts, tutorials, and example MPortfolios from previous students.

Writing Center

The writing center can help you make your writing more effective. If you'd like help with your writing, this is the place to go. Find hours and services provided by the writing center at <https://umdearborn.edu/casl/undergraduate-programs/academic-support/writing-center>. [Links to an external site.](#)

DIGITAL RECORDING NOTICE

The CEHHS Executive Committee approved a process for gaining consent for capturing digital recordings during clinical experiences such as practicums, internships, and class assignments or requirements. Early in their program of study, candidates will be required to complete the Digital Recording Consent Form. The consent form details the expectations with regards to digital recordings and spells out the consequences for not meeting those expectations. In addition, if student teachers will be recording in a Birth–12 classroom, they will need to collect a parental consent form for each child in the class. UM-Dearborn student teachers should only be capturing recordings (video, audio, images) when required as part of a class assignment. They should not be recording anything or taking pictures for their own use to post on their portfolios, websites, or social media. The only exception to this would be if they wanted to take a picture in an empty classroom to showcase something they created such as a bulletin board, learning center, or other instructional artifact to highlight in their MPortfolio, lesson plan, or reflection. These forms are available on our CANVAS Course Site.

A district-issued form or process is not permissible for our purposes. We must use this [Parental Consent Form](#).

Video Assignments

The required consent forms must be on file. Your video consent form is on file with the Field Placement Office. Before any videos can be created with children, you must upload parental consent forms to our Canvas site. You cannot include any K-12 student in your recordings if there is no consent form on file.

During the semester, you will be required to submit a minimum of two video recordings.

1. For your first video submission, provide the following
 - a. Self-Introduction: Include your name, major/minor.
 - b. Description of your student teaching classroom: Include grade level, showing your classroom set up and any details you would like your peers to see.
 - c. Ensure no students are in the classroom.
 - d. Upload your 1- to 2-minute video to the assignment for you and your peers to view and discuss.
2. For your second video submission, upload a short clip of your instruction using a core teaching practice as detailed through our Canvas module.
3. University supervisors may require more video assignments and/or use videos for observations.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The student teacher has enrolled in and paid for academic credit while in student teaching, and considers themselves a learner who wants to profit from the Cooperating Teacher's experience and demonstrations. The student teacher expects—given prior preparation and guidance—to gradually be able to assume teaching responsibilities and demonstrate teaching skills in a satisfactory manner.

Cooperating Teacher's Areas of Responsibilities:

1. **Orientation to student teaching:** It is expected the cooperating teacher will do the following:
 - A. Create an atmosphere of acceptance for the student teacher.
 - B. Become familiar with the student teacher's background through materials sent by the University and conferences with the student teacher.
 - C. Plan for initial orientation of the student teacher to the classroom, the school and the community.
 - D. Provide the student teacher with a table or desk and a place for personal belongings.
 - E. Meet with the university supervisor to review the schedule and expectations.

2. **Planning for student teaching:** It is expected that the cooperating teacher will do the following:
 - A. Plan a flexible schedule for the student teacher's observations, participation, and teaching.
 - B. Orient the student teacher to the accepted pattern of classroom organization as well as accepted classroom procedures, including health, hygiene, and safety precautions.
 - C. Provide information about the curriculum and specific short- and long-term goals, so that the student teacher can submit effective lesson plans for approval on time.
 - D. Guide the student teacher in planning and attaining cooperatively established objectives and in making productive adaptations of basic lesson plans.
 - E. Demonstrate lessons for the student teacher initially and as needed.

3. **Evaluation of student teaching:** It is expected that the cooperating teacher will do the following:
 - A. Provide the student teacher with daily/weekly constructive feedback regarding the acceptability of daily, weekly, and unit plans (initialing plans and writing in comments are recommended).
 - B. Provide for continuous evaluation of the student teacher's teaching through frequent, planned conferences, weekly report sheets, and checklists.
 - C. Provide opportunities for the student teacher to develop abilities to evaluate children (a) in terms of teaching objectives and (b) using a variety of appraisal techniques.
 - D. Prepare for and participate in the consensus meeting with the university supervisor and student teacher to determine scores for the midterm and final evaluations. The University Supervisor will schedule these meetings.
 - E. Submit three surveys on time: (a) Michigan Department of Education survey; (b) CEHHS teacher-preparation program; and (c) CEHHS university supervisor evaluation.

4. **Conferences in student teaching:** The cooperating teacher will do the following:
 - A. Provide regular opportunities and time for conferences with the student teacher.
 - B. Provide opportunities and time for conferences with the university supervisor whenever

appropriate. The university supervisor should be advised of any potential problems as early in the term as possible, so assistance and support may be provided.

5. Supporting student teacher's self-efficacy

- A. A critical opportunity in preparing teacher candidates to develop their self-efficacy, the student teaching experience needs to create opportunities for student teachers to lead the classroom, fulfilling the primary responsibility for teaching the whole class. Student teachers need to experience the teaching demands across the school days for a minimum of three weeks, if not longer.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

1. Identify and approve the assignment of student teachers to those teachers who demonstrate effectiveness (as measured by student achievement) and capacity to mentor.
2. Provide supportive services to the cooperating teacher, the student teacher, and the university supervisor of the teacher-preparation institution.
3. Serve as a resource when an additional evaluation or opinion is required to make decisions.
4. Observe and provide feedback to the student teacher if possible. A letter of recommendation from the principal may be requested by the student teacher.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

1. Meet with your cooperating teachers and student teachers in person within the first week of classes to (a) set initial observation dates (three required observations and one GoReact observation for classroom introduction), (b) review CFAST expectations, and (c) set the consensus meetings for the midterm and final evaluations.
2. Provide immediate assistance to cooperating teachers, principals, and student teachers in order to acquaint them with the UM-D student teaching program.
3. Provide conferences/seminars for student teachers to support them during their student teaching.
4. Build respect for the policies of the school, the school district, and the opinions and ideas of the cooperating teachers.
5. Become acquainted with the personal background and professional experiences of the student teachers.
6. Clarify for the student teachers and cooperating teachers the university's expectations regarding the integration of long-range curricular goals into daily, weekly, and unit planning.
7. Ensure that both the student teachers and the cooperating teachers meet university student teaching requirements (e.g., for students, daily lesson planning and evaluation unit planning; for cooperating teachers, reviewing plans, and providing feedback and conferences).
8. Visit the student teachers with sufficient frequency (minimum of three observations with written feedback) to make adequate checks on progress through observation, evaluation, and conferences with the cooperating teachers and the student teachers.
9. Provide clear prescriptive and evaluative documentation to support the student teachers.
10. Grade student teachers' M-Portfolios, resumes, cover letters; and provide feedback, as needed on lesson planning, etc.
11. Provide activities, which stimulate and maintain the professional growth of the student teachers.
12. See that supplies, equipment, and professional literature are made available to cooperating teachers and student teachers as needed.
13. Be ready to aid administrators and cooperating teachers with additional services and suggestions when requested.
14. Assist the cooperating teachers in evaluating the student teachers.
15. Complete the UM-D midterm and final evaluations, the Michigan Department of Education survey, and recommend the final grade; lead the midterm and final evaluation consensus meetings; and input the consensus scores into the assessment management software.
16. Report any concerns about the student teachers and/or placements to the Field Placement Director immediately and work together to seek solutions.

GUIDELINES FOR UNIT PLAN OR LEARNING CENTER

All seven criteria should be addressed in writing when planning a unit. For learning centers, adaptations should be made in collaboration with your cooperating teacher and university supervisor.

- I. Core Concept
- II. Length of Time
- III. Unit or Learning Center Objectives
 - A. Indicate information, facts, knowledge or concepts the students are learning (cognitive domain); and Common Core State Standards and benchmarks, including any others used by your school.
 - B. Indicate the attitudes, values and/or appreciations expected (affective domain).
 - C. Indicate the general skills to be developed (psychomotor).
 - D. Indicate technology integration in the unit.
 - E. Indicate adaptations that allow for differentiated instruction and the application of the principles of Universal Design for Learning (UDL).
 - F. Indicate any assistive technology incorporated for any students with special needs.
- IV. Developmental Activities
 - A. Motivating Experience(s): Indicate how you will begin (e.g., connecting to students' prior knowledge; asking questions to stimulate discussion using such resources as videos, websites, presentations, pictures, products, and artifacts).
 - B. Continuing Experiences: Account for each day and/or activity between motivating experiences and concluding experiences. Use the daily lesson plan format. List the activities (group and individual) needed to maintain interest and develop the theme.
 - C. Concluding Experiences: List the summarizing activities or culminating experiences used to provide the opportunities for sharing projects, reports, information, etc. Indicate an activity that will lead to synthesizing the total experience.
- V. Evaluating the Unit
 - A. Indicate and list how learning will be monitored and evaluated throughout the unit (e.g., projects, papers, demonstrations, paper/pencil tests, oral tests, discussion).
- VI. Resources
 - A. List Internet resources, titles of books and relevant chapters, trade books, periodicals, poems, videos, artifacts, media equipment, field trips, pictures (include with plan), construction materials, etc., to be used.
 - B. Indicate how technology will be integrated into the unit.
- VII. Teacher's Reference Materials and Resources
 - A. List the resources used to help prepare for development of the theme.

DAILY LESSON PLAN FORMAT

Two lesson plan templates are provided (General and Inquiry). Select the plan most appropriate for your content area. For all lesson plans include in the heading of your daily lesson plan (a) the date of the lesson, (b) the relevant subject, and (c) the grade. Be sure to include all elements. Please note that lesson plans and assessments are to be created by you, the student teacher.

1. OBJECTIVES:
 - a. When writing objectives, think of assessment measures and the standards or grade level expectations to be met; and,
 - b. List the specific Common Core State Standards addressed in the lesson.
2. SPECIAL OBJECTIVES:
 - a. Indicate how you will differentiate instruction;
 - b. Indicate how you will respect the culture, gender, socioeconomic and ability differences in the classroom;
 - c. Indicate any assistive technology needed; and,
 - d. Indicate how you will meet the principles of Universal Design for Learning (UDL).
3. MATERIALS:
 - a. List all materials needed for this lesson; and,
 - b. List technology to be used and how it is integrated into the lesson.
4. PROCEDURES: Include step-by-step elements that demonstrate instructional theory into practice appropriate for your lesson as follows:
 - a. Describe the purpose, or intent;
 - b. List your anticipatory set or materials used to draw the students into the lesson;
 - c. List the questions you will ask throughout to check for understanding;
 - d. Describe your modeling activity;
 - e. Describe how you will guide the lesson and lead students to independent practice;
 - f. Describe any extension and application activities; and,
 - g. Describe the closure activity.
5. ASSESSMENT OF OBJECTIVES/EVALUATION: (completed on a daily basis)
 - a. Describe how you will assess each objective separately;
 - b. Indicate what will be used as evidence that students learned; and,
 - c. Evaluate and reflect on the lesson. Discuss the strengths, what needs improvement, and any difficulties students experienced meeting the learning objectives.
6. COOPERATING TEACHER'S COMMENTS: (Preferred)

¹ Unless otherwise directed, plans should also be submitted **at least** one day prior to teaching to the cooperating teacher and the preceding Friday to the university supervisor for **approval**. Evaluation/reflection is due to the university supervisor and the cooperating teacher the day after the lesson is taught.

INQUIRY DAILY LESSON PLAN FORMAT

I. LESSON TITLE:

II. CONCEPT(S)/OBJECTIVE(S):

III. SCIENCE LESSON OBJECTIVE(S) (Next Generation Science Standards):

IV. MATERIALS NEEDED:

V. RESOURCES USED (REFERENCES):

VI. SAFETY/MANAGEMENT PRECAUTIONS:

VII. **ENGAGE:** The teacher or a curriculum task accesses the students' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of current activities.

VIII. **EXPLORATION:** Provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Students may complete lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation

IX. **EXPLANATION:** Focus students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. Directly introduce a concept, process, or skill. Students explain their understanding of the concept.

X. **EXTEND AND APPLY:** Challenge students' conceptual understanding and skills through new experiences. Students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.

XI. **EVALUATION:** This stage can occur anywhere in the lesson, although every lesson should at least culminate with some sort of evaluation, so the teacher knows if the students are ready to progress to the next concept.

XII. **REFLECTION:** What were the strengths of the lesson? What would you improve if you were to teach the lesson a second time? What difficulties did the students have meeting the learning objective(s)?

SOCIAL STUDIES LESSON PLAN FORMAT_SECONDARY

TOPIC: Write the topic of the day’s lesson. For example, if the title of the unit were *World War II*, the topic of your first lesson might be *the causes of the war*.

OBJECTIVES: Write three objectives for the lesson using “I can” statements that students could potentially read and/or copy. For example, an objective might read, “I can explain the causes of World War II.”

Inquiry Design Model (IDM) Blueprint™		
Compelling Question		
Standards and Practices		
Staging the Question		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	
	Extension	

STANDARDS: Cite the *Michigan K-12 Standards* which the lesson meets:
https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

PROCEDURE: Using imperative statements that a substitute teacher could potentially follow, list the steps of your lesson. Include an introductory activity/hook, the main components of the lesson, and the closing activity and assessment. For example, the first step might read, “Pose the compelling question: Why would countries engage in a world war?”

INTRODUCTORY ACTIVITY/HOOK:

MAIN ASSIGNMENTS OR ACTIVITIES:

CLOSING ACTIVITY AND ASSESSMENT:

REFLECTION: After your lesson, reflect on its effectiveness. What went well? What would you do differently the next time?

ADDITIONAL GUIDELINES AND REQUIREMENTS FOR YOUR UNIT

1. Utilize the **Inquiry Arc** of the *C3 Framework* in your planning. Pose compelling and supporting questions.
2. **Dimension 1: Developing Questions and Planning Inquires:** Developing Questions and Planning Inquiries
Dimension 2: Applying Disciplinary Tools and Concepts: Civics, Economics, Geography, History
Dimension 3: Evaluation Sources and Using Evidence: Gathering Evaluating Sources, Developing Claims and Using Evidence
Dimension 4: Communicating Conclusions and Taking Informed Action: Communicating and Critiquing Conclusions and Taking Informed Action
3. Use the **Inquiry Design Model Blueprint Template** at least once in the unit. Use the template below or download it from this site: <http://www.c3teachers.org/inquiry-design-model/>.

RECOMMENDED WEEKLY LESSON PLAN FORMAT

(To be used only after consultation with the university supervisor)

Curricular Area _____

Grade: _____

Date from _____ to _____

Note: Each weekly plan is to be submitted to the cooperating teacher for approval on the preceding Friday, unless your university supervisor advises otherwise. Actual development of a weekly plan will require more space than allotted in this format. Using two opposing pages in a notebook is recommended.

	OBJECTIVES CCSS/MDE STANDARDS	PROCEDURES (Include materials, key questions, activities and closure)	EVALUATION OF OBJECTIVES & REFLECTION
M			
TU			
W			
TH			
F			

CEHHS POLICY ON STUDENT TEACHERS AS SUBSTITUTE TEACHERS

- Student teachers are invited to consider substitute teaching for their cooperating teachers during their general education student teaching semester.
- School districts are invited to consider hiring UM-Dearborn student teachers for substitute teaching opportunities for the cooperating teacher only.
- If student teachers are willing to substitute teach for their cooperating teachers, student teachers must meet the district's registration and training policy for substitute teachers prior to or during the semester of student teaching. Such registration and training with the district or agencies (e.g., EduStaff) is required by State law and the Michigan Department of Education issues substitute teaching permits.
- Student teachers are allowed to substitute teach for ONLY their cooperating teachers during the student teaching semester for no more than 10 days. If there is a need to extend the 10-day limit, authorization is needed from the university supervisor and field placement director.
- Student teachers will be allowed to substitute teach for their cooperating teacher for one (1) to two (2) days only in any given week. If there is a need to extend the 2-day limit, authorization is needed from the university supervisor and field placement director.
- It is possible the student teachers will meet the district's substitute teaching requirements but not be needed to substitute teach for their cooperating teacher.
- Student teachers must notify university supervisors when they are substitute teaching. University supervisors will monitor the number of days student teachers are substitute teaching.

STUDENT TEACHERS AS LONG-TERM SUBSTITUTE TEACHERS

Student teachers may, by special arrangement, be permitted to student teach in a school where they have been hired by a school district as a permanent long-term substitute, not as a building substitute. In these cases, a student teacher should:

- A. Be successfully employed in the position prior to the beginning date for student teaching.
- B. Receive approval from the field placement director by the student teaching application deadline (October 1st for winter and April 1st for fall).
- C. Submit a letter of recommendation from the principal or administrator in the district of employment to the field placement director.
- D. Teach in their subject area and certification area only.
 - Traditional Program
 - Elementary Cert: K-5, all subjects
 - Secondary Cert: Teach within major and minor if MTTC test has been passed
 - Grade band Program
 - B–K certification
 - PreK–3 certification
 - 3–6 certification
 - 5–9 certification within specific content area(s)
 - 7–12 certification within specific content area(s)
- E. Be assigned a mentor teacher on site who will be responsible for mentoring the student teacher consistently.
 - Ideally, provide as much support personnel as possible
- F. Be supervised by a university supervisor.

REPEATING DIRECTED STUDENT TEACHING

- Both the university supervisor and the cooperating teacher maintain accurate, ongoing, written record of conferences, suggestions, and any other relevant information regarding the assignment. These records should be dated, and copies should be given to the student teacher as each is completed. Student teachers experiencing problems must be notified by their university supervisor no later than mid-point of their student teaching experience or as soon as the problem is identified.
- The field placement director should be informed as early as possible regarding student teachers experiencing problems, and a description of the nature of the problem(s) or potential problem(s). When school personnel or university staff contemplate withdrawing a student teacher from student teaching, the university supervisor must schedule a conference with the student teacher. Appropriate school personnel may be present. During the conference the university supervisor will identify the problem(s). The student teacher will have an opportunity to present information relating to the problem(s). Decision of the course of action should be made collaboratively by the university supervisor, cooperating teacher, and student teacher. A written summary of the course of action will be provided to the student teacher, cooperating teacher, university supervisor, and the field placement director.
- If the problem(s) has/have been identified as critical or if the student teacher was terminated, the field placement director will schedule a conference with the university supervisor and the student teacher who will be asked if they would like their faculty advisor, if applicable, or a faculty mentor to be present at the conference.
 - Specific reasons for withdrawal consideration will be presented at the conference.
 - The student teacher will be given an opportunity to present information relating to the reasons for withdrawal consideration.
- If a professional decision is made to withdraw the student teacher from the student teaching assignment, the field placement director will complete the appropriate forms to withdraw the student teacher. The student teacher, university supervisor, and the field placement director will collaboratively develop a remediation plan. This plan will state clearly the area(s) needing strengthening, recommendations for remediation, and a time line. The field placement director will provide a copy of the remediation plan to university personnel as appropriate.
- Student teachers must provide evidence of successful completion of the remediation plan before a second and final student teaching assignment will be considered. A second student teaching assignment is not automatic. Student teachers must apply to student teach by the posted deadline and petition to repeat student teaching for a second semester. The petition must be approved by the Professional Standards Committee before registering. If the withdrawal is for violation of Michigan regulations or law, the University may decide to terminate the student teacher with no provision for further placement.

INCOMPLETE COURSEWORK, WITHDRAWAL, OR UNSATISFACTORY GRADE

A student will receive an incomplete grade in student teaching only if there is minimal work to complete (75% or more already completed) and the student is progressing satisfactorily in student teaching. An incomplete grade is not to be used to repeat student teaching in a subsequent semester.

A student teacher who has withdrawn or received an unsatisfactory grade in student teaching must petition to repeat student teaching for a second semester. The petition must be approved by the Professional Standards Committee before registering.

TERMINATION OF DIRECTED STUDENT TEACHING

Termination may occur if a student teacher is unable to meet all of the requirements of the student teaching semester or if a serious issue arises during student teaching that requires immediate removal of the student teacher from the placement. This determination is not made lightly and is done in consultation with the cooperating teacher, university supervisor, field placement director, and the department chair. Other personnel from the school placement or the university may participate as necessary.

Cause for Termination: The causes for termination of student teaching include but are not limited to the following situations:

- The classroom students' learning is significantly impeded due to the student teacher's lack of content knowledge.
- The classroom students' learning is significantly impeded due to the student teacher's inadequate planning.
- The classroom students' learning is significantly impeded due to the student teacher's inadequate classroom management and/or discipline.
- The classroom students' learning is significantly impeded due to the student teacher's deficiency in oral and written communication skills.
- There is documented evidence of ethical impropriety, violation(s) of community standards or practice, or improper professional judgments on the part of the student teacher.
- There is documented evidence of inappropriate personal or professional behavior by the student teacher.
- There is documented evidence of concerns regarding the student teacher's professional dispositions.
- There has been a violation of rules and responsibilities outlined in the Student Teaching Handbook, the Michigan Professional Educators' Code of Ethics, or the laws of the State of Michigan.
- A hosting school determines that a student teacher can no longer participate at the school. Because a student teacher is considered a guest of the school and classroom, the host school can make this determination.

For details concerning the remediation process, termination decision steps, and documentation requirements, see the Department of Education Initial and Continuing Teacher Certification Program Policies and Procedures handbook.

GUIDELINES FOR CLASSROOM OBSERVATIONS

The university supervisor will complete a form for each observation, which will include: the student teacher's name, lesson observed, date of lesson observed, and classroom/grade level. Classroom observations will address the following:

Objectives and Evaluation:

- Include the lesson objective(s)
- Include how each objective was achieved and the evidence

Instruction

A. Teaching the Lesson

- a. What techniques were used to introduce the lesson?
- b. What materials were used to teach the lesson?
- c. Before the beginning of the lesson, was related materials already on the board? Was board work added during the lesson?
- d. How did the students engage in the lesson? What student responses did you observe that indicated interest?
- e. How did the students show they understood the materials that was presented? Were there some students who didn't understand? How could you tell?
- f. In what ways did the student teacher reinforce the skill or concept?
- g. Briefly describe the class discussion or other oral student contribution or comments.
- h. How did the student teacher evaluate students' learning?
- i. How did the student teacher close the lesson (reiteration and review, summary, questioning, written answers, etc.)?

B. Managing the Classroom:

- a. What management techniques were used?
- b. What was the effect of these techniques?
- c. How did the class, as a group, respond to the management decisions?
- d. What kinds of interactions, both verbal and nonverbal, did you observe between the student teacher and the class and among the students?
- e. How would you describe the classroom climate? What evidence can you provide?
- f. How would you characterize the degree of structure in the classroom: in terms of learning behavior? (Think of a scale running from zero (0), no noticeable restrictions, to five (5), strongly directed and clearly defined behavior.) Explain.

PERFORMANCE REVIEW

During student teaching, student teachers are observed by their university supervisors at least three times. To provide written and formative feedback, university supervisors use the Performance Review form available in the next section. Student teachers will meet with their cooperating teachers and university supervisors to review and discuss their respective evaluations.

Additionally, student teachers are evaluated twice (midterm and final) during the semester by their cooperating teachers and university supervisors using the Candidate Preservice Assessment of Student Teaching (CPAST). Student teachers will complete midterm and final self-evaluations using CPAST. Student teachers will meet with their cooperating teachers and university supervisors during a midterm and final evaluation consensus meeting.

In order to assure that all evaluations are received in a timely fashion, the CEHHS Field Placement Office requires that each cooperating teacher submit an active email address to which the Field Placement Office can use to communicate regarding the evaluations. University supervisors are expected to use their university email addresses for all correspondence.



INTERNSHIP PERFORMANCE REVIEW

EDD 421/518 SECONDARY EDD 435 ELEMENTARY

DATE _____ TIME FROM _____ TO _____

STUDENT TEACHER _____

UM-D SUPERVISOR _____

LESSON OBSERVED _____

KEY	S = Satisfactory Progress	I = Improvement Expected	N = Not Observed
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PLEASE ✓ CIRCLE KEY PHRASE/S FOR CLARIFICATION

S	I	N	#	Domain 1: Planning and Preparation
			1	One of the established UM-D forms for lesson plans—daily, weekly, unit/center—is being used; plans are submitted for approval one or more days prior to use.
			2	Lesson plans have clearly stated objectives and fully developed procedures and are appropriate for student needs. (Domain 1a, 1b, 1c, 1d, 1e, 1f)
			3	The activities selected are age-appropriate and are supported by sound principles of pedagogy. (Domain 1a, 1b)
			4	Subject matter competence and knowledge of content are evident in written plans and their implementation. (Domain 1a)
			5	Board/Smart board work, instructional materials, and resource materials are prepared and ready for use at the time a lesson is taught. (Domain 1d)

COMMENTS: _____

S	I	N	#	Domain 2: Classroom Environment
			6	While maintaining the teacher/leader role, the student teacher demonstrates a positive, responsive attitude toward students. (Domain 2a, 2b)
			7	Techniques that promote a climate of warmth and approachability are observable. (Domain 2a, 2b)
			8	An understanding of socio-economics and cultural needs is evident. (Domain 2a, 2b)
			9	Good classroom routines are established and maintained. Suggestions for changes are discussed and approved by the classroom teacher. (Domain 2c, 2d)
			10	The classroom behavior of the whole class and of small groups is closely monitored and positive, age-appropriate techniques are used. (Domain 2c, 2d)
			11	Individual student behavior is dealt with while maintaining classroom order and lesson continuity. (Domain 2d)
			12	Effective management of scheduled instructional time and effective use of physical space are observable. (Domain 2e)

COMMENTS: _____

S	I	N	#	Domain 3: Instruction
			13	The planned lesson is implemented effectively and students are motivated and kept on task. (Domain 3c)
			14	Expected student behavior is articulated by the student teacher and consistently observed while respecting the special needs of individuals. (Domain 3a, 3b)
			15	There is observable attention given to the students pursuing independent work at their seats while instruction is being given elsewhere and/or during transition periods. (Domain 3c)
			16	During the lesson, appropriate techniques for eliciting feedback from students are used with provision made for those students needing additional attention. (Domain 3a, 3b, 3c, 3e)
			17	Student work is being corrected and returned promptly. Those needing supportive work are being attended to. (Domain 3a, 3d, 3e)
			18	Communication skills – competent writing, effective listening, and clear oral expression – are observable. (Domain 3a)
			19	Core teaching practices are observable: 1. Leading a group discussion; 2. Explaining and modeling content, practices, and strategies; 3. Eliciting and interpreting individual students' thinking; 10. Building respectful relationships with students; and 12. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.

COMMENTS: _____

S	I	N	#	Domain 4: Professionalism
			20	Evaluations of each lesson are submitted on the day following the lesson and include an assessment of each objective identified for the lesson. (Domain 4a)
			21	All record keeping is done in a timely fashion and is accurate. (Domain 4b)
			22	The student teacher knows and observes school policies. (Domain 4f)
			23	Housekeeping tasks are attended to well before and after scheduled class time. (Domain 4b)
			24	There is evidence of dependability, conscientious attention to tasks, and respect for confidentiality. (Domain 4e, 4f)
			25	There is enthusiasm about teaching, and an observable commitment to the students and their families. (Domain 4c, 4f)
			26	There is evidence of initiative and willingness to accept constructive criticism and to act on suggestions. (Domain 4a, 4e, 4f)
			27	There is a good working relationship between the student teacher and the school's faculty/staff. (Domain 4d)
			28	Participation in school and professional activities is evident. (Domain 4d)

COMMENTS: _____

Student's Signature _____ Date _____
 Supervisor's Signature _____ Date _____