

K-12 Modern Language Teacher Education Internship Handbook

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Oakland University

MODERN LANGUAGE

**K-12 TEACHER EDUCATION PROGRAM
Internship Handbook**

A GUIDE FOR

**Interns
Cooperating Teachers
Administrators
University Field Instructors**

**Department of Teacher Development and Educational Studies
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INTRODUCTION

This handbook is designed to inform and guide interns, cooperating teachers, university field instructors, district administrators, and all other persons with interest in the Oakland University K-12 Modern Language Education Program internship. It includes procedures and timelines, policies, suggestions and forms designed to achieve two general goals:

- To orient participants to expectations with regard to the internship,
- To provide the forms, records and instructions needed for record keeping, assessment and evaluation during the internship.

We suggest that you read, or at least skim, the entire handbook in order to become familiar not only with your role, but with the roles, obligations and expectations for others in the program.

SECTION 1

PROGRAM INFORMATION

School of Education and Human Services Conceptual Framework

Mission:

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

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

Purpose:

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

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

Knowledge Base:

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

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

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

Professional Commitment:

With the support of an advisory board comprised of community educational, business and industry leaders, the School of Education and Human Services (SEHS) provides students with a contextual, inquiry based program. All members of the SEHS community recognize that any change in systems if they are to be successful, must include a practitioner culture where those most directly affected by the change take responsibility (Darling Hammond, 1997; Becker and Riel, 1999). A professional culture of teaching for example does not happen automatically. It is nurtured and developed and successfully accomplished when teachers play a central role in constructing implementation strategies and choosing resources (Becker and Riel, 1999). The School of Education and Human Services at Oakland University is committed to the improvement of education for all children and adults. Interwoven throughout SEHS programs is the evidence of this commitment to improvement and developing a professional culture. It is reflected in our commitment to a field-based model for school personnel preparation (Posner, 1996) and to a partnership model with K-12 educators (Holmes Group, 1990) for school improvement.

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

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

Vision and Results:

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

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

K-12 Modern Language Teacher Education Program Description

The Oakland University K-12 Modern Language Teacher Education Program (OU STEP) is a fifth-year, internship-based program of study leading to recommendation for Michigan K-12 Modern Language teacher certification. ***It is a certification, and not a degree program.*** Teachers who become certified through this program earn bachelor's degrees in their major content areas. They then engage in 42 credits of professional education coursework to complete requirements for certification. The program accommodates both undergraduates and persons already holding bachelor's degrees in teaching subject areas. In the case of undergraduates, professional education coursework is integrated into the latter stages of their degree completion program. The Modern language major areas for which we recommend certification are Spanish, French, German, and Japanese.

The Oakland University K-12 Modern Language Teacher Education Program aims to develop highly competent education professionals who are committed to the lifelong study of human experience as a function of learning. More specifically, ***to develop educators who have the propensity and capacity to positively and enduringly impact the quality of life of children and youth through the teaching of their subject matter specialties.*** Teacher preparation toward this end is grounded in four fundamental programmatic beliefs shaping the goals of the program:

- Schooling is a system of interaction among curriculum, learner, control and contextual variables. The ability to assess these variables, and the ability to manage interactions among them in specific classroom settings, are characteristic of educators who effectively move pupils to new levels of subject matter literacy.
- The purpose of schooling at all levels and across all disciplines is to systematically move pupils toward higher levels of responsibility in four domains:

Academic Responsibility	To know, understand, and be able to do an ever-expanding range of things; To be curious, and to take pleasure in figuring things out.
Personal Responsibility	To form, articulate, support and defend ideas and positions in ways respecting of self and others.
Interpersonal	To collaboratively promote group goals and the

Responsibility	development of community at many levels.
Intercultural Responsibility	To balance aims and actions in ways that support different perspectives in a multicultural, global society.

- Effective educators operate among inter-connected roles that encompass inquiry (reflection and action research), intervention (teaching, coaching and remediation) and integration (school and community collaboration and service). Further, they demonstrate leadership, which is grounded in the skilled and mindful management of resources, information, and communication.
- The work of effective educators is guided by thoughtful, data based decisions about aims, roles, and tasks. These decisions must be informed by a deep understanding of academic disciplines, human diversity, and self.

K-12 Modern Language Coordination and Governance

The director, School and Field Services, is responsible for overseeing the processes of program admissions and advisement, and systems related to program data organization and management, and program evaluation.

The K-12 Programs Education Council is made up of faculty members from each of the departments in the Arts and Sciences that house the teaching majors of our K-12 programs. Faculty serves an indefinite term, and is appointed by the chairs of their departments. In many cases, these faculty members are also those who advise secondary education students in their teaching areas. The Council serves both a policy-making and an advisory function and as such is apprised of current program status, and presented with ideas for continued program development.

Placement Procedure Detail

We are committed to developing K-12 Modern Language education relationships with school districts who support and understand the internship, and who are willing to help us explore new possibilities for the internship as a way to becoming a teacher. Ideally, these will be districts that are willing to work with a cluster of interns for our entire academic year (August through April).

The following materials provide an overview, by marking period, of the yearlong learning agenda for the internship. **At the start of the school year we will initiate meetings between the district mentor teachers and our director and university field instructors to consider district and school-specific intern schedules that can best meet the needs of all parties concerned.** There is also a whole “community” meeting at the Oakland Center on the university campus to provide all mentor teachers and interested administrators the opportunity to raise questions and to meet those working with us in other districts.

Our university field instructors will establish a schedule of site visits for the fall university semester, which will have them visiting your school, and intern no less than five times. The intern experience should begin with extensive orientation activities, and develop toward the assumption of teaching responsibilities. The speed of transition from orientation to assumption of teaching responsibility will be determined by the intern's progress and by the mentor teacher and university field instructor's assessment of the intern's readiness to teach. At approximately the third week of the second school marking period, the following data will be examined:

- Mentor teacher and school administrator assessments of the current success of intern adaptation, performance and placement,
- University field instructor and program director estimates of the same,
- Intern assessments of their own performance and their school experiences, and
- University course instructor current evaluations of interns.

On the basis of these data, one of three primary decisions will be made concerning each intern:

- They will continue toward certification in the internship at their same placement site,
- They will continue toward certification at another placement location, or
- They will be asked to consider a career path other than teaching.

Conditions may be applied to any of these outcomes.

Field Experience Overview

Our K-12 Modern Language interns have previously completed 110 hours of fieldwork during their academic preparation. This experience has been split between their content major and minor, secondary and elementary, and with experience in both urban and suburban school districts.

The internship is conceptualized as a set of activities, which include both field experience and on-campus coursework. For the field component, students work daily in a selected school district for our entire academic year (August through April). Where possible, this work will be scheduled to occur within two placements: a) Both K-5 and 6-8 or b) Both 9-12 and 6-8.

The field experience component occurs in two phases. The first of these is analogous in purpose to "early field" experience. The second phase, which occurs January-April is full days and is analogous to "student teaching."

Attached are tables describing the two phases in more detail.

It is important to establish a tentative yearlong schedule for each intern at the start of the school year. It is also important that this schedule be consistent with the time frames articulated in the tables. Those times have been constructed to:

- Support internship as development.
- Maintain a reasonable match between clock hours and credit load.
- Balance field and university course demands.

- Meet directed practice requirements for certification.
- Allow time for interns to work part-time for much of the year.

It is understood that all placements are unique. Some variation of the schedule may be negotiated to the degree that it provides a better learning experience for the intern, and more service to the school and district. Negotiated variations must, however, be made explicit, and clearly agreed upon by all participants.

Although we do not attempt to draw conclusions about “best” schedules, here are a few features that appear to have been successful in a number of placements. These features suggest a number of degrees of freedom.

- Interns work with more than one teacher during the year.
- Interns teach in both major and minor areas at some time during the year.
- Interns spend some time at both high school and middle school levels, or middle and elementary levels.

PHASE I: First semester minimum: 240 field hours; 80 teaching hours.

August-September

Development Foci for Interns	Intern Activities	Intern Assignments	Community Development and Assessment
Assessment: Develop abilities to collect data, reflect on, and draw conclusions about district-specific relationships among context, curriculum learners and controls.	Approximately 3 to 3 ½ hours spent at school each day.	Personal/professional time management plan.	Participants meet at start of year to articulate internship schedule. Interns must report to their placements on the first day of teacher meetings and orientation after summer break, as scheduled by their district or earlier if so directed by their cooperating teacher.
Instructional Design: Develop instructional units and management plans.	Be in two target classrooms daily.	Assessment of community.	Field instructor establishes a tentative visitation schedule for 1 st sem. (min. 5 visits)
Service: Foster participation in the broader school community; identify	Become oriented to the students and to the classroom curriculum. Observe	Assessment of school culture.	“Community Forum” at Oakland University in August to share

areas where individual personal/professional skills can be applied beyond the classroom.	in a variety of classrooms and subjects to become acquainted with the whole-school curriculum.		ideas about the start of the year. (Cooperating teachers, administrators and university field instructors)
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Professional Collaboration: Create norms for working with cooperating teacher and university field instructor. Develop system for feedback and guidelines for responding to criticism.	Become oriented to the local school community.	Interns are encouraged to attend faculty meetings, in-service training opportunities, school board meetings, PTSO meetings, and other school functions.	First collaborative evaluation using “Assessment of Field Adaptation” form.
Identity: Begin to form an image of self as teacher. Develop comfort with school environment, students and tasks of teaching. Identify beginning pieces of personal/professional identity.	Assists mentor teachers, co-teach and teach individual lessons as the marking period develops.	Plan for starting the school year.	
	Begin to develop instructional units for the second marking.		
	Develop organization of 2 nd marking period teaching.		

October - December

Development Foci for Interns	Intern Activities	Intern Assignments	Community Development and Assessment
Instructional Repertoire and Implementation: Develop abilities to translate conceptual units into interactive, higher-	Begin to assume responsibility for instruction in two classrooms. Complete at least 80 hours of teaching total by the end of	Classroom management and organization plan.	Field instructors begin to focus observations on instruction. Discuss strengths and areas to improve with the cooperating

level learning focused instruction. Demonstrate applications of content specific methods and sensitivity to special needs students.	semester one. (Students may count co-teaching toward the fulfillment of this, assuming that they have instructional control over the lessons that are co-taught.		teachers.
Instructional Management: Develop the ability to manage activity in ways that support intended learning outcomes.	Assume responsibility for classroom management and organizational tasks	Instructional units (SED 428) and (EED428)	
Resource Management: Begin to make use of a variety of resources available in the local community to support instruction.	Develop/finalize teaching schedule for the third marking period.		Early December decision about second semester continuation of the internship.
Communication: Develop ways to interact with students in a variety of interpersonal situations that promote learning and foster the development of responsibility in learners. Develop abilities to confront problems and to handle difficult communication situations.	Observe in some of the classes that will be taught third marking period.	Daily lesson plans.	Collection of data from participants about the effectiveness of internship to date. Materials to be completed found in the appendices under "Assessment."

PHASE II: Second semester minimum: 600 field hours; 300 teaching hours.

January-April

Developmental Foci for Interns	Intern Activities	Intern Assignments	Community Development and Assessment
Instructional Management: Develop, improve abilities to manage a full load.	All day, 5 days per week, 15 weeks.	Instructional unit plans.	Second Periodic Performance Based Assessment completed-Jan.
Student Assessment: Increase focus on outcomes for learners. Create assessment systems that are effective and efficient.	Develop instruction for four class periods for the marking period.	Daily lesson plans.	Four to five field instructor visits
Communication: Increase ability to talk about instructional effectiveness in terms of students' needs and performance.	Assume full control of instruction.	In-services and meetings as required of cooperating teacher. Completion of portfolio and other program documents, found in the handbook.	Collaborative assignment of grade for SED 455. Finalize collaborative internship report writing process.

Reflective Coaching Model

The reflective coaching model is highly consistent with the themes of the internship. In it, the coach is a colleague whose primary interest is to help the teacher reflect on the effectiveness and appropriateness of his or her behavior, goals, beliefs and values. The reflective coach is not super ordinate, nor does he/she attempt to impose beliefs or methods on the colleague being observed. Instead, the coach holds up a professional mirror, asking the teacher to consider and reconsider what he or she is doing.

Nolan and Hillkirk (1991) identify four features of the reflective coaching model:

- The model is based on cycles of pre-conferencing, observation, and post-conferencing.
- The partners share control over the process.
- Data are collected and used to orient instruction and test hypotheses.
- The coaching process is continuous over a significant period of time.

Function of the Coach	Changes due to Reflective Coaching	Coaching Cycles
Lets the teacher call the plays	Questioning behavior	Should be planned collaboratively
Focus coaching on particular aspect of their teaching, such as pace	Classroom management	Should reach agreement about what behavior(s) is/are being observed and changed.
Collects data and provides feedback	Use of different teaching strategies	Coaches should keep clinical records of their observations and comments
Asks, listens and “engages the teacher in an ongoing dialogue about the meaning of his intentions and actions in the classroom.” (Nolan and Hillkirk, 1991)	Use of more effective techniques to increase student understanding	Coaches should provide a copy to interns and the intern’s university instructor
	Clarification of elements of the lesson plan	

Questions are best, which relate to the effectiveness of the lesson vis-à-vis the teacher’s stated goals, or which relate to the values that are espoused by the teacher. For example, if a teacher espouses inquiry values but presents an expository lesson, this should be raised as a question. Other questions might include:

- Is the goal really important?
- Is there a good reason why the concept is being taught or the lab being done?
- Were students engaged?
- Would slowing/speeding the pace improve attention?
- Is there a better way to teach the topic?
- Are all students involved in the lesson?
- Are students learning how to learn?
- Should you re-teach the concept?
- Is the level of questioning varied?
- Is concept understanding being monitored?

➤ Themes of the Internship

Three themes are intended to unify the program and practices of the K-12 Modern Language program and, in particular, the internship. They are the themes of collaborative, reflective, and professional practice. Each is discussed briefly below.

Collaborative Practice

In the past, teacher education has typically been regarded as the responsibility of the university. Teachers “loaned” their classrooms to student teachers, who were generally regarded as practicing students rather than colleagues. University supervisors would occasionally come by to check on the progress of the student teacher and to ensure that the experience was running smoothly. Students would sometimes have only a few weeks to actually practice teaching. *In the Collaborative Practice Model, efforts are made to encourage interaction between field instructors (formerly supervisors) and cooperating teachers and interns. Although interns are still, technically, students, they are treated as first-year colleagues and encouraged to participate fully in the academic community and in setting the tone and pace of the internship. Cooperating teachers and administrators are included in the planning and implementation of the internship as professional colleagues with field instructors. Most importantly, participants must see themselves as equal contributors and colleagues, rather than members of a hierarchy.*

Reflective Practice

Attempts to apply traditional science to teaching have proven less than satisfying, at least in part because of the number of variables which operate within the classroom system. In general, effective teaching requires that teachers know their goals, use approaches and techniques with the greatest potential for achieving those goals, assess the results, and modify their approaches according to their assessments. *The Reflective Practice paradigm assumes that the teacher is both an artist and a scientist, making full use of both intuitive ideas and confirmed practice. The reflective practitioner never rejects new ideas as impractical without testing them to see if they help him or her to achieve carefully defined goals. The basis for reflective practice is a willingness to carefully observe student responses to various teaching activities and management strategies with an eye to recording and modifying, retaining, or rejecting the practices in the future. The reflective practitioner is willing to change his or her own behavior, if necessary, to achieve goals which he or she considers to be most important. Reflective practitioners are problem-solvers and are not prone to the continuation of ineffective practices for the sake of false ideals.*

Professional Practice

The theme of professional practice is built around the assumption that the teacher should engage in active learning enabling him or her to become progressively more effective throughout his or her career. To this end, students are encouraged to attend workshops, take advantage of personal development opportunities, join professional organizations, and in general to build an ever-expanding portfolio of competencies and experiences. *Professional practitioners value scholarship, but understand that their first obligation is to assist students in the pursuit of their legitimate life goals, encouraging learning as a means to an end. They are aware of the social and political structure within which they operate, and are willing to extend themselves beyond the classroom. They are willing to interact with colleagues, share their knowledge, pursue further education – either formally or informally, assist new colleagues into the profession, cooperate with administrators, and participate in school and district endeavors. They regard their profession as important and avoid displaying attitudes that are negative and self-defeating. They are, in short, positive and proactive in the practice of teaching and education in general.*

SEHS Professional Education Programs / Competency and Retention Statement

Expected Competencies:

The goal of our professional education programs is to develop capable practitioners who will prepare children and adults for multiple roles in an ever-changing, global environment. By completion of their program study, candidates will demonstrate:

Knowledge Base: An understanding of a common core of the knowledge gained through study in the liberal arts and in selected areas of content specialization and will evidence skill in the use of this knowledge in their teaching.

Performance Excellence: Readiness to assume responsibility for classroom teaching and to use appropriate teaching practices including effective communication and classroom/group management skills.

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

Technology: The ability to use information technology to support student learning and productivity.

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

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

Leadership and Outreach: A disposition to continue professional growth and to make on-going contributions to their professions.

Ethics and Professional Judgment: Knowledge of and a willingness to comply with the Michigan Code of Ethics for Teachers, including without limitation the ethical obligation of teachers to demonstrate personal and professional integrity, behave in a trustworthy manner, adhere to expected social practices, current state and federal law and state and national student assessment guidelines, and exercise sound professional judgment.

Retention in the SEHS Professional Education Programs:

Retention in the SEHS professional education programs is based on the expectation that students will demonstrate the characteristics of, and conduct themselves as members of, the profession as described in the Expected Competencies. Students may be removed from a program, removed from a field placement or may not be recommended for certification: (i) if they fail to fulfill any such expectations to Oakland University's satisfaction, including without limitation the expectation that they demonstrate adequate and appropriate communication ability and character and develop, maintain and fulfill their professional relationships, responsibilities and competencies; (ii) academic misconduct; (iii) violations of the Michigan Code of Ethics for Teachers; (iv) failure to fulfill any Oakland University academic or conduct requirements; or (v) violations of any other program or Oakland University's policies, rules, regulations or ordinances.

Students may also be removed from field placements: (i) upon request of a building administrator; (ii) for a failure to comply with the requirements of this Competency and Retention Statement; (iii) if Oakland University determines that removal is in the best interests of the student, Oakland University, the professional education programs or the schools where the student is placed; (iv) inadequate planning, classroom management, and/or discipline; (v) lack of content knowledge; (vi) deficiency in oral or written communication skills; (vii) inappropriate personal or professional behavior; (viii) ethical impropriety; (ix) violation(s) of community standards or policies; or (x) failure to exercise appropriate, professional judgments.

Internship Termination Policy

Any of the conditions mentioned in the above retention statement will be cause for termination of a student's placement in a directed teaching contact.

Procedure For Termination of Student Internship

1. University field instructors may document the deficits with written observations, logs, notes, videotapes or formal evaluations of performance. If possible, an improvement plan will be implemented to attempt to help you succeed in the placement.
2. Once a cooperating teacher or University field instructor judges that there is cause to terminate you, the University field instructor presents documentation to the Director of School & Field Services. The Director of School & Field Services, under advisement of the K-12 Programs Education Council, will then decide if your case warrants possible termination.
3. It is recommended by the School Services Office that the school administrator work through the University field instructor and the Director of School and Field Services before making a decision to terminate you. However, as guests in the school we must accede to the building administrator* for requests of removal.
4. Following the termination you are required to have a conference with the Director of School & Field Services.
5. In certain cases, you will be given another opportunity for an internship experience. You will first need to file a petition of exception, stating rationale to be considered in making this determination. If approved, a remediation plan will be devised to attempt to ensure you have a successful contact. Your individualized plan may include but is not limited to:
 - a) Additional course work,
 - b) Additional training in a deficit area(s),
 - c) Support service offered by the University, and/or
 - d) Extended internship experience.

If a remediation plan is not possible, or requirements of the plan are not satisfactorily completed by you, **termination from the program will be final.**

6. If problems continue after your second assignment, you will be excluded from the certification program.

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

SECTION II ROLES AND RESPONSIBILITIES OF THE INTERN

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

Interns as Colleagues

Interns are fully prepared for their initial teaching duties in terms of content and professional education coursework. However, experience is lacking. To gain this experience, each intern is placed with a primary cooperating teacher in the schools. The intern and the cooperating teacher, in turn, are associated with other interns, cooperating teachers, and university field instructors. Within this network, interns should be treated, and should behave, as professional colleagues.

Expectations of the Intern

The following should be considered general rules governing the entire internship experience. These guidelines will help you approach the experience in ways that will maximize your chances for success both during this year and beyond.

You must register for a total of 12 credits of SED455, between the fall and winter semesters. Additionally you must register for SED428 and EED428 in the fall semester. You must apply to graduate from CAS by the published cut off date for winter term.

- 1. Complete attention must be given to the internship experience. The responsibilities of the internship should be your first priority.** Because of the duration of the internship, it is realized that many interns will need to have part-time employment. The employment, however, should be organized around the internship, and not the other way around. Where work conflicts with internship activities, it is expected that work will be re-organized to allow maximum fulfillment of internship responsibilities.

- 2. Attendance and participation in a variety of professional activities will strengthen your knowledge and teaching credentials.** Talk with your cooperating teacher and field instructor about the kinds of professional activities in which it will be possible to become involved. During the first half of the year, try to participate in all of the non-teaching school activities that you can, given your work and general-life schedule. **Remember that your district's calendar and not the university calendar determines your work and vacation schedules.**

3. **The cooperating teacher and field instructor should be informed before the school day begins if you are to be absent for illness.** Both individuals should concur in advance if you are to be absent for other reasons and should determine if you will be expected to make up any absences.
4. **If you become ill and have the lesson plan book and other materials at home, the items must be delivered to the cooperating teacher in a timely fashion.**
5. **Attendance at all seminars arranged by the Office of School & Field Services Director, and your university field instructor is required. A grade may be lowered a tenth of a point for each missed seminar.**
6. **Once the specific internship schedule has been defined for the year, it is expected that no other activities will interfere with that schedule.** Because of the unique nature of our program, it is the case that many of our interns have substituted, and that all are eligible for substitute teaching certification. **The State of Michigan has approved our K-12 Modern Language Intern Substitute Teaching policy, found in the appendices. Interns may serve as substitutes within their building of placement only with adherence to the criteria outlined in this policy, and only with district agreement with the policy.**

General Suggestions

The following suggestions are gleaned from the experiences of past interns. Read them before you begin your internship; re-read them periodically throughout the year. Another source of hints is the section in Callahan and Clark on “50 common mistakes of beginning teachers.” Whenever you come up with new ideas or strategies for making your teaching more effective, please share these with others. Professional interaction is one of the most powerful sources of ideas and support for professional growth.

1. Do not be afraid to show your enthusiasm. Be cheerful and out-going in school. Greet everyone, from student(s) to the principal, including building maintenance, food service personnel, secretaries and other staff members.
2. Act and dress like a professional. Take your cues from other members of the professional staff. Be mindful that students’ behavior can be influenced positively by your professional appearance.
3. Take advantage of every possible learning opportunity. Avoid the temptation to plan or correct papers while your cooperating teacher is teaching a lesson. Observe and take notes.

4. Do not try to change your cooperating teacher. Some teachers will embrace your ideas, others will not. Remember your basic relationship and try to extend or build on your cooperating teacher's strengths.
5. If the cooperating teacher leaves the room, take charge and report any unusual happenings immediately upon his or her return.
6. Consult with your cooperating teacher before attempting learning activities that depart from the normal classroom procedures. Always get approval for any communication home, from your cooperating teacher, before sending letters or making phone contact.
7. Never point out a student's faults in front of others.
8. Refrain from making any negative comments about the school or the school's personnel, especially when talking with fellow interns.
9. When making lesson plans in the plan books, be specific. For example: Note a textbook's name, page number and location. The precise location of any supplementary materials should also be included. This is particularly important in case you must be absent.
10. If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong. You are encouraged to re-teach the lesson using the cooperating teacher's suggestions.
11. If you want to observe in another room, make prior arrangements with both the cooperating teacher and the teacher in the room to be observed.
12. During a parent-teacher conference, let your cooperating teacher take the lead. While you are capable of participating in the conference, parents are more likely to accept your opinions if your cooperating teacher shares and expresses them.
13. If you are having a problem of any kind that interferes with your teaching, inform your cooperating teacher and university field instructor.
14. Look for the "good" in every situation. Keep your sense of humor and try to be flexible.
15. Be you – cordial, interested, excited, concerned, and committed to teaching and learning.

16. Before you leave your placement site, be sure to return all textbooks and materials to the school or other resource centers.
17. Observe, reflect upon, and change strategies and behaviors, including your own, when they are counterproductive.
18. Consider using email messages to keep open communication with your university field instructor and, if necessary, the Field Placement Director.

Suggestions for Classroom Management

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

1. **Carefully observe, learn and discuss** with your cooperating teacher any formal classroom management program that he/she uses, such as Assertive Discipline, Teacher Effectiveness Training or Discipline Without Tears. Also be aware of how classroom routines assist in making the classroom organized, friendly and functional.
2. **Learn the names** of students quickly, preferably on your first week in the classroom.
3. **Proper, detailed planning** improves classroom management and avoids much off-task misbehavior. If an unpleasant situation develops, ask yourself, "How could I have planned differently to avoid this situation?"
4. **Communicate clearly** with your students. In the beginning, you may talk above or below the level of your students. Watch the expressions on their faces; these can be clues to the effectiveness of your communication.
5. **Be firm and establish control early.** Use an assertive quality in your voice. It is easier to relax when control has been established than it is to become firm when control is lost.
6. **Be consistent.** Students need to know the kinds of behavior you expect of them. Do not laugh one day at what you may have to punish the next.
7. **Expect students' attention.** Do not begin speaking until everyone is listening.

8. **Consider the attention span of the group** when planning lesson length, content, and activities.
9. **Make comments that are clear and precise.** Rather than, “Pay Attention,” and “Quit messing around,” it is more effective to say, “Jim, stop looking at Barbara’s book and look at your own book.” The remark tells who the student is, what the problem is, and redirects the behavior. Follow up with a courteous acknowledgment such as, “Thank you,” or, “I really appreciate that.”
10. **Try not to cover too much with one set of directions.** If the assignment is complicated, approach it in stages. It may be helpful to duplicate instructions or to write them on the chalkboard or project them on an overhead so that each student will have a guide or outline.
11. **Avoid questions that could result in a chorus answer.** Instead of, “Where did we stop yesterday?” say, “Can someone with a raised hand tell me where we stopped yesterday?”
12. **Ask students** if they have any questions about the work before they begin.
13. Before beginning a lesson, **review the seating** and make any necessary changes for potential visual, auditory, or behavioral concerns.
14. **Set up and adjust** audiovisual equipment before the lesson. Always preview media materials.
15. **Plan and communicate** what students are to do when they have finished an assignment. This is crucial since students work at different rates.
16. **Inform students, in advance,** of the day’s planned activities. Students can then prepare and transitions are more likely to be smooth.
17. **Try to minimize interruptions.** For example, don’t announce, “I just remembered that Monday is Washington’s birthday and there will be no school,” while students are beginning an assignment.
18. **Do not allow a few students to monopolize your time** when instructing a large or small group. Appoint students as resource helpers to others when you are working with a small group. This reduces frequent interruptions that interfere with the continuity of your instruction.
19. **Plan specific** ways for moving from one activity to another with minimum disruption.

20. **Use an “I” voice.** For example: “I wish you would pay attention,” verges on being a helpless entreaty. The students will sense your helplessness. It is much better to say, “Sit down, please,” – and mean it.
21. When working with one student or a small group, position yourself so you can **be aware** of every student in the classroom at all times.
22. Try to use non-verbal reminders to **stop small disruptive behaviors** before they gain momentum.
23. **Do not send students** into the hall as punishment.
24. **Learn and consistently enforce** the existing rules for students who leave the classroom to use restrooms, to go to the resource center, or elsewhere.
25. When a student has become severely upset, **give the student sufficient time** to calm down before continuing the discussion. This sometimes takes a few minutes; other times it means delaying discussion until the next day.
26. **Reprimand students in private**, if at all possible.
27. **Do not threaten** any action that you might not be able to carry out.
28. **Involve in discussions** those students whose attention is wandering. Ask them directly for comments or opinions.
29. **Do not press an issue so hard** that someone has to give in. It might be you!
30. **Involve the students** in learning. Alternate passive and active student involvement.
31. When possible, **develop gestures and use facial expressions** instead of verbal reprimands. Remember also to use positive gestures and facial expressions to communicate as often as possible.
32. During large group instruction, **circulate**, to different physical locations in the room, making sure that each student receives an equal share of your physical proximity.
33. **Enunciate clearly and loudly**, without raising your voice, so all can hear. Students often quiet down so they can hear you.

34. **Make transitions between activities smooth and clear.** Be sure students understand their purpose.
35. When addressing a group, use **gender-fair terms** such as “students, class, ladies and gentlemen, friends, scholars.”
36. **Never argue** with a student in class.
37. **Avoid sarcastic or cutting remarks.**
38. **Be positive and proactive** rather than negative and reactive.

How To Handle Criticism

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

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

Ethics and Standards of Professionalism

Interns in the OU STEP are expected to exercise the highest degree of ethical and professional behavior. Most of the following ethical standards are based on those developed by the National Education Association (1975).

In relations with the students, the educator:

1. Shall promote independent action in pursuit of learning.
2. Shall promote student access to varying points of view and sources of information.
3. Shall honestly and conscientiously report student progress.
4. Shall protect the student from unhealthy or unsafe conditions.
5. Shall avoid embarrassing or disparaging students at any time.
6. Shall provide equitable treatment to students of different races, creeds, ethnic groups, sexual orientations, socio-economic groups and gender.
7. Shall not use professional relationships with students for private gain.
8. Shall avoid sexually suggestive behavior or language with students.
9. Shall keep information about students confidential except when disclosure serves a compelling professional purpose, could prevent injury, or is required by law.
10. Shall pursue goals in the best interests of all students.
11. Shall subordinate personal interests to the interests of the students.
12. Shall avoid gossip, hearsay or rumors about students.

On a professional level, the educator:

1. Shall be honest and truthful in all applications for professional positions.
2. Shall not assist unqualified persons into the profession.
3. Shall not make a false statement concerning the qualifications of a candidate for a professional position.
4. Shall not assist a non-educator in the unauthorized practice of teaching.
5. Shall not disclose confidential information about a colleague except when disclosure serves a compelling professional purpose, could prevent injury, or is required by law.
6. Shall not make false or malicious statements about a colleague.
7. Shall actively cooperate and collaborate in all professional initiatives and activities related to the responsibilities of one's position.
8. Shall maintain a positive, proactive attitude toward the practice of education.
9. Shall actively seek to improve professional practices and skills in the classroom.
10. Shall not take gratuities, gifts or favors that might impair or appear to influence professional decisions.
11. Shall not break copyright laws in hardcopy or video materials.

INTERN-GENERATED DOCUMENTATION

Rationale

Interns are required to generate a variety of documents during their internship experience. There is no question that documenting activity is time consuming. It is however very important in that it serves a variety of purposes both in the program and across your professional teaching career. Some of the purposes of documentation are as follows:

1. Demonstrate what you have done. Schooling is remarkably complex, as are the activities that take place in that context. As complex as it is for practicing teachers, it is even more so for interns who are involved in a high-stakes learning agenda, and who are responsible for demonstrating that they are accomplishing that agenda in a satisfactory manner. Intern-generated documents provide one set of ways to demonstrate that you are meeting program expectations. The creation and maintenance of these documents also gives practice in creating efficient and effective ways to document that will be applicable to many situations throughout your professional careers.
2. Communicate your ideas to others. Face-to-face communication among participants in the internship experience will occur frequently. However, because of the complexity of schooling, there is seldom time to settle all critical communication tasks using direct interpersonal channels. Intern-generated documents allow you to communicate ideas about lessons, your own professional growth and your thoughts and ideas about becoming a professional in a systematic way that is independent of daily time constraints.
3. Create a framework for making decisions. Intern-generated documentation presents data in ways that can be organized and studied, and can then serve as a basis for decision-making. No matter how good we think our memory is, research shows clearly that beyond a reasonably small amount of input we lose the capacity to recall what we have thought or done in any useful detail. Documentation allows us to re-visit and to study our ideas and actions, and, when used effectively, becomes an invaluable source of data for making decisions about:
 - The teaching and learning process.
 - Your own growth and development.
 - The learning of your students.
 - The management of times both in and out of school.
 - The effectiveness of the internship program.

Because of the importance of intern-generated documentation, it is expected that all interns take it seriously, and strive to develop documentation procedures which are personally compatible, efficient and professionally useful. It is understood that this documentation is no small task. Neither is the documentation that will be expected of you as you enter your teaching career.

Requirements

The intern is required to keep a folder of the following items, and **HAVE IT AVAILABLE FOR THEIR UNIVERSITY FIELD INSTRUCTOR** at all times: **the field log, reflective journal, and the feedback log; the plan book**. Each is described below, and as you read about them, begin to develop ideas about formats and processes that you think might be effective.

It is the responsibility of the interns to manage the documentation processes. All interns are encouraged to explore technology as a way to facilitate and enhance the documentation process. Here are some ideas to start with:

- Keep your documentation current by making it a habit to update it on a regular basis. Scheduling time for documentation is a regular task of “real” teaching.
- Keep the documents neat and clean. Remember that these are a representation of the professional you. A minimum requirement is a binder with two sections: one for the daily log and reflective journal and one for the field feedback including the required gender equity forms.
- Set up your documentation system ahead of time. It is much easier to have a “place” for log entries, reflections and plans before they are created than to have to organize a sheaf of unsorted documents after-the-fact.
- Logs and reflections will be reviewed by your field instructors about every two weeks. The portfolio will be presented at the end of the program, at the culminating seminar.

Description of Documents

1. Internship Log (Includes the Field Log, Reflective Journal, and Feedback Log: This document contains two sections. The first, contains the field log and reflective journal which show how time in the field is spent and your reflections regarding those activities. You are to log the activities daily, and complete bi-weekly reflections. The second section contains the feedback received by the intern from the cooperating teacher and the field instructor, and must include two completed gender-equity observation forms during the course of the year. It involves objective reporting.
 - a) Field Log Section: For this section, record how time is spent each day in school. Report simply the nature of the activity, and the time it occurred. **This section will be used to evidence the number of field and teaching hours that have been accomplished.** A format with minimum requirements included follows this section.

You should develop a way to categorize your experience. Categories might be teaching, observation, planning, etc. It might also be useful to log time spent on internship activity that does not occur in school. These data will be useful in developing your system of personal time management.

- b) Reflective Journal Section: The most successful teachers are those who are able to change their behaviors according to the needs of their students. The reflective journal is, in essence, a personal research document which can help you to achieve needed changes in a systematic manner. You will be, in effect, observing and processing data about yourself, your own feelings and performance, successes and failures. From these, you should be finding directions for future behaviors.

This is not a log of what you do each day. It is an analytical and evaluative document. It raises and answers questions. Reflections are to be written *no less than two times per week*. Teachers who use reflection effectively often set aside specific times during the week to engage in the process. Reflections may be word-processed or hand-written, whichever makes it easier for you to generate a flow of thought. If you want to consider an electronic journal using e-mail technologies, discuss your ideas with your field instructor, to develop a mutually acceptable plan.

Reflection is a very personal process, and each person will develop a best strategy for entering into it. The program suggests the following strategy as has been used in prior classes. It involves reflecting on a particular incident or experience, and then processing it using the following questions to stimulate thought. The form that follows this section may be used for the field log and reflective journal requirements. These are minimum requirements that must be met.

<i>What did I observe or experience?</i>	You should focus on a specific event or events. Describe your experience briefly, and yet in sufficient detail for the reader to know what the event was, and was about.
<i>How did I react to the experience?</i>	Tell how the event caught your attention and what it caused you to feel. As you get better at reflection, try to be as clear as possible about the nature of your reaction. Work to develop new and more specific ways to describe your reactions.
<i>How did I come to react as I did?</i>	What about you and your history caused this event to be attention getting; to be significant for you? What events was this one like, and how does it connect with other experiences in your life?
<i>What does this have to do with me as a teacher?</i>	Try to draw a specific conclusion about your processing of this event. What more do you know about yourself through this personal interaction, and how can it inform you about becoming a teacher.

Remember that the log and the reflective journal serve very different purposes. While the log is a list of events, the reflective journal is a tool for inquiry. Logging of activities should be done as they occur. Reflection on events should always occur some time after the event has passed. Develop a way to keep reflections together and in order.

- c) Field Feedback Section: This section will include copies of all written feedback given to you by your cooperating teacher and field instructor. Early in the experience, talk to these persons about how they intend to give written feedback, and discuss how you can be involved in that process. ***This feedback must include one gender equity observation form per semester.*** A feedback form is available in the appendices. Your cooperating teacher and field instructor may choose to use it, or an entirely different option that you all agree upon. In addition to the gender equity observation form, the Initial Feedback on Field Adaptation must be completed in October, and the Periodic Criterion-Based Assessment must be completed in January.

Remember that the primary purposes of this log are to report activity and to provide data that can facilitate better time management. If you have and know about strategies for reporting that are especially effective, you should use these and share good ideas with your peers.

OU K-12 Modern Language Field Reflection

Intern Name _____

Day _____ Date _____

What did I observe or experience?
How did I react to the experience?
How did I come to react as I did?
What does this have to do with me as a teacher?

Plan Book: **Lesson plans are required** for all activities that you teach. Although the nature of the plan will vary with its intended purpose, the format should be consistent with the practices of the district and, in general, should include:

- a) A clear statement of purpose and intended outcomes, preferably stated as one or more objectives,
- b) Benchmarks and/or standards addressed,
- c) An organizer or set,
- d) A description of the lesson in reasonable detail,
- e) A plan for closure or transition to the next lesson,
- f) A plan for the analysis and evaluation of the lesson in terms of its success in achieving the intended outcomes.

****Lesson plans will be completed and available for the cooperating teacher to view and critique or comment on, on Thursday of the week before they are to be taught. You must present a copy of the lesson plan to your field instructor at the beginning of each observation session. All lesson plans should be available in a binder for the field instructor, cooperating teacher, or principal to view at any time.***

As with the other documents you will be creating, you are encouraged to develop formats and processes that are the most efficient and functional for you. You might want to refer to the plan formats in the Callahan and Clark text from SED427, and discuss these with your cooperating teacher.

As your teaching agenda becomes more solidified, you will be expected to also develop unit plans for each class you are teaching. The above text is also a source for ideas about units, and this will also be a focus of your methods class. In the cases of both lesson and unit planning, always consult your cooperating teacher for ideas first. They will be able to tell you about school and district planning requirements, as well as provide valuable information about curriculum that will form the core of your long-term plans.

2. **The Professional Portfolio:** **Each intern is expected to assemble a portfolio** that can be presented to potential employers as evidence of teaching capability and competence. While the contents of a portfolio cannot be rigidly prescribed, assignments from SED 428, EED428, SED427 or SED426 or Eng. 398, FE506 and EED420, as well as lesson plans, records of achievement, student evaluations, and so forth are the core of the document. In addition, videotape should be made of at least two exemplary lessons. Cooperating teachers and field instructors, as well as building administrators, may help the intern to construct this portfolio. Sections of the portfolio may include a brief explanation of the importance, or important parts of the section materials. You are to keep the original portfolio for employment purposes. **You will present this portfolio at the culminating seminar in May. You will not be recommended for certification until this requirement is met. Your internship grade will be affected by late submission, and will be held until this documentation is submitted.** The following are anticipated as required elements in your portfolio:

- a) A complete resume including personal and professional information which would help an employer get a complete picture of you as a person, and of your real and potential capabilities as a teacher.
- b) A statement of educational and disciplinary philosophy and other supporting documents related to your performance as a classroom manager, or a project related to discipline, discipline rules you created and follow, evidence of successful discipline management, etc.
- c) Results of at least one formal project in which you present evidence of having identified, confronted, planned and changed either a classroom management problem, or a problem related to teaching style or planning. This includes a statement of the parameters of the problem, a plan for changing it, a description of the implementation of the plan, and an evaluation using either qualitative or quantitative data.
- d) Copies of exemplary lesson plans, including a brief explanation of the importance of identifying and changing misconceptions. Should include two lesson plans, which specifically target anticipated misconceptions in your major and/or minor area.
- e) Copies of original activities, which you created, or lessons in which you substantially modified the content or intent.
- f) A basic unit plan with a constructivist design showing how the elements of the plan follow the basic themes and goals stated in the unit, and which are consistent with contemporary goals.
- g) Evidence of successful use of lessons using cooperative learning.
- h) Evidence of working with students in science fairs, individual projects, and so forth.
- i) Results of evaluations from students or from individuals not in your credential file.
- j) Evidence of training and/or experiences that expand your competence and range of expertise, including workshops, conferences, etc.
- k) Evidence of effectiveness from other sources (such as grades), evidence of using a systematic system for evaluation including formative feedback.
- l) Evidence of successful work with exceptional children or those who have difficulty working within the normal system.

Portfolios should be compiled in a neat, clean three-ring binder of appropriate size and should be constructed as you go. The document should be checked regularly by both cooperating and university teachers.

Videotapes: In addition, you may use videotape of two lessons taught by you to complete your gender equity observation forms. One lesson should be done during the first semester, and a second lesson taught toward the end of the third quarter of the year during your full-time teaching. By videotaping the lessons, both you and your cooperating teacher may complete the gender equity observation form and discuss the variations that you find. The videotape is not to be turned in, and should not have to leave the school building. It is simply a tool to facilitate self examination. The evaluation forms are to be turned in.

Michigan Student/Intern Teacher of the Year Competition

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

Insurance: Liability

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

Insurance: Health

Interns are not covered by the university for medical, surgical or hospitalization insurance and are responsible for the purchase and maintenance of their own health insurance.

Exit Requirements

1. Attendance at all seminars is mandatory. *At the last seminar in December, interns are to turn in copies of the first gender equity observation form. Additionally, your fall university field instructor evaluation is due.*
2. *January seminar, complete the application for certification form found in the internship handbook, and turn it in to the Director of School & Field Services. Make sure that you have completed the graduation application, applying to graduate from the College of Arts and Sciences by the stipulated deadline.*
3. *At the last seminar in April/May, interns are to turn in copies of the second gender equity observation form, your winter university field instructor evaluation, felony/misdemeanor disclosure form, your assessment of the placement, and your K-12 Modern Language Education Program Evaluation along with the proof of completion of the state required MI survey of student teachers, found on-line.*
4. *Your portfolio is to be presented at the final culminating seminar.*
5. Student must have documented passing scores on the Michigan Education tests in the major and minor concentrations on file in the School and Field Services office. They must also have on file, verification of valid Adult and Child CPR and First Aid, meeting the state requirement for certification recommendation.
6. Student must have completed all required coursework with appropriate grade earned.

****The documentation mentioned above follows this section. The materials due will be listed on the web site schedule in conjunction with the seminar date when they are due.** Copies of your final narrative evaluations will be made available to you by your university field instructor at the culminating seminar at the end of April/May.

GENDER EQUITY OBSERVATION FORM

OBSERVATION INSTRUCTIONS

Complete the information in the upper left-hand corner.

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

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

Limit observation time to 30 minutes.

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

Gender- F = Female

M = Male

Ethnicity- A = Asian

AA = African American

C = Caucasian

H = Hispanic

P = Predominant ethnic group represented by 3 or more students

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

Frequency-

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

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

DEFINITIONS OF RESPONSES

Verbal Teacher Responses – include the following:

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

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

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

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

Nonverbal Teacher Responses – include the following:

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

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

GENDER EQUITY OBSERVATION FORM

Teacher: _____

Observer: _____

Observation Time: _____

Subject Area: _____

P=please list the ethnic group

Represented by this letter - _____

of Boys _____ # of Girls _____

One row corresponds to one interaction

Please limit observation time to 30 minutes

F=Female M=Male

A=Asian AA=African American C=Caucasian

H=Hispanic

P=Predominant ethnic group of 3 or more students

O=Students who don't fall into listed ethnic groups

1=First time student is called on to respond

R=Recorded any time a student is called on afterward

Verbal Responses

Nonverbal Responses

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

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

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

Survey of Gender-Equitable Teaching Strategies

Intern: _____ Grade: _____ University Supervisor: _____

Briefly describe the student population you taught this semester.

females: _____

males: _____

Comments:

Gender-Equitable Practices:

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

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

Describe how your university supervisor addressed gender-equitable teaching.

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

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

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

Concentration	Major	Minor	OU-Well Prepared	OU-Adequately Prepared	OU-Inadequately Prepared	OU-Unprepared	Other-Well Prepared	Other-Adequately Prepared	Other-Inadequately Prepared	Other-Unprepared
History										
English										
Mathematics										
Modern Languages										
Biology										
Chemistry										
Physics										
Political Science										
Economics										
Sociology										
Dance										
ESL										
Social Studies Endorsement										
Integrated Science Endorsement										

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

Statement	Excellent	Good	Minimal	Inadequate
3. How did the secondary education (professional) portion of your program compare with the liberal arts (non-professional) portion of your program?				
4. How would you rate the quality of the following services that are designed to support your program? a. SEHS Resource Center 1) Print materials collection for students 2) Print materials collection for teachers 3) Audio-visual software and equipment				

b. Kresge Library journals and book collection				
c. SEHS computer laboratory				
d. CAS advising about major/minor requirements				
e. SEHS Advising about program requirements				
	Excellent	Good	Minimal	Inadequate
f. SEHS Advising about certification requirements				
g. School and Field Services				
h. Career Services				
5. How well prepared do you feel in the following areas?				
a. Computer technology				
b. Audio-visual technology				
6. In general, how do you rate the quality of instruction by...				
a. full-time faculty?				
b. part-time faculty?				
7. How would you describe Oakland's secondary teacher education program to others?				

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

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

**Oakland University K-12 Modern Language Education Program
Felony/Misdemeanor Disclosure Form**

Applicant's Statement

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

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

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

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

Signature of Applicant: _____ Date: _____
Print Name of Applicant: _____

INTERN PERCEPTION OF PLACEMENT/ STUDENT TEACHING

**K-12 Modern Language Program
OAKLAND UNIVERSITY
(Complete for Culminating Seminar)**

SCHOOL NAME _____ DISTRICT _____

TEACHER'S NAME _____ GRADE LEVEL _____

**OVERALL EVALUATION OF PLACEMENT
(circle the best descriptive)**

SUPERIOR ABOVE AVERAGE AVERAGE BELOW AVERAGE

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

INTERN ASSESSMENT OF UNIVERSITY FIELD INSTRUCTOR
SED/455-Fall

**Department of Teacher Development and Educational Studies
Oakland University**

University Field Instructor's Name _____

Building _____ Date _____

Please rate the field instructor's performance on each of the following criteria. Additional comments may be made at the bottom of the page and the back of this sheet.

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

The university field instructor shall not examine this assessment until the interns have completed all work in the program. Nothing said in this assessment may be used as a reason to alter any letters or other documents submitted to any agency on any intern's behalf.

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

Provided instructional support	5	4	3	2	1	0
Provided a constructive atmosphere	5	4	3	2	1	0
Supported/encouraged reflection	5	4	3	2	1	0
Shared teaching/other resources	5	4	3	2	1	0
Shared procedure/content knowledge	5	4	3	2	1	0
Encouraged creative experimentation	5	4	3	2	1	0
Encouraged positive attitudes	5	4	3	2	1	0
Helped when asked to do so	5	4	3	2	1	0
Imparted concern for teaching excellence	5	4	3	2	1	0
Imparted enthusiasm for teaching	5	4	3	2	1	0
Provided fair and helpful feedback	5	4	3	2	1	0
Respected intern efforts and goals	5	4	3	2	1	0
Developed a sense of collegiality	5	4	3	2	1	0
Encouraged/supported collaboration	5	4	3	2	1	0

INTERN ASSESSMENT OF UNIVERSITY FIELD INSTRUCTOR
SED/455-Winter

**Department of Teacher Development and Educational Studies
Oakland University**

University Field Instructor's Name _____

Building _____ Date _____

Please rate the field instructor's performance on each of the following criteria. Additional comments may be made at the bottom of the page and the back of this sheet.

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

The university field instructor shall not examine this assessment until the interns have completed all work in the program. Nothing said in this assessment may be used as a reason to alter any letters or other documents submitted to any agency on any intern's behalf.

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

Provided instructional support	5	4	3	2	1	0
Provided a constructive atmosphere	5	4	3	2	1	0
Supported/encouraged reflection	5	4	3	2	1	0
Shared teaching/other resources	5	4	3	2	1	0
Shared procedure/content knowledge	5	4	3	2	1	0
Encouraged creative experimentation	5	4	3	2	1	0
Encouraged positive attitudes	5	4	3	2	1	0
Helped when asked to do so	5	4	3	2	1	0
Imparted concern for teaching excellence	5	4	3	2	1	0
Imparted enthusiasm for teaching	5	4	3	2	1	0
Provided fair and helpful feedback	5	4	3	2	1	0
Respected intern efforts and goals	5	4	3	2	1	0
Developed a sense of collegiality	5	4	3	2	1	0
Encouraged/supported collaboration	5	4	3	2	1	0

SECTION III

ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The role of the cooperating teacher in the preparation of interns is a crucial one. he/she offers to the intern a controlled environment for the practical application of the theories and methods taught in the university setting. In addition, the cooperating teacher is a role model for the intern to emulate as he/she becomes more proficient in the profession.

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

General Considerations

The cooperating teacher, field instructor, and intern are part of a team for cooperative learning and problem solving. When placement permits, it may be possible to work within larger, multidisciplinary networks in a building, comprised of several internship teams. The development of such “site teams” is encouraged where enough interns are placed in the same building to make them practical.

1. Cooperative planning is also encouraged. Although your intern will eventually take full control of several of your classes for an extended period of time, this does not mean that a “hands-off” approach is required. For at least part of the internship, team-teaching is a valuable option. Your intern should be familiar with a range of options for teaching. Try to encourage controlled experimentation. Be open to new ways of doing things.
2. As legal teachers of record in your classroom, you are responsible for all activities in that classroom. Legally, interns are still considered students. They should be given responsibilities and supervised in accordance with recognized policies of the district and rules of the State. They should also be given responsibilities and supervised in accordance with sound pedagogical practice. ***The internship is intended as a developmental learning experience for the intern, not as a survival scenario. Beginning interns are far from finished teachers. During the fall university semester they will be taking additional methods courses, and further developing their ideas and strategies for teaching. It is important that the field component of the internship integrate with the instructional agendas of the classes that they are taking, and not introduce so much “survival stress” that interns become unable to give their classes the attention that they deserve.***
3. The time will come when it is desirable to see if the intern can manage a classroom solo. This time should be approached thoughtfully, and with full awareness of the intern’s readiness to operate alone. It is not necessary for interns

to teach by themselves for long periods of time to know that they can manage a classroom alone. The most important contribution to the intern's growth and development is provided by the feedback that they receive.

4. One of the most difficult barriers for teachers and field instructors to surmount is the traditional division between the two levels. Our goal is to work past this barrier by encouraging trial-and-error action research, i.e., a quest for what results in optimum learning and what does not.

Preparation

In most instances the intern is assigned a specific cooperating teacher and classroom only after pre-placement interviews have been completed. Once a placement is confirmed, you may begin preparing for your intern's entry into your classroom.

1. Try to see that your intern is invited to all in-service sessions and orientations held before the school year begins.
2. As soon as possible, provide the intern with curriculum resources and goals that you expect the students to achieve.
3. Establish a working area for the intern so that he/she will have adequate and separate workspace.

Orientation

School Rules and Regulations

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

1. expected time of arrival at and departure from building for both students and teachers,
2. procedures for leaving the classroom and building,
3. taking and reporting attendance,
4. attending to announcements that have come from the principal's office,
5. checking books or items of equipment in or out,

6. duties such as hall, lunchroom, or bus supervision,
7. emergency procedures such as tornado alerts, fire alarms, and school closings,
8. attending to injuries. (**All Oakland University School of Education interns shall be provided “general” bloodborne pathogens Exposure Control and Universal Precautions instruction before they begin student teaching. It is each hosting school’s responsibility, however, to provide explicit and site-specific instruction in exposure control at its facility during the orientation period.**)

Classroom Management

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

1. Introduce the intern as Mr. or Ms., and use the last name. Explain that he or she is another teacher who will be working with the class. You might even congratulate your students on being fortunate enough to have two teachers.
2. Describe to the intern the ability level or range of ability within the class or classes involved and the varying expectations that result from this range.
3. Alert the intern to any students who have emotional or medical conditions. (Interns are not to administer medication to a student at any time.)
4. Outline the classroom rules and regulations. Identify which could be changed once the intern assumes full responsibility for the classroom. For example, some teachers expect students to raise their hands for help; others allow them to come to the desk.
5. Regularly share materials, notices, space, equipment, and otherwise treat the intern as you would a colleague.

Staff and Building

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

1. Make a conscious effort to introduce the intern to other faculty members and school personnel. A few comments about each person will serve as memory clues for the intern in recalling that person.
2. The intern should be oriented to the school building layout if the principal has not already done this. Such items as the location of teachers' restrooms, use of the telephone, where to find the custodian, and how to use the intercom system are important to the intern.
3. Since the intern will use the teacher's workroom, it is suggested that ample time be provided for a full understanding of equipment and procedures in this important workstation.
4. Please make sure that the intern understands all of the procedures for pupil conduct related to the lunchroom, library, computer lab, school bus loading and unloading and any other facilities or routines.

School Community

Help the intern become familiar with the community by discussing the following information:

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

School Records

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

Observations

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

It is important that the intern take notes as he/she observes. In addition, interns should be encouraged to write down questions about the instruction and interactions that they would like to discuss with you.

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

Anecdotal Records

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

Observation Scales and Checklists

In addition to written anecdotal comments, many cooperating teachers use observational scales and checklists of various types. Whatever system you use, try to leave the intern with the confidence that, with your help, he/she can become an effective professional.

Lesson Plans

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

Different formats exist for lesson plan preparation. The cooperating teacher is urged to discuss plan formats and expectations with the university field instructor. In general, most lesson plan systems include the following elements:

- physical organization of the class and classroom for the lesson
- materials needed for teaching the lesson
- benchmarks and/or standards to be addressed

- clearly stated, selected objective(s)
- motivation and introduction for the lesson (anticipatory set)
- a logical sequence for reaching the objective(s)
- opportunities for practice
- how the lesson will be concluded (closure)
- planning transitions
- provisions for students with special needs
- plan for assessing student learning and lesson effectiveness

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

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

Some cooperating teachers have found it useful to have interns use the cooperating teacher's plans for a time before beginning to create their own.

Teaching Schedule

Once the intern's schedule has been established, work with the intern and the field instructor to prepare a calendar for **gradually** introducing the intern into various activities. This is normally a cumulative schedule in which the intern adds new responsibilities each one or two weeks.

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

1. From the beginning, schedule time with the intern for daily planning and evaluation.
2. It is recommended that you consult with the field instructor about a sequence for content areas and the amount or type of lesson planning expected.
3. Before assuming responsibility for a class, allow the intern ample opportunity to study your plans, to observe you teaching the subject, and to discuss the success of various lessons. The intern should show proficiency in formulating clearly stated and appropriate lesson plans. These plans should be detailed at first, but can become less so as teaching proficiency improves.

4. Before assigning a new class or area of responsibility, you may wish to arrange for a special planning period to assure yourself that the intern understands what is to be expected of him or her.
5. Let the intern assume responsibility for one section of the curriculum at a time, adding new responsibilities gradually.
6. Use demonstrated competence in a subject rather than a set schedule to indicate when an intern is ready to instruct in a new subject area or grade or assume a new responsibility. You will want to discuss such schedules with the university field instructor.
7. As the intern assumes an increasing teaching role, include him or her in professional discussions with other teachers and in events that are part of the total school social/professional setting including faculty meetings, school parties and staff development programs.
8. Capitalize on the intern's special talents to enhance the instructional program.
9. Encourage the intern to collect materials and teaching ideas from you, other teachers, and resource centers in the school, ISD, and university.
10. Support the intern's attempts to try out new methods, providing that they are consistent with the objectives of the curriculum and are appropriate for the setting.
11. As the intern gradually assumes more responsibility for classroom instruction and planning, you will be needed much of the time in the classroom as an observer and diagnostician. You can continue to support the intern as a team member.
12. Throughout the year, arrange specific times for the intern to observe your teaching. By the end of the term, the intern will be a sophisticated observer, able to benefit even more from carefully guided observations.

Providing Feedback

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

Written Feedback

Written feedback is the most important kind, for a number of reasons.

- It can be kept, read and reflected upon by the intern. While oral feedback may be forgotten or misinterpreted, written feedback is more permanent.
- A written document requires careful, conscious effort that helps to focus and sharpen its intent.
- Written feedback provides a record against which future work can be compared, and which can be referred to should conflicts or problems arise.

Written comments are more effective if they are positive and proactive, i.e., they say what might be done, rather than what was done wrong. Several paired examples of negative and positive comments are shown in the following table.

NEGATIVE	POSITIVE AND PROACTIVE
You didn't illustrate that lesson very well.	<i>I've had really great success having students interpret adaptations of plant and animals on illustrations. May I show you?</i>
Your students were really unruly, and you didn't handle Jeff very well.	<i>I notice you had a problem with Jeff. How could you handle that if it happens again?</i>
You're doing too much talking and lecturing.	<i>Students learn better when they're involved. What visual or physical models could you use to better meet students' multiple intelligences?</i>

**See appendix for a weekly feedback form, and the concern form if needed.

**See appendix for the first and second periodic assessment forms, as well as the final narrative format.

Conferences

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

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

To avoid overwhelming an anxious intern, select only one or two points at a time and have frequent conferences during the first weeks of the term. Ask the intern to keep notes, or an informal record, of the topics considered, the points made, and the plan for action. This record becomes a ready reference for both parties and often furnishes the cooperating teacher with clues regarding the intern's understanding and readiness to assume more classroom responsibility.

At first you may need to be quite directive, identifying the topics, sequencing the next steps to be taken and evaluating the progress. As the year progresses, move from a directive to a non-directive approach during the conferences.

The gradual assumption of responsibility for self-assessment should be the goal of post-observation conferences. At first it may be helpful to begin with written notes. As the experience progresses, let the intern take the initiative for analyzing his or her teaching. You might facilitate this by asking, "What would you do differently if you were to teach this lesson again?" By the end of the internship, the intern should be capable of a thorough self-assessment before reading your notes.

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

Conference Strategies

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

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

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

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

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

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

Conferencing with the Intern in Difficulty

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

In these instances, it is critical that:

- Detailed, written anecdotal records with dates describing the areas of concern be kept.
- The Director be asked to schedule an observation, and an improvement plan be written and put into place.
- The cooperating teacher's second periodic performance based assessment reflects his or her concerns. If it is possible that the intern may not be recommended for certification, some performance competencies must be marked in the **needs to improve** range.
- Frequent conferences be scheduled with the intern, noting specific information to be shared.
- Concerns be stated in very specific terms, and supported with specific examples from the lesson.

Other Feedback

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

1. Ordinarily, do not correct or rescue an intern during the class period.
2. Be candid but not blunt in making suggestions to the intern.
3. Be specific; avoid generalizations. "Good lesson" may make the intern feel good temporarily, but it does not give sufficient information about what should be learned and retained from the experience. It is better to say something like; "The demonstration held everyone's attention and interest. It illustrated the points you planned in your objectives."

4. Give the intern an opportunity to identify the problems before you begin. For example: “Were you satisfied with the demonstration? ... Yes, you probably could have simplified it there and made one main idea more effective.”
5. Express encouragement even when identifying errors and problems. For example: “Your lesson showed me that you are learning how to adjust to the students’ levels. How can you apply this idea of being more exact and specific in tomorrow’s lesson?”
6. Provide written or oral feedback every day.
7. Share encouraging comments from others.
8. Even when the intern has assumed full teaching responsibility, continue to analyze teaching procedures and confer with the intern concerning ways and means for improvement.

Contributing to Final Evaluation Narratives

One of the most important tasks of the cooperating teacher is making contributions to the narrative parts of the final evaluation. Writing a positive, honest, tactful, fair and objective narrative can be a challenging task.

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

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

The following suggestions may help you make your contributions to this evaluation:

1. Describe the type of classroom in which the intern has been operating. Note the grade or level, number of students, background of students, and subjects taught.
2. Describe any special meetings, experiences, staff development programs, or extracurricular activities in which the intern participated.
3. Mention overall enthusiasm, willingness to accept responsibility, knowledge of subject matter, ability to work well with parents, other teachers and students, voice quality and the intern’s ability to relate to students.

4. Where appropriate, describe the intern's understanding of the community, relationships with parents, and other community related activities.
5. There are certain words that describe qualities that administrators look for when reading these narratives. Words like **warm, perceptive, creative, imaginative,** and **innovative** are frequently used to describe good teachers. Avoid phrasing your comments in such a way that they leave a more negative impression than you do intend. For example: "She is better with large groups than with smaller groups;" "During the first few weeks, he hesitated to try any form of discipline;" "She will learn that students will respect her when she respects them;" "I often find that when asked to do something, he takes it as a punishment;" or "In my opinion, Ms. Y is an average candidate for the teaching profession." (In actual usage, the word "average" is close to "poor" in meaning.)
6. Avoid vague statements that leave too much to the reader's imagination. For example: "He will be a successful teacher if he strives to improve his weaknesses."
7. Whenever possible, make positive statements to show growth where the intern is still showing some weakness. For example: "She is showing steady improvement in classroom management;" "He is learning to accept more responsibility;" "As lesson plans began to improve, classroom control became easier;" or "Ms. Y has made good use of the extended time that she was allowed to improve her teaching techniques."
8. End on a positive note if possible. Remember that the final comments are the last impression left with the employer as he/she considers a prospective candidate.
9. Four copies of the final assessment are required. Distribution should include cooperating teacher, intern, university field instructor, Office of School & Field Services.

Teacher Absences from the Classroom

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

Oakland University interns can be hired as a substitute for their cooperating teacher/s or for other teachers in the building during the fall non-intern hours, if the Oakland University Substituting Policy has been agreed to by your district and all requirements have been met. The criteria established as a part of this policy must be met. See the appendices for a copy of the Oakland University K-12 Modern Language Substituting Policy.

In the case of brief (15-20 minute) absences another set of conditions prevails. These absences give you an opportunity to see if the intern can manage the classroom. When the cooperating teacher leaves for educationally valid reasons, the following conditions should be met:

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

Field Instructor Evaluation

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

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

SECTION IV

ROLE AND RESPONSIBILITIES OF THE PRINCIPAL

As the primary curriculum leader in the school, the principal has an important role in the internship program. Frequently he/she is responsible for the selection of competent cooperating teachers at the grade levels appropriate for the interns. Orientations to building and district policies are also part of the principal's role. As head of the staff, s(he) is responsible for general supervision and may initiate, when necessary, the removal of an intern from the building. In general, principals should try to provide the same orientation to interns that they provide to new teachers. They should also see that interns are provided with district orientations, in addition to those provided at the building level.

Selecting Cooperating Teachers

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

1. have completed a minimum of three full years of teaching experience with at least the most recent year being in the present teaching position,
2. be seen as a creative thinking, innovative professional who is an outstanding role model for interns,
3. have a teaching style that is sufficiently flexible to allow an intern to grow professionally,
4. possess the skills and understanding for developing effective team working relationships with other adults,
5. convey enthusiasm to others,
6. be self-assured and confident,
7. be a good organizer and planner,
8. have a positive attitude toward the teaching profession,
9. utilize self-assessment techniques,
10. be a continual learner,

11. treat each student as a unique personality with individual qualities and developmental needs,
12. be one who participates actively as a member of selected professional and educational organizations,
13. possesses knowledge of the research and literature appropriate for use in his or her field of specialization.

Orienting and Observing Interns

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

1. the philosophy and organization of the system and the school,
2. the general background of the student population and the socio-economic and demographic background of the community,
3. the special qualities of the school that add strength to instruction,
4. the administration's expectations of the intern regarding:
 - classroom management,
 - loyalty to the system, staff, and students and
 - procedures in case of absence, illness, or tardiness of the intern, students or the cooperating teacher,
5. the special services available to the intern including, among others:
 - consultants in technology, special education
 - counseling services,
 - helping teachers,
6. a review of the school's policy handbook (if available),
7. procedures for handling emergency situations such as fire or tornadoes,

8. procedures for handling illness or accidents, (**All Oakland University School of Education interns shall be provided “general” bloodborne pathogens Exposure Control and Universal Precautions instruction before they begin student teaching. It is each hosting school’s responsibility, however, to provide explicit and site-specific instruction in exposure control at its facility during the orientation period.**)
9. school schedules and calendars of special school events that are planned during the semester.

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

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

Student Teachers as Substitutes

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

The internship is a supervised learning experience. The State Board of Education has approved substitute teaching as part of this supervised learning experience for Oakland University interns, only under the conditions set forth in the Oakland University K-12 Modern Language Education Substitute Teaching policy.

Intern Absences

If the intern must be absent from the classroom due to illness, he/she must notify you and the cooperating teacher and university field supervisor as soon as possible. Permission for absences other than illness should not be granted without conferring with the university field supervisor.

SECTION V

ROLE AND RESPONSIBILITIES OF THE UNIVERSITY FIELD INSTRUCTOR

The university field instructor is a professional educator who serves as the liaison between Oakland University and the public school personnel. For this reason, the university instructor must be available for and informed of any problems or unusual circumstances that affect the intern; he/she is also ultimately responsible for the welfare of the intern and for the grade that the intern receives.

University field instructors are selected and directed by the relevant departments of the College of Arts and Sciences, the Director of School and Field Services, and the chairperson of the Department of Teacher Development and Educational Studies. Because the departments value internships as the capstone experience of the program, whenever possible, full-time faculties are the university field instructors. In addition, fully qualified educators with classroom teaching experience are hired on a part-time basis to serve as field instructors.

Field Instructor Responsibilities

As a university instructor, you are expected to meet with your intern prior to or at the beginning of the semester. This is an opportunity for you to explain your philosophy of education and outline specific practices related to internship. You and your intern will want to become familiar with the contents of this booklet at or before that time.

You are also responsible for sharing Oakland University's guidelines for internship with the building principals. It is recommended that you visit each school early in the semester to deliver a brochure describing how to access this book on-line and to talk informally with the principal and introduce yourself to the cooperating teacher. Establish good rapport with the head of the school and continue to keep him or her informed about the progress of the intern(s).

When possible, you are encouraged to establish email communications with your interns, cooperating teachers, and administrators to facilitate open and continuous communication. In addition, messages through the postal service, telephone messages and on-site visitations are appreciated.

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

Throughout the placement, confer with the intern and cooperating teacher to verify that the intern is making a satisfactory adjustment to each added responsibility. **Stress to both the cooperating teacher and intern the absolute necessity of pinpointing and discussing problems or potential problems, especially early in the internship experience.**

Seminars

Attendance at and participation in the scheduled intern seminars scheduled through the Office of School and Field Services during each semester of employ is required. Opportunities to meet with the interns assigned to you will constitute one hour of the scheduled seminars, which allows for the sharing of ideas and materials and discussion of common concerns and issues. The grade of the intern may be lowered a tenth of a point for each seminar they miss.

Observations/Conferences

*You should observe each intern on a regular basis once he or she has taken control of classes. Observing two consecutive classes is suggested, with time also for pre-observation and post-observation conference. A visit is expected no less than once every three weeks. Once every two weeks is preferred, especially early in the internship. **A minimum of five visits per university semester (fall and winter) is expected.***

Interns should be given a written record of your observations within one week, you should keep one copy for your files, and a third copy should be turned in to the Office of School & Field Services. These should accompany each of the three evaluations at the appropriate times indicated on your separate schedule. All copies should be signed by you and by the intern.

Each observation should include conferencing with the field instructor, the cooperating teacher and the intern. Three-way conferences including the intern, cooperating teacher and field instructor are imperative to arrange for evaluation visitations in order to clarify all aspects of the evaluations. It is imperative that the intern, the cooperating teacher, and the university field instructor sign the assessment forms.

Progress Feedback

Unsatisfactory Student Progress

Unsatisfactory progress must always be documented in writing. That way the intern is formally notified that he/she needs to improve in certain areas of teaching. If the intern is not performing satisfactorily and is potentially in danger of not being recommended for certification, whenever possible, this information should be recorded explicitly in writing at or prior to the time of the November evaluation. The Director of School & Field Services should be invited to complete an observation and conference with the cooperating teacher, supervisor, and intern and to be involved in the writing of a Professional Growth Plan for the intern.

If there is a disagreement by the intern, cooperating teacher or university field instructor about the intern's potential for certification, any party may request an observation by another supervisor. To initiate this visit, the disagreeing person(s) should contact the Director of School and Field Services. The director will identify a full-time faculty member who will schedule an observation. The observation is made without consulting with any other personnel about the nature of the situation. That individual's observation notes and recommendations will be used to confirm or negate the decision on certification.

Grading

*The university field instructor is responsible for assigning a grade for each intern. **Critical to determining this is the input of the cooperating teacher and building principal.** Details on assigning numerical grades are presented in the Assessment and Evaluation section of the appendices.*

***Regardless of the credit hour options chosen for SED455, no numerical grade is given prior to the end of the internship. All sections of this course will be "P" graded until then.** All grades will be submitted for SED455 through the Director of School and Field Services, 381 Pawley Hall, following the schedule provided to you with your intern information packet.*

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

3.9-4.0	Honor Grade
3.6-3.8	Grade of A
3.0-3.5	Grade of B
2.0-2.9	Grade of C

***Students earning less than 2.8 for the internship experience will not be recommended to the State of Michigan for certification.** Students in danger of earning less than 2.8 should be notified in writing, as a part of the Individual Improvement Plan, before the November evaluation whenever possible.*

Substituting Approval

*The university field instructor should become familiar with the Oakland University K-12 Modern Language Substituting policy found in the appendices. Before an intern may be used as a substitute, the university field instructor must sign indicating that the intern is judged to be ready to serve in this capacity. **Do not sign this for students who are in jeopardy of certification recommendation or who are on a Professional Growth Plan.***

SECTION VI

ROLE OF THE SCHOOL & FIELD SERVICES DIRECTOR

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

The Director has the following responsibilities:

- 1. provide leadership for the cooperative development of high quality internship experiences in public, private and parochial schools,*
- 2. cooperate with appropriate faculties in the development of evaluation procedures for the improvement of Oakland University's K-12 Modern Language Teacher Education Program. These procedures assure that programmatic changes are based upon research, suggestions from cooperating schools, faculty members, university field instructors, and students, as well as appropriate follow-up studies of Oakland University teacher education graduates,*
- 3. act as a resource person to prospective interns who apply for internship or who need to discuss problems relating to their internship,*
- 4. provide initial information, orientation, and other processes and procedures for prospective interns,*
- 5. meet with all interns prior to any request for placement in school districts,*
- 6. coordinate and approve the placement of interns in schools and districts in accordance with criteria developed by the Oakland University faculty. One such criterion is cluster placements,*
- 7. provide university field instructors, interns, and cooperating school staff with information pertinent to the internship experience,*
- 8. maintain a record keeping system for intern evaluations, grades, and any other appropriate information,*
- 9. identify, in consultation with the appropriate department of the College of Arts and Sciences, and the chairperson of Teacher Development and Educational Studies, a faculty member who will give an independent opinion when an intern, field instructor, or cooperating teacher disagree concerning the intern's potential for completing a satisfactory internship,*

10. *construct and monitor any necessary improvement plans,*
11. *schedule and conduct intern and field instructor seminars and notify all interns, cooperating teachers, and university field instructors of same.*
12. *prepare reports, as needed, to certification and accreditation agencies regarding internships.*

SECTION VII

GENERAL INFORMATION

Benefits to Cooperating Teachers and Principals

Because of the responsibility placed upon cooperating teachers and principals during the internship program and because of the professional nature of their service, Oakland University considers them to be faculty participants in the teacher education program. A way in which this is recognized is the availability of certain services including the facilities of the Kresge University Library, SEHS Educational Resource Laboratory, and a university e-mail account. Identification cards are issued for use in these facilities. They are issued at the beginning of the year and are valid for the balance of the academic year. This card does not guarantee discounts on any university functions or facilities.

Tuition Awards

At the completion of the internship experience, cooperating teachers may request a tuition award which they may redeem for four hours of graduate credit at Oakland University, to be used within one calendar year. If there are two or more cooperating teachers working with an intern, they are to determine how the four credits are to be divided. Cooperating teachers are free to choose any Oakland University course that best suits their professional needs. Please request your tuition voucher at least two weeks in advance of when you need it for registration purposes.

State Board- Continuing Education Units

As a service to our cooperating teachers, we have arranged for you to receive SB-CEU's for serving in the capacity of cooperating teachers for Oakland University student teachers, if you so desire. The regulations that we must adhere to will be shared with you by the supervisor and they will bring you the application form should you wish to take advantage of this opportunity.

Communication Information

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

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

Dr. Robert Wiggins, Chair, Department of Teacher Development and Educational Studies
485G Pawley Hall, 370-3093 E-mail: wiggins@oakland.edu
TDES Secretary, 485B Pawley Hall, 370-2613

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

SEHS Advising Center
363 Pawley Hall
370-4182

Placement Office
154 North Foundation Hall
370-3215

SEHS Education Resource Lab
363 Pawley Hall
370-2485

Academics Records Office
102 O'Dowd Hall
370-3452

Kresge University Library Reference Desk, 370-2471

CERTIFICATION INFORMATION, PROCEDURES AND STUDENT RESPONSIBILITIES

1. During the final semester at Oakland University, students file an application to graduate in Academic Records (102 O'Dowd Hall) or on-line. Be aware of the application deadline each semester as posted in the schedule of classes and posted at the Academic Records Office.
2. To be recommended for a provisional K-12 certificate, Modern Language STEP students must successfully complete requirements for the B.S., complete the required courses in one major and one minor concentration area, earn a minimum grade of 2.8 in SED455, and successfully pass the state MTTC exams in basic skills as well as in your major and minor subjects. You must have valid certification in Adult and Child CPR as well as First Aid to be recommended for teacher certification.

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

3. **Procedure:**

After successful completion of SED455, and the graduation audit, the Certification Officer will make a recommendation to the Michigan Department of Education that you receive a Secondary Provisional Teaching Certificate.

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

Then next step is to use your MEIS IS and visit <http://www.michigan.gov/moecs>. Sign in with your MEIS user ID and password. Follow the steps to self-register with MOECS.

Complete the demographic information. Once you save it, there will be links on the left navigation panel. Choose the link that pertains to your new certificate and follow the steps to apply for your new certificate. Be sure to identify Oakland University as your institution. After you have applied, your application will be submitted to Oakland University. Applications will be reviewed and processed within 8 weeks from the date they are submitted to MOECS.

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

4. **K-12 Certification** New legislative changes are scheduled to go into effect in September 2013. Please keep bookmarked the following two websites and check them often for updates regarding the State's renewal requirement:

-OU's Continuing Certification website: <http://www.oakland.edu/sehs/certrenewal/>

-MDE's Teacher Certification site: <http://www.michigan.gov/teachercert>

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

All candidates for Professional Certification in Secondary Education must show evidence of completing coursework in methods of teaching reading. If you have not completed this three credit requirement, you must take RDG 538 as part of your planned program.

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

PROFESSIONAL PLACEMENT OPPORTUNITIES

The Department of Career Services

Career Services, 154 North Foundation Hall, offers a wide range of services including **resume writing, portfolio workshops, and job placement assistance**. Office hours are 8:00 a.m. until 5:00 p.m., Monday through Friday. Hours are extended on Wednesday and Thursday until 6:30 p.m. during fall and winter semesters. You may also email them questions at careers@oakland.edu.

Oucareerlink.com

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

Educator's Recruiting Day

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

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

The Oakland University Secondary Teacher Education Program



Conditions and Terms for Using Interns as Substitute Teachers

I. Project Aims and Context

The Oakland University Secondary Teacher Education Program (OU STEP) culminates in a twelve credit yearlong teaching internship. This internship includes both classes and field experiences. The internship is organized around public school calendars and divides the year into approximately four quarters. During the first half of the year (roughly corresponding to the first public school semester and the university fall semester) interns are required to be at their school placement for approximately one half day, each day, and to assume instructional responsibility for two classes by about the start of the second marking period (assuming a four marking period calendar). Students then intern full-time during the Oakland University winter semester (corresponding to the third public school marking period in a four marking period system). Although they are encouraged to take advantage of all school activities associated with their districts, students are required to be at school only during the above times. Students are permitted to work during the internship year at any and all times they are not committed to the field experiences or associated classes.

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

II. Terms and Conditions

A. Maintaining the Integrity of Internship Time

Interns are required to satisfy OU STEP field requirements as specified in the OU STEP Internship Handbook. Substitute teaching can neither be done during internship time nor be used to satisfy OU STEP field requirements.

Interns desiring to sub must submit an internship schedule that clearly identifies non-internship times, and school districts must assign interns as subs only during these times. In addition, for the purposes of monitoring compliance and assessing effectiveness, interns are required to maintain a log of substitute teaching activity. This activity log must be submitted monthly (on the last Friday) to the Director of School and Field Services. This may be done via fax to (248) 370- 4920. The attached form (Attachment 1) may be photocopied and used for this purpose.

B. Subbing Credentials

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

C. Liability

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

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

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

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

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

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

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

D. Substitute Teaching Assignment

As Michigan secondary teacher certification is valid for teaching grades 6-12 it is desirable that prospective teacher field experiences occur at these levels. Thus, substitute teaching assignments must be made within this range. OU STEP interns are initially placed at a single building, with the possibility for teaching at another during the internship year. In order to benefit both the student and school the intern should be used as a substitute teacher in an environment where they

know the procedures, faculty, and students. Placement will be in schools where the student has already completed a portion of their intern experience.

Assignment Priority	Substitute For:	Subject Area
First	Cooperating Teacher(s)	Major (Minor)
Second	Other Teacher	Major (Minor)
Third	Other Teacher	Other Subject

Subbing below the middle school level will not be allowed.

E. Mentoring

Because school districts have agreed to promote the professional development of OU STEP interns, more attention should be paid to the welfare of these interns as subs than to regular subs. Building administrators must agree to observe OU interns in the subbing situation on a periodic basis, and to conference with these interns about their observations and offer suggestions for improvement. School districts should also involve interns who sub in their own workshops about effective subbing, or support the involvement of the interns in similar workshops offered by local Intermediate School Districts.

F. Initiation and Termination

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

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

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

Consent for deviations must be recorded in the office of the Director of School and Field Services and be approved by the Associate Dean, School of Education and Human Services.

IV. The Initiation Process

The form on the following page must be completed with all required signatures and returned to the Director of School and Field Services, 381 Pawley Hall, Rochester, MI 48309. This form may be photocopied, and must be completed for each student for each **building** in which the

intern intends to substitute for a cooperating teacher. It may also be faxed to (248) 370-4920. The following materials must be attached to this form:

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

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

V. Following Approvals

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



OU Modern Language

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

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

School District _____ Building _____

Student Teacher Oakland E-mail _____

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

OU STEP Intern	OU Field Instructor	Cooperating Teacher(s)
Signatures		
Printed Names		

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

Authorized Building Administrator

Authorized District Administrator or PESG

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

Director of School and Field Services
Fax to (248) 370-4920

Date

OU Modern Language Substitute Teaching Activity Log

Intern _____ Primary Placement _____

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

Fax to 248-370-4920 each month.

DOCUMENTATION OF CONCERNS

If concerns arise at any time, these concerns should be documented and brought to the attention of the Director of School & Field Services. A form for the documentation of concerns is found in this appendix. Copies of this form will be given to field instructors at the beginning of the school year. Cooperating teachers and field instructors should feel free to duplicate this form for use at any time during the year.

DETERMINATION OF THE COURSE GRADE

The first and second periodic assessment should be completed with the focus being to let the intern know what their focus needs to be for the remainder of the internship. Through discussion between the cooperating teacher and field instructor, a collaborative grade for the internship should be assigned at the end of April. The final grade needs to be stated in 0-4.0 terms.

3.9-4.0 Honors

3.6-3.8 A

3.0-3.5 B

2.0-2.9 C

A portion of the grade should reflect attendance at required seminars and the completion and timely turning in of all required documentation by the student teacher. Deduction of (.1) per unattended seminar is appropriate.

Below 2.8 is unacceptable, and does not allow recommendation for certification.

NARRATIVE INTERNSHIP REPORT

Field instructors will take the lead in the **collaborative writing** of the narrative report that will go into the intern's placement file. The process of writing this report will be discussed in a meeting scheduled during the fall semester. An example of a report (using fictional names) that was developed during the 1995-96 year follows. Included also is the blank template for the final narrative report.

OAKLAND UNIVERSITY
EED 455/ SED455 Weekly Feedback

Intern _____ Cooperating Teacher _____
Week of: _____ to _____

Directions: Rate each performance area by circling the appropriate descriptor. Also, if appropriate, provide short written comments to help the intern improve performance. This form should be completed and discussed each week. Please make copies for the intern, cooperating teacher and supervisor.

	Needs Improvement	Developing	Accomplished
Lesson Planning			

Suggestions for Improvement:

	Needs Improvement	Developing	Accomplished
Lesson Preparation			

Suggestions for Improvement:

	Needs Improvement	Developing	Accomplished
Delivery of Instruction			

Suggestions for Improvement:

	Needs Improvement	Developing	Accomplished
Classroom Management			

Suggestions for Improvement:

	Needs Improvement	Developing	Accomplished
Professionalism			

Suggestions for Improvement:

Other Comments:

Date _____ Intern _____ Cooperating Teacher _____



AED455/EED 455/SED 455 Observation Guide

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

FIRST IMPRESSIONS:

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

WRITTEN COMMENTS:

(What was observed/What should be focused on)

LESSON PLAN:

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

OBSERVED LESSON:

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

CLASSROOM MANAGEMENT:

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

Next Visit _____ Next Seminar _____ **University Supervisor Signature** _____

OU Intern Signature _____

White Copy: Student

Yellow Copy: School & Field Services

Pink Copy: Supervisor

GENDER EQUITY OBSERVATION FORM

OBSERVATION INSTRUCTIONS

Complete the information in the upper left-hand corner.

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

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

Limit observation time to 30 minutes.

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

Gender- F = Female

M = Male

Ethnicity- A = Asian

AA = African American

C = Caucasian

H = Hispanic

P = Predominant ethnic group represented by 3 or more students

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

Frequency-

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

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

DEFINITIONS OF RESPONSES

Verbal Teacher Responses – include the following:

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

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

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

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

Nonverbal Teacher Responses – include the following:

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

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

Survey of Gender-Equitable Teaching Strategies

Intern: _____ Grade: _____ University Supervisor: _____

Briefly describe the student population you taught this semester.

females: _____

males: _____

Comments:

Gender-Equitable Practices:

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

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

Describe how your university supervisor addressed gender-equitable teaching.

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

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

FACULTY/STUDENT CONCERN REPORT
K-12 Teacher Education Programs

Department of Teacher Development and Educational Studies/SEHS
College of Arts and Sciences
OAKLAND UNIVERSITY

Student: Last: _____ **First:** _____ **M.I.** _____

Faculty: _____ **Department:** _____

Date: _____ **Course:** _____

Area(s) of Concern (circle all that apply)

Language	Professional	Professional	Professional	Personal
Skills	Relationships	Responsibilities	Competency	Considerations
Oral expression	Student-faculty	Meeting obligations	Knowledge	General Health
Written expression	Student-peer(s)	Student advocacy	Skills	Vision
Reading ability	Student-pupil(s)	Ethics	Clinical Exper.	Hearing
_____	Student-field personnel	_____		Speech
	_____			Stress Tolerance

Please describe the problem: (To be filled out by the faculty member)

What has been done to resolve the problem? (To be filled out by the faculty member)

What is the student's perception of the problem and the resolution? (To be filled out by the student)

Faculty Signature _____ **Student Signature** _____
Signature does not imply agreement

White copy: Field Placement Office; Yellow copy: Student; Pink copy: Instructor

Periodic Criterion-Based Assessment

These assessments will occur two times during the internship year. These are formative assessments that will be used to adjust intern professional development agendas, and to make decisions about intern progress and continuation. The data for a grade in SED455 internship, and for writing of the culminating internship report, should be gathered by looking at growth from the second formative assessment period to the end of the internship.

FIRST PERIODIC ASSESSMENT

At first, less formal assessment will be implemented about six to eight weeks into the school year. The purpose of this first assessment is to collect data that can be used to draw some general conclusions about the early field adaptation of the interns, and the degree to which they have successfully gained entry into the school community. At their first meeting, interns, cooperating teachers, and field instructors should review the assessment areas and come to a consensus about what successful early performance in each of the categories should look like.

These areas are shown on the “Initial Feedback on Field Adaptation” form which follows.

This will help to establish a set of specific expectations. **For this first assessment, interns, cooperating teachers and field instructors will rate the intern independently** using the form. Participants will then meet as a group to share their individual perceptions of performance, identify areas that need particular attention, identify strengths, and make suggestions about ways to improve. **These suggestions will be written down, and field instructors will submit copies of all documents relevant to this first evaluation to the Director of School & Field Services.** Dates for these will appear on your seminar schedule form.

Initial Feedback on Field Adaptation
SED 455 –K-12 Modern Language Internship/ October

Intern _____ **Date** _____
Rater _____

This form is intended to provide interns with feedback related to their early adaptation to the internship field setting. Interns, cooperating teachers and field instructors should each rate the intern on the form below. On the back of the form are questions and room for including comments and suggestions for the intern that you feel are appropriate. **After ratings and comments are shared among the raters,** please give all forms to the field instructor who will turn them over to the Director, School & Field Services. Thank you.

Outgoing; Confident	5	4	3	2	1	Timid and Shy
Strong Initiative	5	4	3	2	1	Little Initiative
Communicates Well	5	4	3	2	1	Communicates Poorly
Exhibits Leadership	5	4	3	2	1	Mostly a Follower
Positive and Proactive	5	4	3	2	1	Negative/Reactive
Strong Presence	5	4	3	2	1	Weak Presence
Does the Maximum	5	4	3	2	1	Does the Minimum
Eager About Teaching	5	4	3	2	1	Appears Ambivalent
Curious and Exploring	5	4	3	2	1	Indifferent and Retiring
Likes Students	5	4	3	2	1	Doesn't Like Students
Flexible and Attentive	5	4	3	2	1	Rigid and Unaccepting
Organized	5	4	3	2	1	Disorganized
Punctual	5	4	3	2	1	Often Late or Absent
Neat Appearance	5	4	3	2	1	Slovenly Appearance

Initial Feedback on Field Adaptation (page 2)

Please answer the questions to the best of your knowledge.

1. How did the intern enter into the classroom routine? _____

2. Please describe the intern's ability to interact appropriately with students. _____

3. Please describe the responsibilities that the intern has thus far taken on. _____

4. Please describe the strengths and weaknesses demonstrated by the intern in fulfilling these responsibilities: _____

5. Please comment on any other exhibited behaviors (e.g., temperament, capability, motivation, potential, professionalism, etc.) that you believe should be considered. _____

6. Additional Comments About the Intern: _____

SECOND PERIODIC ASSESSMENT/ PERFORMANCE BASED

A more formal assessment of intern growth, development, and performance will occur in the end of December/ beginning of January. This assessment will be guided by seven areas that link to the major program goals. These areas are shown on the **Performance Criteria for Assessing OU K-12 Modern Language Interns* form**. Under each area are listed general characteristics of successful performance. Prior to the assessment, interns, cooperating teachers and university field instructors should share and discuss their own views about what success related to these areas should look like specifically. Ideas should be linked to observations made during the first assessment. The result of these conversations should be a shared understanding of the expectations for internship success.

As in the first assessment, cooperating teachers, field instructors and interns will individually rate the level of current performance using the form that directly reflects the criteria below. Data for each intern will be synthesized from the three sources, and used to create an evaluation which describes:

- Where interns are in their professional development,
- And identifies professional development areas which need more emphasis, and
- Identifies particular intern strengths and areas in which to offer interns more challenge.

After each participant has completed the rating, all should meet to compare and contrast ratings, and to arrive at a consensus about current performance.

As before, suggestions will be written down, and field instructors will submit copies of **all** documents relevant to this second evaluation to **the Director of School & Field Services**. On the basis of this second evaluation, decisions about internship program and placement continuation and the potential need for a professional growth plan will be assessed.

ASSESSING THE OU K-12 MODERN LANGUAGE INTERNS

Following are the general categories that should be considered when assessing the performance of K-12 Modern Language interns. Under each category are listed a range of actions which identify unsatisfactory, satisfactory, accomplished or honors performance. Other actions may also contribute to successful performance in these areas. It is these categories which will form the basis for the narrative internship report to be **collaboratively written** toward the end of the experience. These criteria also form a basis for focusing observations, providing direction for conferences among cooperating teachers, interns and field instructors, and collecting formative assessment data to monitor intern progress and to develop plans for growth.

Toward the beginning of the experience, all participants should begin to get familiar with the criteria, and should talk among themselves to develop a consensus about what successful performance looks like. Instruction about, and clarification of many of the categories, will occur during intern seminars across the year. The application of these criteria for the purpose of

“rating” will occur in mid-January. Interns, cooperating teachers and field instructors will first independently “rate” the intern in each area. Additional criteria may be added in the spaces provided. Each should add brief comments as documenting specific evidence.

Keep in mind that this evaluation is only a TOOL to alert your student teacher of his/her progress to this point. It gives your student teacher a focus as to what she/he needs to do in order to receive marks in the accomplished areas on the final evaluation. *This evaluation is provided at this time to evaluate the student’s performance, to communicate to the student his/her strengths and weaknesses, and to make specific plans for their growth in their remaining performance and responsibilities.*

This assessment should be re-visited toward the end of March, or beginning of April to note growth and utilize this data to assign a grade and to inform the collaborative writing of the summative internship report.

OAKLAND UNIVERSITY

SECOND PERFORMANCE-BASED ASSESSMENT FOR K-12 MODERN LANGUAGE EDUCATION INTERNS

Intern _____ Cooperating Teacher _____

District _____ Building Assignment _____ Grade/Subject _____

University Field Instructor _____ Date _____

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

Under the “check” column, use the areas noted by the following abbreviations, to identify each person’s evaluation.

I=Intern

C=Cooperating Teacher

S=University Field Supervisor

I. INTERPERSONAL RELATIONSHIPS

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

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

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

II. CLASSROOM CLIMATE AND MANAGEMENT

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

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
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Expectations II-1	Student teacher may convey a negative attitude toward the content suggesting that the content is not important or is required by others.	I C S	Student teacher conveys the importance of the work but without great enthusiasm. Students are not enthusiastic about content.	I C S	Student teacher displays enthusiasm for the content and students demonstrate an understanding of its value and relevance.	I C S
II-2	Students do not invest effort in the quality of their work. Students appear to feel that mere completion rather than high quality is the goal.	I C S	Most students invest some effort in the quality of their work.	I C S	Students respond to student teacher's expectation of high quality and invest significant effort into producing this quality.	I C S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
II-3	Goals and activities communicate only modest or low expectations for student achievement.	I C S	Goals and activities generally convey appropriate expectations for student achievement.	I C S	Goals and activities consistently convey high expectations for student achievement. (For example, student teacher meets with individuals to correct and re-do poor papers.)	I C S
<i>Physical Space</i> II-4	The student teacher is not aware of the need to adjust the physical arrangement based on activities selected.	I C S	The furniture arrangement is adjusted to suit the activities selected and to provide a safe environment.	I C S	The furniture arrangement is consistently adjusted to provide instructional success, orderly pupil movement, and safe utilization of space, equipment and supplies for varying activities.	I C S
<i>Student Behavior</i> II-5	Standards of expected conduct have not been established, or students exhibit confusion as to what the standards are.	I C S	Standards of expected conduct appear to have been established for most situations with general understanding exhibited by students.	I C S	Standards of expected conduct are consistently clear to all students.	I C S
II-6	That student teacher does not monitor student behavior; appears unaware of what students are doing.	I C S	Student teacher is generally aware of student behavior.	I C S	Student teacher is alert to student behavior at all times, employing preventive monitoring.	I C S
II-7	Student teacher does not institute corrective procedures. *Efforts are inconsistent *Efforts include idle threats *Efforts include inconsistent warnings *Efforts include conditional promises *Efforts include sarcasm or negative criticism	I C S	Student teacher institutes corrective procedures for inappropriate behaviors. *Gives task assistance *Uses nonverbal signal interference *Uses proximity relationship control *Regroups students	I C S	Student teacher response to misbehavior is appropriate, consistent and successful. *Removes potential distractions *Utilizes successful attention-getting devices *Redirects with task involvement *Provides constructive activity in the face of unforeseen time problems	I C S
II-8	Student teacher applies rules inconsistently or unfairly.	I C S	Student teacher generally applies rules fairly and encourages slow/reluctant students.	I C S	Student teacher establishes a climate of courtesy and cooperation.	I C S
<i>Managing Procedures</i> II-9	Materials are not prepared and organized.	I C S	Materials are prepared and organized.	I C S	Materials are prepared and organized for the full week of instruction.	I C S
II-10	Lack of preparation results in loss of instructional time.	I C S	Procedures are generally in place for distribution of materials.	I C S	Procedures are in place for distribution, resulting in minimal loss of instruction time.	I C S

II-11	Directions for transitions are not efficient. *Directions for transitions are unclear, students exhibit confusion regarding what to do next, and much time on task is lost.	I	Transitions are efficient. *Directions for transitions are clear, directions consistently include where to go, what to take, sequence of activities, and ending, resulting in some loss of instructional time.	I	Transitions occur smoothly. *Clear and complete directions are included with no student confusion evidenced and little loss of instructional time.	I
		C		C		C
		S		S		S
II-12	Tasks for group work are not consistently organized. Many students in instructional groups are off task and not productively engaged in learning.	I	Tasks for group work are generally organized, with some off-task behavior occurring when student teacher is involved with one group.	I	Tasks for group work are consistently organized, and groups not working with the student teacher are consistently engaged in learning.	I
		C		C		C
		S		S		S
<i>Record Keeping</i> II-13	The student teacher does not maintain information on student completion of assignments in a timely or accurate manner.	I	The student teacher incorporates a system for maintaining information on student completion of assignments.	I	The student teacher's system for maintaining information on student completion of assignments is fully effective, maintained accurately and with timeliness.	I
		C		C		C
		S		S		S
II-14	Student teacher's records for non-instructional activities such as attendance and lunch count are disorganized and/or inaccurate resulting in considerable loss of instructional time.	I	Student teacher's records for non-instructional activities such as attendance and lunch count are organized and generally accurate, resulting in some loss of instructional time.	I	Student teacher's system for maintaining information on non-instructional activities such as attendance and lunch count is organized, error free, and low maintenance, resulting in minimal loss of instructional time.	I
		C		C		C
		S		S		S

III. PLANNING FOR INSTRUCTION

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

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Pedagogy</i> III-1	Student teacher has limited pedagogical knowledge.	I	Student teacher generally displays pedagogical understanding of issues involved in student learning of the content but is not yet seeking assistance from specialists when needed.	I	Student teacher displays continuing search for best practice, regularly seeking assistance from specialists and consultants when needed. There is some awareness of student misconceptions.	I
		C		C		C
		S		S		S
III-2	The student teacher does not display an understanding of the prerequisite knowledge important for student learning of the content.	I	The student teacher has some awareness of prerequisite learning.	I	The student teacher's plans and practices reflect a clear and complete understanding of prerequisite relationships among topics and concepts.	I
		C		C		C
		S		S		S
<i>Knowledge of Students</i> III-3	The student teacher does not exhibit an understanding of the developmental characteristics of the age group.	I	The student teacher is generally sensitive to the developmental characteristics of the age group, as demonstrated through activity planning, material selection and student interaction.	I	Student teacher displays an understanding of the developmental characteristics of the age group and also exceptions to the most typical developmental patterns, as evidenced by inclusion of developmentally appropriate activities.	I
		C		C		C

		S		S		S
III-4	The student teacher does not exhibit familiarity with the different approaches to learning. (such as learning styles, modalities, multiple intelligences.)	I	The student teacher has a general understanding of the different individual approaches to learning. (such as learning styles, modalities, multiple intelligences)	I	The student teacher displays a clear understanding of the different approaches to learning through incorporation of a variety of instructional activities that address learning styles, modalities, multiple intelligences.	I
		C		C		C
		S		S		S
III-5	Student teacher is unaware of students' skills, talents, disabilities, and prior learning.	I	The student teacher displays an understanding of the value of recognizing students' skills, talents, disabilities, and prior learning through using this knowledge in planning for groups of students.	I	The student teacher displays knowledge of students' skills, talents, disabilities and prior learning through planning for individual students, including those with special needs.	I
		C		C		C
		S		S		S
III-6	Student teacher is not aware of students' interests or cultural heritage.	I	The student teacher displays an understanding of the value of knowing about students' interests and cultural heritage.	I	The student teacher displays knowledge of the interests or cultural heritage of students and utilizes this knowledge in planning for instructional groups and individual students.	I
		C		C		C
		S		S		S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Knowledge of Resources</i> III-7	The student teacher is unaware of resources available through the school or district.	I	The student teacher displays a general awareness of resources available through the school or district and attempts to incorporate them into lesson construction. (Examples, library, IMC, films, videos)	I	The student teacher displays an awareness of resources available through the school or district and community and incorporates them into lesson construction with general success.	I
		C		C		C
		S		S		S
III-8	The student teacher is unaware of human resources available through the school or district, such as counselors, or peer tutoring, to assist students who need them.	I	The student teacher exhibits limited awareness of school or district human resources, and has asked about the procedures for referring students to these resources.	I	The student teacher displays full awareness of all human resources available through the school and district and has demonstrated their knowledge of how to gain access to these for students, in conjunction with the cooperating teacher.	I
		C		C		C
		S		S		S
<i>Setting Instructional Goals / Objectives</i> III-9	Objectives do not represent high expectations for student understanding. (For example, the student teacher plans objectives for students to only acquire factual knowledge or basic skills.)	I	Objectives represent moderate expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire concepts, acquire skill in gaining and using information, meet physical and/or social/emotional needs.)	I	Objectives represent high level of expectations and conceptual understanding for students. (For example, the student teacher plans objectives for students to acquire problem-solving skills, acquire skill in creating and incorporating individual interest levels.)	I
		C		C		C
		S		S		S
III-10	Student teacher does not base objectives on multiple data sources. (The student teacher may base objectives only on textbook organization or	I	The student teacher bases objectives on district and state framework and takes student assessment results into account.	I	Student teacher bases objectives on appropriate frameworks and additionally uses individual assessment of students to determine objectives suitable	I
		C		C		C

	materials available.)	S		S	for groups of students in the class.	S
III-11	Goals are either not clear or are stated as student activities.	I C S	Goals are clear but include a combination of goals and activities.	I C S	Goals are clearly stated as student outcomes.	I C S
III-12	Goals do not permit viable methods of assessment.	I C S	Most goals permit viable methods of assessment.	I C S	Goals permit viable methods of assessment.	I C S
III-13	Goals do not reflect opportunities for several types of learning.	I C S	Goals represent opportunities for several types of learning.	I C S	Goals reflect several different types of learning and opportunities for integration across disciplines, demonstrating knowledge about human motivation.	I C S
<i>Materials</i> III-14	The student teacher does not select resources that meet the needs of students. (Activities are too easy or too hard).	I C S	The student teacher selects resources that meet the basic learning needs of students relative to academic ability, skill development, interest, gender and culture.	I C S	The student teacher selects resources that allow all students to reach their individual potential and promote an appreciation of both genders and various cultures, reflecting our diverse society (ethnicity, race, language, socio-economic status).	I C S
III-15	Instructional materials and resources are not suitable to the instructional goals or do not engage students mentally.	I C S	Instructional materials and resources generally are suitable to the instructional goals, normally engaging the students mentally.	I C S	Instructional materials and resources are consistently suitable to the instructional goals and engage the students mentally.	I C S
Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Instructional Design</i> III-16	The lessons or units do not have a recognizable structure or sequence.	I C S	The lessons or units have a recognizable structure, although the structure is not uniformly maintained throughout. Elements included are: appropriate introduction, sequence, relating content to prior learning or future learning, description of concepts, critical attributes, application, assessment, closure.	I C S	The lessons or units have a clearly defined structure with activities organized around the structure.	I C S
III-17	Learning activities are not suitable to students or instructional goals.	I C S	Some of the learning activities are suitable to students and support the instructional goals.	I C S	Most of the learning activities are suitable to students and support the instructional goals.	I C S
III-18	Learning activities do not follow an organized progression or tie to previous experiences.	I C S	Progression of activities in the unit is generally even and may tie in to previous experiences.	I C S	Progression of the activities in the unit is even and they tie in to previous experiences.	I C S
III-19	Independent practice is not appropriate in terms of task demand.	I C S	Independent practice is sometimes appropriate in terms of task demand.	I C S	Independent practice is appropriate in terms of task demand.	I C S
III-20	Activities are not appropriate to the needs of students who have exceptional learning needs.	I C	Activities are appropriate for some students who have exceptional learning needs.	I C	Activities are appropriate to the needs of students who are culturally diverse and those with exceptional	I C

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

IV. DELIVERING INSTRUCTION

(Communication, Adjustment and Response, Questioning, Feedback)

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

		S		S		S
IV-13	Students are not engaged in meaningful learning.	I	Students are engaged in meaningful learning a majority of the time.	I	Students are engaged in meaningful learning.	I
		C		C		C
		S		S		S
<i>Adjustment and Response</i> IV-14	Student teacher is not flexible and does not adjust a lesson. Student teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	I	Student teacher sometimes attempts to adjust a lesson.	I	Student teacher assesses and adapts instruction to the changing needs of students, making use of student examples or elaborating as needed. Student teacher uses spontaneous situations to enhance instructional objectives and demonstrates recognition of re-teaching at appropriate intervals.	I
		C		C		C
		S		S		S
IV-15	Student teacher does not attempt to accommodate student questions. He/She ignores or brushes aside students' questions or interests.	I	Student teacher attempts to accommodate students' questions or interests.	I	Student teacher successfully builds on a spontaneous event or question to enhance learning, while maintaining the coherence of the lesson.	I
		C		C		C
		S		S		S
IV-16	When a student has difficulty learning, the student teacher either gives up or blames the student or the environment for the student's lack of success.	I	Student teacher demonstrates acceptance of responsibility for the success of all students.	I	Student teacher persists in seeking approaches for students who have difficulty learning, evidencing additional instructional strategies as progresses.	I
		C		C		C
		S		S		S
<i>Questioning</i> IV-17	Student teacher's questions are restricted to the recall/knowledge level, recitation.	I	The student teacher carefully sequences prepared questions, including those requiring stating relationships, analysis, summarization and classification and requiring students to define vague terms or ambiguous statements.	I	The student teacher encourages students to generalize and suggest applications. Students are expected to expand upon and analyze their initial responses and to consider new relationships.	I
		C		C		C
		S		S		S
IV-18	Adequate wait time is not available for students to respond.	I	Adequate wait time is generally available for students to respond.	I	Adequate wait time is consistently available for students to respond.	I
		C		C		C
		S		S		S
IV-19	Student teacher does not give verbal or nonverbal support to contributors.	I	Student teacher gives verbal and nonverbal support to contributors.	I	Student teacher gives verbal and nonverbal support to contributors in a variety of ways.	I
		C		C		C
		S		S		S
IV-20	Interaction between the student teacher and students is predominantly recitation style, with little student input.	I	Student teacher communicates the goal of the discussion to students, and attempts to engage students in a true discussion.	I	Classroom interaction represents true discussion, with student teacher stepping to the side when appropriate.	I
		C		C		C
		S		S		S
IV-21	Student teacher has not instituted any gender equitable practices to enhance participation.	I	Student teacher exhibits several gender equitable practices utilized to engage all students in the discussion.	I	Student teacher exhibits utilization of all gender equitable practices and demonstrates successful engagement of all students in the discussion.	I
		C		C		C
		S		S		S
<i>Feedback</i> IV-22	Feedback is not provided or is of poor quality. (For example, it is not specific with details and consists of "Good, Poor", etc.	I	Feedback is provided frequently but is sometimes inconsistent in quality. (For example, some is specific in nature, while other is general without details.)	I	Feedback provided is consistently of high quality, or specific in nature, supportive, and appropriate positive/negative in terms of correctness. It is provided with high frequency, verbally and in written form that students can use.	I
		C		C		C
		S		S		S
IV-23	Feedback is not provided in a timely manner.	I	Feedback is consistently provided in a timely manner.	I	Feedback is consistently provided in a timely manner and students make use of the feedback in their learning.	I
		C		C		C
		S		S		S

V. INSTRUCTIONAL TECHNOLOGY

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Technology Operations and Concepts</i> V-1	Student teacher demonstrates minimal knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Often basic understandings cannot be applied.	I	Student teacher usually demonstrates a proficient level of knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students. Sometimes this understanding can be described, but not fully applied in all situations.	I	Student teacher consistently demonstrates strong knowledge, skills, and understanding of concepts related to technology as described in state and national standards for students and can apply this understanding in all situations.	I
		C		C		
		S		S		
V-2	Student teacher demonstrates minimal growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she does not seek out new information related to technology.	I	Student teacher demonstrates growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she exerts some effort to seek out new information related to technology.	I	Student teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. He/she actively seeks out new information related to technology.	I
		C		C		
		S		S		
<i>Integration of Technology into Practice</i> V-3	Student teacher does not take the initiative to plan and design technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Attempts are usually not effectively implemented.	I	Student teacher generally plans and designs technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate. Some attempts have been effectively implemented.	I	Student teacher consistently plans, designs, and implements effective technology-enhanced learning environments, lessons, and teaching strategies aligned with Michigan content standards and benchmarks for all students when appropriate.	I
		C		C		
		S		S		
V-4	Student teacher makes little attempt to and/or does not adequately apply technology to facilitate a variety of effective assessment and evaluation strategies.	I	Student teacher applies technology to facilitate assessment and evaluation strategies. Some attempts are effectively implemented.	I	Student teacher consistently applies technology to facilitate a variety of effective assessment and evaluation strategies.	I
		C		C		
		S		S		
V-5	Student teacher does not apply knowledge of technology to instructional or information management.	I	Student teacher applies knowledge of technology to instructional or information management.	I	Student teacher integrates technology into instructional and informational management procedures with effective and efficient results.	I
		C		C		
		S		S		
V-6	Student teacher resists or avoids using conventional district technology such as student databases and electronic communication.	I	Student teacher takes advantage of electronic communication.	I	Student teacher communicates effectively via electronic channels.	I
		C		C		
		S		S		

VI. PROFESSIONAL QUALITIES

(Reflection, Professional Development, Ethics)

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
Reflection VI-1	Student teacher misjudges the success of a lesson, or draws faulty conclusions about what was accomplished.	I C S	Student teacher generally has an accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	I C S	Student teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite some data to support the judgment.	I C S
VI-2	Student teacher has few suggestions for how a lesson may be improved.	I C S	Student teacher makes general suggestions about how a lesson may be improved.	I C S	Student teacher offers specific alternative actions, complete with predictions of the probable successes of different approaches.	I C S
VI-3	The student teacher may justify instructional decisions on simple tradition or habit, or may have no idea why decisions were made as they were.	I C S	The student teacher explains decisions in a logical but perhaps simplistic way. Explanations focus more on what was done than why.	I C S	The student teacher explains decisions in a logical way with clear attention to how the context relates to a personal decision-making framework.	I C S
<i>Professional Development</i> VI-4	Student teacher does not engage in professional development activities, such as district in-services or conferences, to enhance knowledge or skill.	I C S	Student teacher participates in professional activities when they are held in the building or by invitation.	I C S	Student teacher actively seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and attends activities outside of the school day schedule.	I C S
VI-5	The student teacher does not make an effort to share knowledge with others.	I C S	Student teacher makes an effort to share knowledge with others during the school day.	I C S	Student teacher makes an effort to actively assist other educators, including before and after school hour opportunities.	I C S
<i>Ethics</i> VI-6	The student teacher does not understand or accept the professional codes of ethical conduct.	I C S	Student teacher adheres to the confidentiality code regarding student information and demonstrates awareness of the professional codes of ethical conduct.	I C S	Student teacher adheres to the confidentiality code regarding student information, demonstrates an awareness of, and commitment to the professional codes of ethical conduct.	I C S

VII. PERSONAL QUALITIES

	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
VII-1	Student teacher does not appear to be in good health or have stamina. Student teacher has been ill and absent more than once per month.	I C S	Student teacher exhibits good health and stamina. Student teacher has not been ill and absent more than once per month.	I C S	Student teacher exhibits great health and stamina. Student teacher has not been ill and absent more than ½ day per month.	I C S

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

Comments/Suggestions for Improvement:

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

Cooperating Teacher: _____ Date _____

Cooperating Teacher: _____ Date _____

Oakland University Supervisor: _____ Date _____

Oakland University Student Teacher: _____ Date _____

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

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

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

*2005 Modifications based on Cooperating Teacher and University Supervisor input

*2010 Modifications based on Cooperating Teacher and University Supervisor input

****To students: print out the appropriate content evaluation page that follows, and have it completed also.**

VIII. COMMAND OF SUBJECT MATTER

(Knowledge of Content: Evaluate the student in the appropriate content **major/minor**.)

**Note: Check whether this is major _____ or
minor _____**

Category/ Evaluation	Needs to Improve <i>There is evidence that:</i>	Check	Developing <i>There is evidence that:</i>	Check	Accomplished <i>There is evidence that:</i>	Check
<i>Modern Language</i> VIII-1	The student teacher concentrates on the how (grammar) and what (vocabulary) of language learning rather than recognizing communication as the organizing principle of Modern language learning.	I	The student teacher displays an understanding that communication is the organizing principle of Modern language learning, but too often designs lessons around grammar and vocabulary rather than language functions.	I	The student teacher plans and executes lessons that recognize communication as the organizing principle for Modern language learning and relegates grammar and vocabulary to their proper role as tools for improving communication.	I
		C		C		
		S		S		
VIII-2	The student teacher is able to listen to and understand sentences which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by situational context (Intermediate Low)	I	The student teacher is able to understand the main ideas and the most obvious details of connected oral discourse on familiar topics, particularly those dealing with the immediate time, place and participants. (Intermediate High)	I	The student teacher is able to understand main ideas and most details of connected oral discourse on a variety of topics beyond the immediacy of the situation and involving description and narration in different time frames. (Advanced)	I
		C		C		
		S		S		
VIII-3	The student teacher is able to read and understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs and imparting information about which the reader has to make only minimal supposition or to which the reader brings personal interest and/or knowledge. (Intermediate Low)	I	The student teacher is able to read consistently with full understanding uncomplicated, connected texts dealing with basic personal and social needs and can get main ideas and information from more difficult texts featuring description and narration, although the passages may have to be read several times for complete understanding. (Intermediate High)	I	The student teacher is able to read and follow essential points of written discourse and texts which are conceptually abstract and linguistically complex and/or texts which treat unfamiliar topics and situations; comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. (Advanced/Advanced Plus)	I
		C		C		
		S		S		
VIII-4	When writing, the student teacher is able to meet limited practical needs but makes frequent errors in grammar, vocabulary, punctuation, spelling and syntax; writing can be understood by natives used to the writing of non-natives. (Intermediate Low)	I	The student teacher is able to meet practical writing needs but makes a few patterned errors in grammar, vocabulary, punctuation, spelling and syntax; writing is consistently understood by natives used to the writing of non-natives. (Intermediate High)	I	When writing, the student teacher has good control of vocabulary and grammar and the most frequently used syntactic structures with an emerging sense of rhetorical structure. Writing is understandable to natives not used to the writing of non-natives. (Advanced/Advanced Plus)	I
		C		C		
		S		S		
VIII-5	As a speaker of the target language, the student teacher is able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward classroom and social situations when dealing with concrete exchanges and predictable topics	I	As a speaker of the target language, the student teacher is able to converse with ease and confidence when dealing with most routine tasks and social situations and to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information	I	As a speaker of the target language, the student teacher is able to handle with ease and confidence a large number of communicative tasks and to participate actively in most informal and some formal exchanges on a variety of topics relating to work, school, home and leisure activities, as well as to events of current, public,	I
		C		C		

	necessary for survival in the target culture. (Intermediate Low)	S	related to work, school, recreation, particular interests and areas of competence. (Intermediate High)	S	and personal interest or individual relevance. (Advanced/Advanced Plus)	S
VIII-6	The student teacher has a limited knowledge of the grammar and vocabulary of the target language.	I C S	The student teacher has an adequate knowledge of the grammar and vocabulary of the target language.	I C S	The student teacher has an extensive knowledge of the grammar and vocabulary of the target language.	I C S
VIII-7	Practices and perspectives of the target culture are not utilized in materials and classroom activities.	I C S	Classroom activities often include specific tasks that deal with practices and perspectives of the target culture.	I C S	Practices and perspectives of the target culture are consistently interwoven in classroom activities and discussions.	I C S
VIII-8	Aspects of the geography of the areas of the world that speak the target language are not utilized to present material.	I C S	Classroom activities often include specific tasks that deal with the geography of the areas of the world that speak the target language.	I C S	Aspects of the geography of the areas of the world that speak the target language are consistently interwoven throughout the lesson plans.	I C S
VIII-9	Issues of global connections have not been utilized to present material.	I C S	Classroom activities often include specific tasks that deal with the impact of global connections.	I C S	The impact of global connections is consistently interwoven throughout the lesson plans.	I C S

Comments/Suggestions for Improvement:

Oakland University K-12 Modern Language Teacher Education Program

<p>OU K-12 Modern Language Internship Report For Ms. Every Intern</p>
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(Fictional Example)

Ms. Every Intern did her secondary education teaching internship during the 1995-96 academic year. This experience fulfilled her requirement for directed practice to complete her program of study in the Oakland University Secondary Teacher Education Program (OUSTEP). Her teaching internship was done in the All-American Community Schools, Everytown, Michigan. She taught at Typical Jr. High School and at Awesome High School in the content area of mathematics.

The All-American Community School District is located in Southeastern Michigan. The population in the area that feeds Awesome is predominantly middle class. Occupations generally include factory work, small business operations and some professional enterprises.

During her teaching internship, Ms. Intern was responsible for teaching a variety of classes at both the middle and high school levels. This included pre-algebra, algebra, geometry and some work in a trigonometry class. Pre-algebra included topics related to introductory statistics such as the graphic representation of data and the exploration of measures of central tendency. In algebra she worked with students, for example, on exponents and the concept of exponential growth. This idea was developed using graphing, and the comparison of linear vs. exponential equations. Geometry included the study of basic properties of plane sections, and considered similarities among, and the transformation of geometric figures. Ms. Intern's focus in the trigonometry class was statistics from a problem-solving perspective.

In the following sections are detailed some of the personal/professional qualities which Every Intern demonstrated during this very successful teaching internship experience.

I. Interpersonal Relationships

Ms. Intern established effective and productive interpersonal relationships with her students. Courtesy and respect characterized these relationships. She always addressed students by name, and made a point of knowing her students as individuals. Before the start of class and during transitions, she would frequently ask individuals about their work, and about other current events in their lives. Her consistent treatment of all students resulted in effective communication, and a high level of student-teacher trust. This trust was also fostered by Ms. Intern's strong commitment to fairness in the classroom that was evident in all of her interactions with children.

Ms. Intern had an excellent ability to challenge students by holding high, explicitly stated expectations for their learning, and it was apparent that the students knew she cared about their learning. Students considered Ms. Intern to be accessible, and also knew that she was always willing to give help to students who were willing to try for themselves. She established the condition that students could ask her any questions as long as they agreed that she could ask any questions back. The result was that students made more of an effort to solve their own problems before seeking help and this strategy reduced the number of students looking for an easy way out.

Ms. Intern also communicated effectively with her cooperating teachers and with other members of the school staff. She sought advice when needed, and always responded appropriately to suggestions. In several instances, Ms. Intern also interacted with parents about the in-school behavior of their children.

II. Classroom Climate and Management

Ms. Intern's expectations for classroom organization and management were as high as her expectations for student learning. She maintained an orderly environment, and was consistent in her establishment and maintenance of rules and procedures for effective classroom operation. She was especially effective at the management of time. Her instruction was consistently well paced, included clean transitions, and the effect was lessons with a high percentage of time on task.

Ms. Intern was explicit about the way she wanted the class to be, and also about her reasons for wanting that. These reasons supported effective learning. She was very aware of what was going on in the class at all times, and frequently circulated around the room to maintain and re-direct students' attention. She was consistent at using questioning both to stimulate learning and to keep students attentive.

The level of student involvement was generally high, and few instances of problematic student behavior were ever observed. In those rare instances that it did, Ms. Intern was quick to interact with her cooperating teachers, and to consult parents about ways to better work with their children. The result was that the few occasions of problem behavior were restored very quickly with little or no negative impact on the total learning environment.

III. Instructional Planning

IV. Instructional Planning and Incorporation of Technology to enhance student learning

Ms. Intern has an excellent content knowledge base, and she took the time to be well prepared to teach. Her daily planning was very good, and she consistently entered class with a sound, thoughtful instructional agenda. She also put in extra time to increase her own knowledge when she felt that she needed more background to be able to teach a topic effectively.

Ms. Intern was excellent at assessing her own instruction, and modified her teaching based on data collected during class. On one occasion where discrepancies in solutions to an instructional problem related to trajectory were observed, Ms. Intern spent time finding the problem, and then modified her next plan to involve students in the identification of the discrepancy.

V. Instructional Management

Effective general management skills were mirrored in the delivery of instruction. Plans were consistently delivered in a clear, purposeful manner. Lessons were paced to maintain interest. Ms. Intern's lessons showed a clear ability to match instructional methods both to desired outcomes and to the particular students that she was teaching. The latter was clearly seen in Ms. Intern's ability to effectively teach higher level mathematics to high school students, and also middle school math students.

Ms. Intern's instruction also reflected up-to-date knowledge of state and national guidelines for new teaching in mathematics, and an awareness of new technologies for delivering and enhancing instruction in these disciplines. Her interactive instruction was characterized by sound presentation skills; thoughtful questioning and creative whole class and group activities.

To engage students, Ms. Intern used a variety of hands-on activities using manipulatives. For example, M&Ms were used in a group activity in pre-algebra to develop students' ideas about graphing data. Students examined the effect of cutting paper rectangles as a route to generating equations for the area of a triangle. In higher math, balloons were used to convey ideas about the geometry of curves to support the development of non-Euclidean concepts. Ms. Intern also took advantage of opportunities to connect the learning of mathematics with her students' lives. She selected and developed problems that had components that the students could relate to, frequently placing them in a story context using names of popular people with whom the students were familiar. In other areas, she had students generate their own data sets to bring in and to apply to problem situations.

Ms. Intern was sensitive to feedback which showed that students were tiring of a given activity or strategy. She was also continuously aware of individual student progress, and attended well to the tasks of assessing students and communicating the results of evaluation.

VI. Personal and Professional Qualities

Ms. Intern displayed dedication and commitment in the accomplishment of her teaching responsibilities. She clearly saw a great deal of importance in doing well for her students and for herself as a professional. She actively sought feedback about all aspects of her work, and was dedicated to doing the best job possible during her internship. She engaged in activities with students both in and out of school. Activities ranged from chaperoning a dance to coaching volleyball at the Jr. High. Ms. Intern was mindful of the real-world politics of

schooling, and at the same time committed to the teaching of mathematics in a manner consistent with new visions of best practice as prescribed by new national standards for the teaching of mathematics.

Ms. Intern consistently displayed a highly professional orientation toward her internship. She came to be valued as a colleague by her cooperating teachers, and used her experience to begin building a professional network in the region. It is clear that she has developed a good sense of the broader professional community. Ms. Intern's fulfillment of professional responsibilities during her internship experience was excellent, and the fact that she is a well-qualified young teaching professional was clearly demonstrated.

The contents of this report are agreed upon and endorsed by the following parties:

_____ Date: _____
Ms. Every Intern/Student Intern

_____ Date: _____
Mr. Ron Euclid/Cooperating Teacher

_____ Date: _____
Ms. Faye Function/Cooperating Teacher

_____ Date: _____
Mr. Cal Culus/Field Instructor

<p>Ms. Every Intern has been recommended for Michigan K-12 Modern Language Provisional Teacher Certification.</p>
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Please provide 4 copies of the assessment and distribute to the Cooperating Teacher, Intern, University Field Instructor, and one copy to the Office of School & Field Services director.

Oakland University K-12 Modern Language Teacher Education Program

**OU K-12 Modern Language Internship Report
For**

DESCRIPTION OF ASSIGNMENT

I. Interpersonal Relationships

II. Classroom Climate and Management

III. Instructional Planning

IV. Instructional Planning and Incorporation of Technology to enhance student learning

V. Instructional Management

VI. Personal and Professional Qualities

The contents of this report are agreed upon and endorsed by the following parties:

_____ **Date:** _____
Student Intern

_____ **Date:** _____
Cooperating Teacher

_____ **Date:** _____
Cooperating Teacher

_____ **Date:** _____
University Field Instructor

Ms./Mr. _____ has been recommended for Michigan K-12 Modern Language Provisional Teacher Certification.

Please provide 4 copies of the assessment and distribute to the Cooperating Teacher, Intern, University Field Instructor, and one copy to the Office of School & Field Services director.

Lesson Plan Format

Materials:

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

Lesson Assumes:

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

Organization:

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

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

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