**INFORMATION FOR STUDENT TEACHERS**

**Participants in the Student Teaching Program**
The student teacher is assigned to work with a cooperating teacher subject to the latter's consent. This assignment in no way takes away any of the rights, privileges and responsibilities of the cooperating teacher. It is hoped that the student teacher will show initiative and a desire to accept responsibility. These are just two of the criteria for measuring an individual's readiness to teach. However, in all cases, the student teacher must receive the consent of the cooperating teacher before proceeding along any course of action.

The cooperating teacher should stand ready to help the student teacher in every way possible. Student teachers can best use this assistance by asking for help when it is needed and by planning lessons well in advance so that there is ample time for the discussions and revision of the lesson plans.

The University supervisor's position is that of a liaison between the University and school. This person will visit the school periodically to consult with and evaluate the student teacher. During these visits, it is hoped that there will be a period of time when the student teacher, cooperating teacher, and University supervisor may discuss the student teacher and set forth solutions to any problems that have arisen. At the end of the student teacher's assignment, the University supervisor will ask for advice from the cooperating teacher about the evaluation of the student teacher.

Division of Teacher Education policy is not to permit student teachers to take additional classes or hold a week-day job during their student teaching internship. Any variation from this policy must be approved 6 weeks in advance by the Division of Teacher Education.

**Placement in Area and Other Schools**
MTU Teacher Education personnel make all placements and under no circumstances are prospective student teachers to contact schools or teachers about their placement in any school system, unless instructed to do so by MTU Teacher Education personnel. Approval of student teaching placement resides with the Education faculty, who consider each candidate’s academic, pedagogical and social preparedness for student teaching.

Most placements are made in middle and secondary schools within a 30-mile radius of the MTU campus and every effort is made to match major/minor certification areas, interests, and personalities with the prospective cooperating teacher. However, we are unable to guarantee a perfect placement for every student teacher.

Placements may also occur outside of the local area and this happens because of two circumstances:
1. There are no available cooperating teachers in the major/minor certification area that are willing to accept student teachers at the time requested.
2. The student teacher may request a location outside the local area and while this is a possibility, there is no guarantee that specific requests can be fulfilled. Each request will be handled on individual basis. A grade of AB or better in ED4700 is required for a student to be placed outside the CCISD area.

When placement does occur outside the local area, the securing of housing for the period of student teaching is the responsibility of the student teacher. The superintendent, principal, and cooperating teachers may provide information on housing in the area, or to help arrange housing. The majority of student teachers live in homes that rent single rooms.

**Classroom Teaching Recommendations**
The student teacher classroom experience is usually introduced in the following manner.

Students will begin their internship the first week of MTU’s semester.

During the internship, as the cooperating teacher feels that the student teacher is progressing satisfactorily their responsibilities can gradually be increased to a full teaching load. A maximum of three different preparations at one time is recommended.

At times, the cooperating teacher may leave the classroom to test the student teacher's effectiveness while under no direct supervision.
The cooperating teacher and/or principal may wish to assign other duties to the student teacher, such as working with a club, supervising at a school sport, or a social event. These are great experiences for a prospective teacher, but should only be undertaken with the consent of the University supervisor and satisfactory instructional progress on the part of the student teacher.

**The Role of the Student Teacher**

As a student teacher, you will occupy a dual position: you are a student who is learning a job, and a teacher in charge of actual instructional responsibilities.

During your student teaching semester, you will be expected to attend three or four seminars. You will be given an advanced notice of each seminar.

Prior to becoming a student teacher, you have been primarily a student. As a student, you have played a more or less passive role being the recipient rather than the giver of instruction, and now you must assume the truly active role of directing the growth of students. In this dual role, you accept responsibilities that are not found in any other phase of your professional education.

Like any activity, the degree of success you have in your teaching experience will rest primarily with you. You will find teaching experiences enjoyable both personally and professionally only to the extent that you attempt to get as much from the experience as it offers. Teaching offers the creative opportunity to have direct experience with the many tasks that makes up your future professional life. Certainly, some of these tasks will appear to be extremely trivial, however, others will be very difficult. Because of the complexity of the experience before you, and because student teaching is generally regarded as the most important single experience in any teacher education program, the University has cooperating teachers who have the experience, knowledge, and ability to help you "get off on the right foot." In addition, University staff members will serve as your supervisors during your student teaching. Both the cooperating teacher(s) and the University supervisor(s) are charged with the responsibilities of helping you to become an effective member of the teaching profession. They will help you organize subject matter for classroom presentation; have conferences with you to help you evaluate your effectiveness as a teacher by assessing your strengths and weaknesses; and provide the needed encouragement to help you accomplish the tasks required in teaching. However, the ultimate success of the cooperating teacher(s) and University supervisor(s) in helping you will only be to the degree that you request their assistance.

As a teacher, you will have the responsibility of influencing and instructing students. This implies that from the beginning of your student teaching, you must conduct yourself in such a manner so that your students, your cooperating teacher, and other staff members will accept you as a good teacher. This includes following the teachers dress code of the school in which you are placed. Please discuss this with your cooperating teacher prior to being in the classroom.

You also have a responsibility toward your profession and your University. Your every word and action will indicate your own personal ideals and aspirations. All those who have contact with you will judge the University and the profession by the personal and professional standards that you set and maintain for yourself.

The Education Faculty hopes that you will view your student teaching as a challenge and an opportunity. If you accept the challenge and recognize the opportunity, your experience will be of great value to you and to your students.

**Beginning the Student Teacher Experience**

Getting off on the right foot does not just happen. The cooperating school personnel and University staff members must carefully prepare and plan for the success anticipated. Preparation, not chance, is the key to a good beginning.

Your portfolio will be sent to your prospective cooperating teacher for approval. This portfolio will provide the cooperating teacher with necessary background information that will help him/her guide your teaching activities. You may also be requested to appear at a pre-placement interview with your prospective cooperating teacher. If things go well, MTU Division of Teacher Education will be notified by the school principal that the placement can take place. You are then free to contact the cooperating school personnel and make arrangements (through the principal) to visit that school.
The following agenda is suggested for your preparation visit to the cooperating school and teacher:

- Learn what textbooks and materials are used by the students in each class. If possible, your cooperating teacher could provide you with copies of textbooks, teacher's manuals, and workbooks. Obtain information about your class schedule
- Discuss long range plans for each subject with your cooperating teacher so that you may begin to do background reading
- Obtain a copy of the school handbook.

Things with which you should familiarize yourself:

- Policy and philosophy of the school
- Size and location
- Chief industries, businesses, and community resources available
- High School enrollment
- If possible, obtain a class roll for each class you will be teaching. (It is wise to begin to learn pronunciation of the names of students). Seating charts are very helpful for learning names.
- The technology available in the school like computers, projectors, and copying machines
- Extra-curricular activities available in the school
- Grading systems
- Critical problems of concern to school and community

**Observation Period**

The 1st week of the internship is an observation period. This is an important part of your teaching assignment. During the observation period, it would be good if you:

- Become acquainted with the principal, cooperating teacher(s), other teachers in your cooperating school, and other school personnel.
- Obtain as much information as possible about the students that you will be working with through observations, conferences, available records, and informal contacts with students. Concerning this, the following would be very helpful:
  - The general ability of each group and the specific abilities of each student
  - Range of achievement in particular instructional areas
  - Particular interests, hobbies, and attitudes of individual pupils
  - Social structure of the classroom
- Carefully note the classroom presentations of the cooperating teacher. Note the following:
  - The purposes of the lessons and the teaching devices used
  - The means used to provide for individual differences
  - Means of maintaining a desirable learning atmosphere in the classroom
  - Be alert and eager for opportunities that enable you to participate in instruction
  - Assume many of the routine duties
  - Opportunities to serve as a participant during group work
  - Opportunities to assist in laboratory work or supervised study

**Planning Your Lessons**

The need for adequate planning cannot be overemphasized. Good planning is not only a basis for successful teaching, but will greatly aid in the development of your self-confidence. Suggested lesson plan forms can be found attached. Lesson plans will vary somewhat, but the following can serve as a guide:

- Objectives (Intended Learning Outcomes)
- Understandings
  - These may be stated as problems to be studied, concepts to be learned, or generalizations to be developed.
  - Understandings should be written as specific content or information to be learned.
- Skills and Abilities
  - These may constitute a wide variety of desired skills, such as written and oral expression, skills in group participation, drawing conclusions, etc.
- Lesson Structure
  - Introductory Activities
One or two of these activities should be sufficient to raise questions, motivate interest, and create a desire among students to explore the topic more fully.

- **Body of Lesson**
  - Constitutes the major part of the lesson
  - It should include instructional techniques and activities devised specifically to meet the desired objectives previously established.
  - Include topics and sub-topics to be covered or questions and sub-questions to be answered.

- **Concluding Activities**
  - One or two summarizing experiences should bring the lesson to a conclusion.
  - The conclusion should be an all-class activity to tie together the findings of the lesson.

- **Materials**
  - This part should include all materials and aspects that may contribute to the desired outcomes, including textbooks, and any other applicable item.

- **Evaluation**
  - The evaluation of assignments, research papers, oral reports, and special projects is equally as important as tests.
  - A space should be provided for the teacher's notation on the strengths and weaknesses of the varied activities and materials that were used.
  - As new materials are developed and new applicable activities uncovered, these should be added to the lessons to increase its effectiveness.

**Induction into Teaching**

Following your brief observational period, you will begin actual classroom teaching. During this time, the student teacher under the direction of the cooperating teacher assumes increasing responsibility for the planning and execution of instruction. In a sense, it is during this stage of student teaching that the cooperating teacher and the student teacher exchange roles. The student teacher assumes more and more responsibility for the instruction of the class while the cooperating teacher observes the effectiveness of the teaching. The type of person you are and your adjustment to your new situation will have a great deal to do with the time at which you begin to assume instructional responsibilities. However, in all cases, your cooperating teacher will determine the exact time. This induction into teaching, however, should occur gradually enough to allow time to adjust to your new situation and responsibilities, and yet quickly enough to allow the opportunity to gain adequate experiences.

During your period of actual teaching, you are expected to demonstrate growth in becoming an effective teacher. You are not expected to become immediately and fully competent in all areas. No one expects a beginning teacher to be an expert, but they do expect growth and improvement just as you will expect growth and improvement from your students.

The following are things you should strive to develop in student teaching: In the classroom, you should:

- Have a working knowledge of the subject matter related to the lesson
- Be able to effectively select and organize subject matter.
- Control your own emotions inside the classroom.
- Effectively express your own enthusiasm for the subject you are teaching.
- Speak plainly and use your voice effectively.
- Write legibly when written work is required.
- Maintain social control of your classroom at all times
- Use good techniques of classroom discipline. Thus you should:
  - Make control an integral part of your teaching
  - Treat your students with the same courteous respect with which you expect to be treated.
  - Interpret and effectively use the conclusions drawn from your study of individual students.
  - Make desirable use of your understandings about group dynamics.
  - Act with consistency in your behavior toward your students.
  - Understand and put to use your knowledge of the mental, physical, social, and emotional growth and developmental needs of the students.
  - Have a working knowledge of various methods of instruction
- Be able to plan effectively within the framework of the type of method that you choose to use. Such framework should include:
  - Methods that will achieve objectives
Planned activities that provide for individual differences
- Planning for effective use of all kinds of instructional materials and equipment found in the school or the community.

- Know how to counsel and guide students wisely and to arouse confidence in them to the extent that they will come to you voluntarily for counseling.

In the community, you are able to assist in creating and maintaining good relations between the school and the rest of the community. This means that you:
- Know ways in which you can take a part in community affairs and projects.
- Know how to work constructively with P.T.O.’s, Girl Scouts, Boy Scouts, adult study groups, and similar community organizations.
- Acquaint yourself with available community resources and use them as part of the total teaching situation.
- Obtain the cooperation of parents in school activities.
- Help parents get involved by:
  - Reporting student progress effectively
  - Encouraging parents to visit
  - Holding parent-teacher conferences
  - Developing in students an understanding of the purpose and procedures of every activity in the classroom so that they may increase their parents understanding of the school's program.

- Participate in recreational activities
- Conduct yourself in public with appropriate behavior.

Within the profession, you:
- Know and adhere to the Code of Ethics for Teachers (see attached).
- Understand reasons for working cooperatively with personnel, clientele, and agencies with which you come into contact with, and make an active effort to maintain agreeable relationship with your colleagues
- Know how to lead and assume leadership in:
  - Extra-curricular activities
  - Developing leadership among students
  - Knowing how to keep accurate records
  - Understanding activities of faculty committees, and professional Organizations
  - Understanding the relationship of administration and supervision

**Professional Relationships**
A high quality program of teaching involves the cooperative efforts of many individuals. As you enter teaching, you will have contact with many people who can assist you in understanding and enjoying your work. Understanding your professional relationship will help you derive greater benefit from your teaching and increase your personal effectiveness.

**The Principal**
The principal is the administrative officer with whom you will have the closest and most extensive contact. Being concerned with the day-to-day operation of the school and with the improvement of classroom instruction, the principal will want you to become acquainted with the rest of the teaching staff.

The principal may assign you extra-curricular duties based upon your interest. Let the principal know your interests and participate in assigned extra-curricular duties willingly.

When you begin your student teaching, report to the principal's office, and become acquainted with the general rules and regulations that govern the operation of that school. In some cases, your cooperating teacher, through school handbooks, or other printed materials, may handle this information. Never the less, the importance of visiting the school principal cannot be overemphasized.

**The Cooperating Teacher**
The cooperating teacher has been carefully chosen for you. Through years of experience and advanced professional education, this individual has developed the understanding and the ability to work with students and teachers.
The success of your teaching experience depends upon your relationship with your cooperating teacher. You will obtain guidance and direction from this person that will help you gain confidence in yourself and in your ability to work with youth in planned instructional activities.

The cooperating teacher has to carry out two functions, namely to provide instruction for a group of learners in a school and to help you become a successful teacher. Remember the chief responsibility of the cooperating teacher is to the students in the classroom. He/she will permit you to use only those classroom activities that he/she judges to be best for the students. In most cases, cooperating teachers are very willing to let student teachers try various types of instruction, because they realize from experience that no two teachers teach exactly alike. However, on occasion, the cooperating teacher may insist that a lesson be taught in a particular manner. In such cases, your responsibility is to comply with the wishes of your cooperating teacher.

There are many things you can do to make your relationship with your cooperating teacher profitable and pleasurable:

- It is important that you adjust to the classroom situation in which you find yourself. While there are always plenty of opportunities to exert your own initiative, you must remember that the welfare of the class and the plans of the cooperating teacher must have priority.

- Learn to be objective in your conferences. All conferences should be planned at the convenience of your cooperating teacher. Your relation will be aided if you:
  - Take criticisms in a professional manner.
  - Are willing to discuss your weaknesses as well as your strengths.
  - Offer your opinions about activities just completed and about activities in the future.
  - Try to analyze your teaching aims, methods, and techniques.
  - Plan your lessons far enough in advance to enable your cooperating teacher to discuss them with you and to approve them.
  - Be continually alert to opportunities that enable you to assist in the classroom and the school.
  - Volunteer to undertake activities and responsibilities when you feel ready-do not wait for your cooperating teacher to suggest that you do so. If you are not sure of your degree of readiness, do not be afraid to ask for your cooperating teacher's opinion.

Other Classroom Teachers and School Personnel

You cannot do your best work unless you are able to relate your teaching to the instruction, services, and functions of other school personnel. All staff members and building employees can make definite contributions to your own teaching. Association with teachers in subject areas other than your own will enable you to gain added insights into teaching methods and to broaden your understanding of the backgrounds, interests, needs, and abilities of your pupils. In addition, other teachers can give you specific and direct help in making your instruction interesting and effective. From the very beginning, you ought to make a concerted effort to know and to appreciate the services and functions of all school personnel and view them as resources to be used in your planning and teaching.

Your cooperating teacher can help you to understand how other teachers and school personnel can contribute to what you are doing in your own classroom. However, the primary interest and initiative for gaining an understanding of the contribution of others should come from you. Although you will find that staff members are eager to help a new teacher, you will also find that they prefer to receive some indication from you that you want and desire their help. A sincere desire to learn, coupled with a positive outlook toward teaching problems, will provide you with learning opportunities you might otherwise not have. Take time to show personal interest in what other members of the school community do.

The University Supervisor

A faculty member from the Division of Teacher Education will be assigned the task of supervising your teaching experience and will serve as the intermediary between the cooperating school and MTU. Your University supervisor is interested in helping you become progressively self-sufficient and expects you to show definite growth in the types of responsibilities you assume, in the confidence you demonstrate in the performance of tasks you undertake, and in your understanding of youth.

Your MTU supervisor will:
• Assist you in working out answers to the many questions that will arise as you progress during teaching.
• Help you to evaluate your teaching procedures and plans on the basis of observations and other evidence.
• Assist you in the identification of weaknesses and to suggest means for correcting or minimizing them. (It is essential that you view evaluations by your supervisor in a positive sense and as a means of increasing your growth rather than as a criticism of your performance.)
• View your relationship with your supervisor as one where you can discuss your problems openly and frankly. Your supervisor's many years of study, his own teaching experience, and his understanding of teachers are at your service.

The Role of the Cooperating Teacher
Because teaching is a specialized profession, it must be learned. An important and effective means of gaining this knowledge is by practical experience. However, if the practical experience is to be of any great value it must be guided. The student teaching program is intended to provide the student teacher with this guidance and aid in the student teacher's development.

Thus, student teaching is one of the most important phases of the teacher education program. Student teaching provides the opportunity for the student teacher to use the theories gained from other professional courses. Moreover, student teaching requires the student teacher to develop the ability to coordinate subject matter, methods, techniques, and the management of a "real" classroom.

The cooperating teacher is the person who plays the fundamental role in any student teaching program. No student teaching program would be effective unless a large measure of rapport exists between the cooperating teacher and the student teacher. This necessary relationship must be founded upon the premise of mutual respect and understanding. The cooperating teacher will exert great influence in helping the student teacher to feel at ease, to be accepted by the class, and to accept more and more responsibility as the student teaching period progresses.

Final Grade Determination
Your grade for student teaching is determined by the following:
• Snapshot evaluations completed by your cooperating teachers (s) and your MTU supervisor. (A sample of this form can be found in the back of this handbook.
• Mid-term and final evaluations completed by your cooperating teacher(s). (Samples of these forms can be found in the back of this handbook.)
• Evaluation of your portfolio. Your portfolio must be turned in for faculty evaluation at the end of the 13th week of the MTU semester.
• Attendance at student teaching seminars.

INFORMATION FOR COOPERATING TEACHERS

Knowing Your Student Teacher
Your ability to put the student teacher at ease in a new and complex situation can be increased if you have enough information about your new student teacher.

The student teacher’s portfolio will be available for your review. This portfolio will provide you with some fundamental information with which you may begin to know your prospective student teacher.

If you find that the information provided in the student’s portfolio is not sufficient for you to make a decision about accepting this student into your classroom, you may request a pre-acceptance interview with the student. This interview will permit you to become better acquainted with the student’s preparation and background experiences. The student should be able to use the portfolio during the interview to provide evidence of claims about experience and capabilities.

Planning Prior to Student Teaching
When you have agreed to work with a student teacher, it is important that you take certain preparatory steps that will help to insure an effective induction of your student teacher. It is important that your students and other faculty members know about the coming of your student teacher.
Some possible positive actions that you might take are:

- Prepare the class for the arrival of the student teacher by promoting the idea that having another teacher will be a profitable and an enjoyable experience for all concerned. This can be done by:
- Meeting the student teacher personally and building enthusiasm for the student teacher by relating something about him or her to the class.
- Explaining that the student teacher will be a part-time teacher for a period of weeks.
- Speak of the student teacher as a fellow teacher.
- Assemble any materials that describe your school situation and send them to your student teacher.
- Let the faculty know of the student teacher's arrival and help them develop a favorable attitude toward the student teacher.
- As soon as possible provide a place for the student teacher to keep personal belongings and a place to work. It would help if a desk would be available for the student teacher in your classroom, but placed so that the student teacher may observe you and the class without interference.

**When the Student Teacher Arrives**

The student teacher's first contact with you and the students will be important for all concerned. The student teacher will probably feel insecure, have feelings of anxiety, and have many adjustments to make in a relatively short period. Since student teaching is an important part of teacher education, it is imperative that the student teacher has a chance to "get off to a good start". The following suggestions should be of value in helping the student teacher to become acquainted with you, your classroom routine, and to feel part of the group.

- Show concern for the student teacher's future.
- Encourage a free exchange of ideas.
- Accept the student teacher as an individual and as a member of the faculty.
- Use "we" rather than "I" in front of the class to help provide needed status.
- Expect the student teacher to be an inexperienced teacher with weaknesses, but with eagerness to improve and succeed.
- Acquaint the student teacher with the rules and regulations of the school that govern the actions of a faculty member, and other areas of the school.
- Explain the daily schedule.
- Encourage the student teacher to observe your classes, your methods, and to ask questions concerning them.
- Encourage some participation in ways of handling routine activities such as:
  - Checking attendance and tardiness
  - Reading school announcements
  - Passing out books and papers
  - Using room resources during study periods

Encourage some participation in activities such as:

- Keeping class records.
- Helping individual students who have been absent and those with special projects
- Correcting and evaluating students papers
- Arranging bulletin boards
- Taking over the class when you are called out of the room
- Going to school assemblies
- Attending P.T.O. and faculty meetings
- Assisting in school-wide activities (i.e., athletic events, parent nights, assembly programs, clubs, etc.)
- Administering informal and standardized tests
- Sitting in on conferences between teachers and parents
- Attending local or regional professional meetings
- Supervising study hall
- Presenting a video or slide show and discussion of it

**Helping Your Student Teacher Assume Responsibility**

It is important that your student teacher become acquainted with the classroom procedure and have workable lesson plans before assuming direct teaching responsibilities. You can help the student teacher acquire "teaching readiness" by discussing and demonstrating the following aspects of classroom instruction:
• Ways to initiate a new lesson
• Means of gaining and holding the attention of students
• Steps in the development of new vocabulary, concepts, process, and skills
• Use of the teaching aids and other resources
• Methods to encourage a maximum of pupil participation
• Procedures involved in developing and making an assignment
• Ways of dividing a class period so that there is adequate time for:
  o Development and application of new lessons
  o Review of new and previous lessons
  o Methods for evaluating pupil learning and understanding

If possible, check to see if the student teacher has observed and understood the techniques that you have used. Occasionally it will be necessary to repeat a discussion and the demonstration of a method, technique, or approach before your student teacher can grasp it well enough to use it.

**Induction into Teaching**
The student teacher assumes more and more responsibility for the instruction of the class while the cooperating teacher observes the effectiveness of the teaching. You, as a cooperating teacher, will determine the exact time when the student teacher should assume full responsibility for planning and instruction. This induction into teaching, however, should occur gradually enough to allow time to adjust to his/her new situation and responsibilities.

**Helping Your Student Teacher in Planning**
Good planning is the basis of successful teaching. When done properly, good planning will increase both the effectiveness and efficiency of teaching. The task of planning should be a cooperative one.

While the student teacher has had some lesson planning experience, it is always difficult to know what to expect. However, you should expect that daily plans will be written for each lesson taught, and that these plans will be sufficiently detailed so that even you could teach from them if needed. These plans should be written on the standard MTU form (see attached). Students will also be required to complete unit plans on a weekly basis and submit for your approval before submitting them to the Division of Teacher Education at MTU each weekend.

All daily lesson plans developed by your student teacher should meet with your approval before they are used. You should ask to see these plans well before they are to be used. To help your student teacher perfect his or her daily lesson planning, the following suggestions are offered:

• Help the student teacher assemble necessary materials (basic text, out-side sources, and supplementary materials).
• Call attention to the types of related activities that challenge different pupils.
• Develop the plan of action for teaching and learning.
• Call attention to the means of evaluation and the kinds of records to keep for pupils.
• Indicate different types of informal tests

**The Certification Portfolio**
All Division of Teacher Education students are required to maintain a portfolio. You first saw this portfolio prior to the acceptance of the student teacher.

During the student teaching experience, the portfolio will remain at the cooperating school, usually with the cooperating teacher. It is now referred to as the Certification Portfolio. It is the responsibility of the student teacher to document accomplishments during student teaching and include this documentation in the portfolio. You can assist your student teacher in doing this by pointing out significant achievements and discussing ways that these achievements can be recorded for use in the portfolio.

**Helping Your Student Teacher Through Observation**
The cooperating teacher is in an excellent position to observe the strengths and weaknesses of the student teacher as he/she directs the classroom activities. The observations made at this time become the bases for later discussions of teaching.
The question that arises is: What are the points on which the cooperating teacher might comment? The following is a partial list of questions, arranged in areas that the cooperating teacher might consider in the analysis of a student teacher's classroom work:

- **Speech and Dress.** Does the student teacher:
  - Dress appropriately?
  - Speak clearly and can be heard in all parts of the room?
  - Enunciate clearly?
  - Use voice inflections to emphasize important points?
  - Use acceptable forms of speech?

- **Classroom Management.** Does the student teacher:
  - Provide for a physically comfortable environment?
  - Are all materials ready for use when class starts?
  - Take steps to secure students attention?
  - Try to maintain eye contact with the students?
  - Perform the necessary routine tasks: attendance, read announcements, etc.?
  - Appear relaxed with the students without being too familiar?

- **Questioning Techniques.** Does the student teacher:
  - Ask clearly worded questions that are understandable to the student?
  - Have a specific goal clearly in mind while asking questions?
  - Phrase questions in such a way that the student is forced to think about an answer rather than repeat a previously learned answer?
  - Attempt to get all students to respond to questions?
  - Have the students respond in loud voices so that they can be heard all over the room?
  - Explain questions in a logical, concise fashion?
  - Understand questions asked by the students?
  - Analyze students questions in order to evaluate teaching effectiveness?

- **Demonstration Planning Techniques.** Does the student teacher:
  - Give the students an opportunity to observe and think about the experiment?
  - Use apparatus that is as simple as possible?
  - Make the demonstration visible to all the students?
  - Practice demonstrations prior to class time?
  - Use acceptable techniques and adequate safety precautions during the demonstration?

- **Laboratory Experiences.** Does the student teacher:
  - Present well-defined purposes for each laboratory experience (i.e. collection of data, solution of a problem, verification of a previously learned concept or fact, etc.)?
  - Give directions clearly?
  - Make some provision for the brighter students to carry out further investigations in the same area?
  - Prepare materials beforehand and have them ready for student use?
  - Move about the room to observe and help all pupils?
  - Attempt to design experiences that are in harmony with the teaching objectives?

- **Miscellaneous Areas.** Does the student teacher:
  - Clearly define new terms?
  - Summarize the lesson or ask the students to summarize it?
  - Make transitions from one lesson to the next clearly?
  - Present facts and concepts correctly?
  - Vary the activities during the class period?
  - Plan a lesson of the proper length?
  - Present an idea in several different forms or with several different examples?
  - Present activities that are interesting to the students?
  - Relate the present work to past and future topics?
  - Attempt to show some of the implications of the concepts being studied on the student’s life outside the classroom?
  - Use additional teaching aids to present the lesson more effectively (i.e., models, films, slides, diagrams, demonstrations, etc.)?
  - Make adequate use of the chalkboard? Handwriting legible? Diagrams clear and reasonably neat?
Helping Your Student Teacher Through Evaluation

Student teachers are anxious to know their progress, and the improvements made in teaching. You are the key person in this respect since you are "the counselor on the job". Evaluation is necessary to provide the student teacher with focus. Copies of MTU evaluation forms are attached.

The evaluation of student teaching is continuous. It becomes an integral part of student teaching from the first day and it continues day after day. Your student teacher will be interested in personal growth and will need your help in assessing the effectiveness of his/her work. You will be continually asked, "How did I do?"

Your evaluation must be based on day-to-day growth rather than upon a mid-semester or a final grade. This continuous evaluation, when used skillfully, only aids to spur growth and improvement.

The purposes of evaluation are:
- To increase the student teacher's effectiveness
- To provide direction to learning and improvement
- To aid in a formulating of a philosophy of education
- To test action against theory and theory in action
- To provide experience in appraising yourself and others

Some suggestions to consider in evaluation are:
- The student teacher should have the opportunity to evaluate his/her own work.
- Evaluation promotes action, including plans for going forward, improving strengths, and overcoming weaknesses.
- Evaluation is the joint responsibility of the student teacher, cooperating teacher(s), and the University supervisor(s).

The evaluation should concern itself with the student teacher:
- as a person: appearance, dress, speech, resourcefulness, effect on others, personality
- as a scholar: in broad general fields, in areas of subject matter
- as a classroom teacher: concept of teaching, understanding of methods and procedures as applied in teaching, competency in planning, use of materials, relation with students, understanding of child growth and development
- as a guide and counselor: sympathetic understanding of youth, ability to collect and analyze data regarding youth; ability to establish good working relations with parents, ability to gain and respect their students' confidence
- as a manager: of routine, and extra- and co-curricular activities
- as a member of a profession: practices a sound code of ethical behavior, and is interested in and values the social significance of the profession
- as a member of the community: is concerned with the community setting that affects youth, discovers and uses community resources, is aware of the problems, and is willing to aid in their solution

Required Evaluation

The Division of Teacher Education requires that each cooperating teacher makes at least three formal Snap-Shot Evaluations of the student teachers and completes a Mid-Semester and Final Evaluation.

The 3 Snap-Shot Evaluations (attached) are completed during the beginning, middle, and end of the student teaching semester. Suggested dates for completion of these evaluations are provided in a letter and at the top of each evaluation form. The evaluation covers one period of classroom instruction selected from the several that the student teacher may teach that day. It is meant to reflect how the student teacher has performed during that particular lesson only.

After the evaluated lesson is complete, the lesson and evaluation should be discussed with the student teacher. A grade for the evaluation should be assigned and the student teacher should read and sign the completed evaluation form. The original of the completed evaluation should be mailed, faxed or emailed to Teacher Education as soon as
possible.

MTU supervisors will also make at least 3 of these Snap-Shot Evaluations during the student teaching semester. The combined set of 6 or more evaluations should provide a picture of professional development progress throughout the course of the student teaching experience.

Two additional evaluations are also required. The Mid-Semester Evaluation (attached) is designed to allow the cooperating teacher to describe overall progress on the part of the student teacher through the first part of student teaching. This evaluation should be discussed with the student teacher and signed before the original is mailed to Teacher Education. The grade recommendation page does not have to be shown to the student or discussed, but should be enclosed with the evaluation when it is sent in.

A similar Final Evaluation (attached) also needs to be completed and forwarded to Teacher Education before the end of the student teaching experience. The final grade recommendation will count heavily towards the final grade awarded to the student teacher. If you would like to discuss the grade before putting it in writing, please feel free to contact the University supervisor or other Teacher Education personnel.

**Substitute Teaching**
Michigan Tech’s policy allows student teachers who have state permits to substitute teach in the classroom in which they are student teaching up to a maximum of 10 days. For the complete policy, please see the attached letter to Principals & Cooperating Teachers

**Summary**
The suggestions presented in this handbook are provided simply as a guide for you, the cooperating teacher, to consider in helping your student teacher get the most value from the educational experiences of student teaching. Circumstances vary considerably from one situation to another. You are the best judge as to whether the student teacher is demonstrating sufficient ability in assuming responsibilities.

All suggestions presented in this handbook must be viewed in terms of your specific school requirements and student teacher needs. In case of question or doubt, always feel assured that you have the freedom to interpret the requirements of the situation in the way you feel best until you have time to talk to the University Supervisor. Any change of schedule or organization that you may make in order to give the student teacher a more varied and a richer experience is greatly appreciated. However, no changes ought to be made at the expense of your students, as they necessarily come first.
When printing handbook include this file and the following:

1. Lesson Plan
2. Snap shot evaluation *use newest version*
3. Mid semester evaluation *use newest version*
4. Final evaluation *use newest version*
5. Code of Ethics of the Education Profession
6. Letter to Principals and Cooperating Teachers regarding substitute teaching
March 23, 2015

Dear Principals and Cooperating Teachers;

Based on Michigan Law and Michigan Department of Education Policy, Michigan Technological University has adopted the following guidelines for using student teachers as substitute teachers. Michigan Tech’s policy allows student teachers who have State of Michigan substitute teacher permits to substitute teach in the classroom in which they are student teaching up to a maximum of 10 days. The complete policy regarding substitute teaching while student teaching is given below.

Michigan Tech allows student teachers to substitute teach as part of their student teaching experience according to the following criteria/guidelines:

1. Districts and supervising teachers must insure that the quality of mentoring provided to student teachers who are allowed to substitute teach is comparable to that required in our traditional student teaching program.
2. The student teacher should not substitute teach more than 3 days in succession.
3. The total number of substitute days shall not exceed 10 days.
4. The student teacher, cooperating teacher, and school administrator/district must approve of the substitute teaching and notify the Michigan Tech Division of Teacher Education each time he/she teaches as a substitute.
5. An accurate record of the dates and experiences must be kept by the school and be available to the university.
6. The substitute teaching must not conflict with a university supervisor’s visit.
7. The student teacher must meet the necessary requirements for substitute teaching by the district and the State of Michigan.
8. Student teachers will be available to cover the teacher’s classroom during times when an administrator calls the supervising teacher out of the classroom. This will not be considered substitute teaching by the district.
9. The student teachers should be paid the same as a regular substitute teacher.

If you have any questions or concerns, please contact me at 487-3570 or juanders@mtu.edu

Sincerely,

Judy Hilss
Certification Officer