Introduction

The foundation of the student teaching semester is the daily internship in an elementary or middle school classroom (EDUC 301) and the field-based seminar (EDUC 303). The seminar is designed to extend and support knowledge development between your work in the elementary/middle school classroom and course experiences. We will focus on the issues of teaching and learning through the study of instances of teaching, lesson plans, student work, and other records of practice. In addition, since this is a professional seminar, we will focus on extending your readiness to begin your first year of teaching. In all of our work, we will emphasize planning, questioning, observation, enacting and reflection; along with your teaching experiences, these are an integral part of the teacher preparation program and of developing your professional teaching practice.

We encourage you to:

• be proactive in your experiences in the field and seminar;
• create and develop opportunities to enhance your professional skills and knowledge through interactions, conversation, and participation; and
• work to develop strong working relationships with your field instructor (FI), mentor teacher (MT), school staff members, the school community and your School of Education colleagues.

My Role and Responsibilities as a Field Instructor

One of our roles as an FI is to serve as a liaison between the university, your MT and your school community. At the university, we will meet as part of a team of instructors to better understand and coordinate information regarding the program’s goals and expectations.
If needed, we will assist you as you negotiate your relationship with your MT and your role in her/his classroom. Please talk with your MT about classroom-related issues before approaching me. You are well on your way to developing the ability to work with colleagues in a professional manner but if you have any questions or concerns, we can offer a different perspective, a sounding board, and guidance based on previous experience.

We will be working to develop our ability to learn from and about the practice of teaching. To do this, we will co-observe, co-plan, and participate with you in your classroom placement, serving as another point of view on the act of teaching. Follow-up discussion on classroom instruction can be invaluable as we analyze together what was intended, as well what was enacted and accomplished and the effectiveness of choices made. We will work together to deepen our understanding of children, their learning, and the implications for teachers’ work.

It is also our responsibility to conduct the field-based seminar course. Our goals for the course are to:

- Establish an environment conducive to productive, nonjudgmental inquiry about our own and others’ teaching practices
- Provide opportunities to practice approaches and techniques introduced in your course work
- Work collaboratively to support planning and enacting of student teaching semester assignments and requirements
- Develop a foundation of knowledge, information and documentation to support a transition from student teaching intern to first year teacher

**Practicum Grade and Expectations**

**Grades**

- The EDUC 301 (12 credits) for student teaching will be graded as satisfactory or unsatisfactory.
- The EDUC 303 (2 credits) for seminar will receive a letter grade.

**Expectations**

It is expected that you will take your role in the classroom seriously, giving your student teaching placement top priority. The following criteria will be used in determining your grade:

**Professionalism**

- Consistent and punctual attendance every day
- Prior communication with your MT, your field instructor and your SOE colleagues if absence from school is unavoidable
- Scheduling and completion of make-ups for any absences
- Appropriate interactions with students, teachers, parents, peers and school staff
- Professional manner and dress
- Attention and commitment to High Leverage Practices, Content Knowledge for Teachers and The Ethical Obligations of Teaching
Commitment

- Dedication to helping students learn
- Perseverance in learning how to teach

Seminar

- Consistent and punctual attendance at each seminar session
- Active participation in the seminar
- Satisfactory completion of all assignments

Responsibilities and Procedures

At the school

Everyone is expected to be in the field placement, Monday, January 6, 2014. You will attend your placement each day for the entire day with the exception of scheduled events in the School of Education. During the full-time student teaching semester you will follow the calendar of the school you are placed in with regard to vacations and professional development days.

Attendance. Always wear your university identification badge when working in the field. If you are varying your schedule in the classroom in any way, please notify me in advance.

If you must miss a day because of illness or emergency, you must call (1) your MT, and (2) me. These calls must be made before the start of the school day and, whenever possible, during the evening prior to the expected absence. MTs plan for your presence in the classroom and your absence causes a shift for which they will need to adjust.

If you miss time in your placement, it is your responsibility to schedule a time with your MT to make up the hours. You must notify me in writing of arrangements in advance of the make-up. Excessive or prolonged absences or late arrivals, regardless of the cause and of arrangements to make up the time, can adversely impact your learning and your ability to successfully complete student teaching.

If school is cancelled because of inclement weather or another issue, you are not expected to make up the time at the school site; however, I may schedule an additional seminar or a visit to another school that will make use of those hours. Make sure to find out about the school's policy (often in the school handbook) regarding school closure and delay information. Please check with your MT to determine necessary procedures and a plan for contact.

Professionalism. Please keep in mind that MTs are extremely busy and have volunteered, as a commitment to their profession, to welcome teacher education interns into their work domains. You are there to learn about teaching through classroom experience, not to make judgments. Assume that actions are motivated by good intentions, and look for evidence and patterns of behaviors among teachers and students. Be curious and open to learning more about what you see and hear; for
example, you might say to your MT, “I noticed . . . and it made me wonder how you knew to do that? . . . Can you tell me more about . . .?”

If you need to speak with or ask questions of your MT, remember to consider what else is going on in the classroom. At the beginning of the semester, plan an agreed upon “protected time” that occurs on the same day and time each week. This is essential for communication regarding planning, feedback, reflection and questions that arise from classroom interactions. Learning time of students always takes priority so please dedicate a time during non-instructional parts of the day.

Confidentiality. Great care should be taken with the information you learn in your classroom. For example, individual students’ or teachers’ names should not be used in discussions with your friends or colleagues. In courses and cohort meetings, discussions of classroom experiences will focus on making sense and developing understanding rather than making judgments. In written assignments, please use pseudonyms for students, teachers, and schools. We need to honor the members of the school community with kindness and sensitivity that ensures our time spent there will not in any way cause disruption or harm.

Commitment. Participation in a wide range of classroom activities is expected during your student teaching placement. These activities may involve working one-on-one with students, teaching a full group lesson, working with a small group, preparing bulletin boards, overseeing computer use, etc. It is important to develop strong and open lines of communication with your MT; as you enter the classroom each day, consider asking, “How would you like me to be involved today?” Ask questions and request clarifications when you are unsure. If you feel that your time is being spent only on tasks that take you away from interactions in the classroom, ask your MT what you can do to become more actively involved in classroom practices. If you continue to have difficulty taking on increased instructional activities, please work with your FI to help communicate the trajectory of the student teaching semester and the need to be integrally involved in the work of teaching.

In seminar

The student teaching professional seminar will meet every week at the school site at a day and time agreed upon by our group, with the exception of program sessions that are scheduled to take place on Wednesdays from 5:00-7:00pm in the School of Education. There may be times during the year when we switch the location of our seminar in order to experience other school settings or other classrooms. Any changes will be announced and confirmed in advance via email.

The purpose of seminar is to help make connections between learning in university courses and what you are observing and doing in your field placement classroom. The seminar is also the forum to discuss concerns and questions about your role and work as a teacher. We will practice collegiality with peers through the exchange of ideas and by listening to and respecting one another. Some seminar topics are established based on what has worked well in the past but I encourage you to nominate additional issues and challenges you would like to address in seminar. See the attached calendar for general topics.
Attendance. Attendance at all course sessions is mandatory. These classes are as much a part of your professional development as are any other courses in your teacher education program. Please be prompt so that we can end on time. If you must be late or absent because of illness or emergency, please notify me in advance of the class meeting time. You will be required to submit a make-up assignment (topic to be determined) before the next seminar meeting. Absence from more than one seminar may affect the practicum grade.

The seminar is a two-credit graded course. Grades will be determined on the basis of meeting the requirements stated above; punctual and consistent attendance, active participation, and completed seminar assignments. An inability to complete the seminar expectations can result in a lower grade or an inability to pass the course.

Student Teaching Assignments

Lesson Plan Tools
As a part of your transition into the role of teacher, you will be keeping a lesson plan book, either hard copy or electronic. The style or format of this planning tool can be decided with your MT and FI to best suit the needs of your individual classroom and to make the most of opportunities to collaborate with your MT. This is your space to write in the daily schedule in your classroom, work with your MT to record daily routines and plans, to begin the habit of short and long range planning. It can also be a tool used for maintaining and arranging ideas, resources, and plans for future teaching. You are encouraged to have this tool with you at all times when you are in the classroom and at seminar. You may be asked to share your lesson plans at various points in the semester and you will be using it for a variety of purposes as we develop habits of an effective teaching practice.

Teaching Assignments
There are four main teaching assignments that take place as a part of the student teaching semester; Instructional Cycle One (IC1), Instructional Cycle Two (IC2), the Family Communications Collection and the Unit Teaching Experience (UTE). These assignments are detailed at length and posted on the School of Education Website: http://sitemaker.umich.edu/education.ct/overview

As a part of these assignments you are expected to work closely with your MT and field instructor to give advance review of lesson plans and notice of teaching dates and times. The assignments are designed to be interactive pieces of work that involve collaboration and feedback in addition to observations and videotaping. Maintaining all of the records from these teaching activities and turning them in with careful labeling is the responsibility of the student teacher. Please read the assignment instructions carefully to ensure that you do not miss any steps or miss collecting any of the data that is required. The assignment rubric attached to each instruction sheet can be used as a guide.

In addition to the core assignments, there will be additional written documents, samples of work, creation of materials, communications, journaling and documentation that will
be required. You will be notified in advance both in seminar and/or via email in regard to these pieces of work. These teaching activities are equally as important to attend to in order to serve as a foundation for learning to teach and to assess development over the course of the semester. Please keep in mind that at the end of a successful student teaching experience you will be certified to teach. The purpose of these activities is to situate you to be a well-started beginning teacher and to provide opportunities for you to work with your FI and MT in developing a professional teaching practice.

Two formal observations with your Field instructor and Mentor Teacher
These two formal observations take place during Instructional Cycle Two (IC2) and one of the three target lessons of the Unit Teaching Experience during Lead Teaching. It is your responsibility to give your FI written lesson plans a minimum of 24 hours in advance of teaching for these lessons. After you teach, you will meet/talk together to debrief about the lesson that was observed. This post-observation conferencing may also include your MT, whenever possible. The FI will be using the field observation tool as the formal method of sharing information with both you and your mentor teacher regarding the lesson. You (the intern) are responsible for using formal information gathered at from these observations to write a synthesis and reflection on the observation and the feedback received from the FI and MT.

Lead Teaching for a minimum of two weeks
Lead teaching is a time when you literally "take the lead" in planning, teaching, and assessing children in all subject area teaching. This is an opportunity for you to switch roles with your MT--and for you to practice the professional skills of communicating well with your MT and other teachers, classroom aides, parents, and of course, the children.

This is not a "sink or swim" experience. During lead teaching, your MT is present and at times, co-teaching in the classroom. While you take the lead in planning and teaching, your MT might continue to work with small groups, assist students as they work individually, and participate in other ways. Talk and plan explicitly with your MT about how you will work together during this time.

The priority during the lead teaching time is to construct and conduct classroom instruction in ways that will make it possible for your students—the children—to have the best opportunities to learn. Your MT’s continued involvement in supporting your instruction will make this possible.

Weekly “Protected Time” with your Mentor Teacher.
It is crucial that you plan a regular time each week when you can talk with your MT about your ongoing work and the work of the classroom. This might be a half hour before school, during a "special," a weekly lunchtime, or at another time. Further, you should regularly share your lesson plans with your MT well before the lesson, and ask for specific feedback by helping your MT focus on one aspect of your teaching on which you are working.

Triad Meetings
You will plan with your FI and MT to meet mid-semester (end of February-early March) and near the end of April for triad meetings. At these meetings you will talk about observations, ongoing assessments, goals and expectations for the semester.
also talk through the assignments from your program and how you will meet these expectations in your classroom placement.

At the mid-semester meeting, you will reflect on information shared by your MT and Fi, as well as evidence gathered since the December triad meeting in order to set goals for the remainder of the student teaching semester.

You will meet in a triad meeting in April to discuss your final assessment before completion of your program. You, your MT, and your FI will all complete written evaluations of your work.

Accommodations for Students with Disabilities
If you think you need an accommodation for a disability, please let your field instructor know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

University Resources
The university’s policies related to religious holidays can be found at the following website: See http://www.provost.umich.edu/calendar/religious_holidays.html for the religious holiday calendar and policy.

Please know about the Office for Services for Students with Disabilities (SSD) as a resource. See http://ssd.umich.edu/.

Also, please know about Counseling and Psychological Services (CAPS) as a resource. See http://caps.umich.edu/. (The office is in the Union, on the third floor.)
# Checklist: EDUC 301 and EDUC 303 - Winter Fieldwork Assignments

Please include this checklist in your fieldwork notebook/planning tool

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Dates completed</th>
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</thead>
<tbody>
<tr>
<td>Identify regular weekly protected time with MT</td>
<td>Identified day and time: ___________________________</td>
</tr>
<tr>
<td>Date of Instruction Cycle One (IC1) teaching</td>
<td>Date: ______________________________________________</td>
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<tr>
<td>Mid-term Triad Meeting</td>
<td>Late February/Early March __________________________</td>
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<tr>
<td>Date of Instruction Cycle Two (IC2) teaching and designated day and time for first formal observation</td>
<td>Dates of IC2 teaching:______________________________</td>
</tr>
<tr>
<td>Unit Teaching Experience (UTE): A unit of instruction for a content area other than math designed and taught for a minimum of 10 days, most likely taught during Lead Teaching. Three lessons of these lessons planned and taught using the Instructional Cycle framework. One of these lessons is a formal observation.</td>
<td>Content area of UTE: ____________________________</td>
</tr>
<tr>
<td>Lead Teaching; Minimum of two weeks</td>
<td>Dates for Lead Teaching: ___________________________</td>
</tr>
<tr>
<td>Second triad meeting in April to assess progress and discuss MT, FI and intern complete field assessment tools.</td>
<td>April ______________</td>
</tr>
<tr>
<td>Daily lesson plans.</td>
<td>Write plans for your lessons in the field. Keep copies of these lesson plans in chronological order in the field notebook/planning tool.</td>
</tr>
<tr>
<td>Family Communications Collection</td>
<td>A variety of communications between school and home planned and enacted over the course of the semester Due Date__________________________</td>
</tr>
<tr>
<td>Summary Assessment and Reflection Statement synthesized by intern</td>
<td>Due to Field Instructor and MT by April ___</td>
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<tr>
<td>Week of</td>
<td>Activity</td>
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<tr>
<td>Jan 6</td>
<td>Jan 7: FI Seminar, 4:10-6, Mitchell</td>
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<tr>
<td>Jan 13</td>
<td>Jan 15: UTE planning session, Whitney, 5-7pm</td>
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</tbody>
</table>
| Jan 20  | Jan 20: MLK Day, no school  
Jan 21: FI Seminar, 4:10-6 Mitchell | Preparing for IC2, looking at assessment information and student work  
Family Communications: Classroom routine communication.  
UTE – STAGE 1 DRAFT |
| Jan 27  | Jan 28: FI Seminar, 1:30-3:30, SOE 1214 | Family Communications: Written feedback on student work.  
UTE – STAGE 2 DRAFT  
Job interviewing  
Read Graham-Clay article for seminar |
| Feb 3   | Feb 5: Ed Tech Seminar, Whitney, 5-7pm  
Feb 7: Resume Writing Workshop, 1-3pm, Whitney (Attend field in the morning.) | Family Communications: Unit Introduction Newsletter  
UTE – STAGE 3 DRAFT  
Resume – DRAFT  
Read McMillan chapter for seminar |
| Feb 10  | Feb 11: FI Seminar, 4:10-6, Mitchell |  |
| Feb 17-21 | Mid-Winter Break |  |
| Feb 24  | Feb. 26: Exceptionalities Seminar, Whitney, 5-7pm | Triad meetings, with complete UTE draft |
| Mar 3   | No seminar | Triad meetings, with complete UTE draft |
| Mar 10  | March 12: Exceptionalities Seminar, Whitney, 5-7pm |  |
| Mar 17  | March 18: FI Seminar, 4:10-6, Mitchell  
March 21: Practice Interviews at SOE, 9-12  
March 21: FI Seminar: 1-3, SOE 1214 (NO FIELD) | Family Communications: Unit Update with Family Engagement Request, Informal Conversation Log  
Job interviewing |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 24</td>
<td>March 26: Exceptionalities Seminar, Whitney, 5-7pm</td>
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<tr>
<td>Mar 31</td>
<td>Apr 1: Fl Seminar, 4:10-6, Mitchell</td>
<td>Family Communications: Phone calls to families</td>
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<td>Apr 7-11</td>
<td>Spring Break</td>
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<td>Apr 8: UM Job Fair</td>
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<tr>
<td>Apr 14</td>
<td>Apr 15: Fl Seminar, 4:10-6, Mitchell</td>
<td>Turn in the Family Communications Sampler with narration and reflection</td>
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<td>April 18: No School (Good Friday)</td>
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<tr>
<td>April 21</td>
<td>Last week in the field</td>
<td>Final Day of Student Teaching, Thursday, 4/24/14</td>
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<td>All UTE materials submitted to Edthena by this week</td>
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<tr>
<td>April 28</td>
<td>Make up week for any absences</td>
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</tbody>
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