

II. OVERVIEW OF THE STUDENT TEACHING EXPERIENCE

A. Purpose

Student teaching is viewed by the Education Department at the University of Detroit Mercy as a pivotal professional experience during which time the Student Teacher demonstrates the knowledge, skills and abilities developed through a planned program of study. There are three major participants in the student teaching experience:

The ***Student Teacher*** comes prepared to act both as a learner and as a co-teacher. As a learner, the Student Teacher brings observational and reflective skills to the classroom to deepen an understanding of the teaching/learning process. As a co-teacher, these same skills help the Student Teacher become active as instructional responsibilities increase throughout the internship.

The ***Cooperating Teacher*** is a certified teacher chosen by the district because of exemplary teaching skills in teaching. The Cooperating Teacher provides daily support, needed challenges, input, feedback, and advice based on observations of the Student Teacher. Information gained from the Cooperating Teacher's observations is used to provide an informative critique of the Student Teacher's teaching strategies, knowledge, and skills.

The ***College Supervisor*** works collaboratively with the Cooperating Teacher and the Student Teacher in providing the most effective learning experiences within the student teaching contact. The College Supervisor visits the Student Teacher's classroom at least four times to observe the Student Teacher in action, consults with the Cooperating Teacher regarding the Student Teacher's development, and confers with the Student Teacher to discuss progress and challenges. In addition to the ongoing assessment of the Student Teacher's work in the classroom, the College Supervisor (with the Cooperating Teacher) formally evaluates the Student Teacher's performance (mid-term and final).

B. Student Teaching Goals

Student Teachers have had many teaching opportunities through various on-site experiences connected with courses taken prior to student teaching. Therefore, the student is expected to engage in actual teaching early in the placement. There should be one or two weeks of participant observation which leads into actual teaching. During this observation period, the student should take part in numerous activities, including opportunities to share in planning with the Cooperating Teacher. As confidence builds, the Student Teacher extends the actual time of teaching each day as the Cooperating Teacher gradually increases the time the student is allowed to be in charge of the room.

The Department of Education views the following twelve specific competencies as the primary goals to be achieved by the Student Teacher in the student teaching experience. It is expected that each Student Teacher will demonstrate:

- 1) Ability to integrate theory learned into the reality of classroom practice.
- 2) Academic knowledge, skills, and expertise to proficiently teach.
- 3) Competencies in the chosen area of study.
- 4) A comfortable teaching style.
- 5) Ability to plan, manage, assess and instruct proficiently.

- 6) Proficient methodology.
- 7) Successful teaching and learning.
- 8) Ability to assess self and the environment, especially in addressing multiple types of learner needs.
- 9) Capacity to energize the classroom experience in facets of human growth potential.
- 10) Enjoyment of learning as the pathway toward future professional growth and development.
- 11) Skills necessary for establishing good working relationships with students, staff, faculty, administrators, parents and the community.
- 12) Fairness, honesty, and objectivity in activities and relationships.

C. Admission Criteria for Student Teaching

The prerequisites for student teaching are:

1. Acceptance as a teacher education candidate upon successful completion of the Michigan Basic Skills Test;
2. Completion of the curriculum and methods courses with grades of "C" or better or concurrent registration in these during term preceding student teaching;
3. Completion of 96 semester credit hours with a minimum of 24 in the teaching major and 15 in the teaching minor;
4. Attainment of a 2.7 academic average in the teaching major, the teaching minor, and the professional education sequence of courses;
5. Completion of a 15 clock hour experience working with groups of children at the age level of certification;
6. Registration for subject area exams in the teaching major and the teaching minor;
7. Completion of a recent physical examination, including a TB test.

Because of the capstone nature of the student teaching experience ***it is not advisable for the student teacher to do any coursework simultaneous with student teaching.*** Doing so should be discussed thoroughly with one's advisor and any exceptions to this practice must have the approval of the Director of Certification and Field Experiences before the student registers for student teaching.

D. Application Process for Student Teaching

Each applicant for Student Teaching must submit an application form obtained from the Student Teacher Coordinator. A personal interview with the Coordinator is necessary and usually takes place at the time the application is obtained. To complete the application, the student needs to:

1. Complete Application Coversheet
2. Verify that necessary courses have been taken
3. Submit typed Student Teacher Data Packet (original and two copies)
4. Submit Recommendation forms (one of which must be completed by a UDM faculty member)
5. Provide TB test results

Completed applications are returned directly to the Student Teacher Coordinator. Deadlines for submission are:

February 1st for Term I (Fall) placement
October 1st for Term II (Winter) placement

No student teaching placements are made during any of the Summer Terms (I, II, or III).

Application to student teaching does not secure or guarantee placement. Each application will be reviewed according to the five criteria listed above and every effort will be made to process all applications in a timely manner. The application of any applicant not meeting all of the qualifications will be reviewed by the Teacher Education Council and the Council's decision will be communicated to the applicant.

E. Placement Process for Student Teaching

The Education Department at UDM has professional relationships with several public and private schools. For that reason, these schools are given preference as placement sites for student teachers. Contacts are made with school district central office personnel and private/parochial school principals ***only*** by the Student Teacher Coordinator and the Director of Certification and Field Experience. Under no circumstances is a student to initiate his/her own placement.

A student may request a particular school or district. It is not guaranteed, however, that the school requested becomes the placement. Multiple factors affect the securing of placements. The placement decision is the responsibility of the University and is made by the Student Teacher Coordinator in coordination with the Director of Certification and Field Experiences.

Placement sites are selected based upon the following criteria:

1. The learning environment existing in the school is stimulating;
2. A master teacher is selected who holds appropriate Michigan teaching certification and/or endorsements, and who is willing to provide full-time, on-site supervision;

3. The provision is made at the site for regularly scheduled meetings with the Student Teacher, on-site cooperating teacher, University supervisor, and other on-site staff.
4. The release of the Student Teacher to attend the seven mandatory on-campus student teaching seminars is arranged; and
5. The placement site will provide opportunities for the Student Teacher, during the course of the semester, to gradually assume the full teaching responsibilities of the Cooperating Teacher.

F. Duration of the Student Teaching Contact

The student teaching contact for students seeking elementary or secondary level certification will consist of a full-day, 14 week contact, resulting in 8-10 semester hours of academic credit. The ***beginning*** date for either the Fall or Winter Term is the first day of school for school personnel in the cooperating school district. The ***ending*** date for either the Fall or Winter Semester is scheduled by the Director of Certification and Field Experiences and made available to students during the semester prior to their student teaching semester.

Students seeking Special Education certification are required to complete two semesters of student teaching. One semester of student teaching is in a regular education classroom, at the desired level of certification (elementary or secondary). A second semester is in the Special Education student's specific major area (either Learning Disabilities or Emotionally Impaired; the level is determined by the student's advisor in order to meet K-12 requirements. The second placement usually follows the regular education placement. Each full-day, 14 week contact earns 6 semester hours of academic credit for students seeking Special Education certification.