

EASTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION

**EARLY CHILDHOOD STUDENT TEACHING
HANDBOOK**

SUPPLEMENT TO THE STUDENT TEACHING HANDBOOK

Rev 8/2015

EARLY CHILDHOOD STUDENT TEACHING HANDBOOK

**Caring professional educators for a diverse and democratic society.
CPED²s**

Note: The contents of this handbook are subject to revision at any time. It is designed to help student teachers, in collaboration with university supervisors and cooperating teachers, acquire competencies related to successful teaching practices. The University, its College of Education and Department of Teacher Education reserve the right to change policies, practices, programs, services and personnel as required.

INTRODUCTION

This Early Childhood Student Teaching Handbook is a supplement to the Eastern Michigan University Student Teaching Handbook. This book provides information about early childhood student teaching for the student teacher, cooperating teacher and university supervisor. It is assumed that the early childhood student teacher will already be knowledgeable of the content in the Student Teaching Handbook.

Early childhood student teaching experiences are arranged through cooperative agreements between Eastern Michigan University and surrounding school districts, programs and agencies. The Early Childhood program has specific criteria by which it selects cooperating teachers. These criteria are: elementary certification and preference for the early childhood endorsement, at least two years teaching experience in the current program, and demonstrated success in teaching young children. Although the process for selection of teachers may vary from one program to another and some exceptions to the criteria may be made on a temporary basis, the overriding consideration is a desire to find placements for teacher education candidates that will enhance their development as teachers.

Early childhood placements may be made in a variety of programs including: state funded Michigan School Readiness Programs, Head Start classrooms, full day child care centers, nursery schools, and cooperative nurseries. Some of these programs are located in public schools. On occasion, an early childhood student teacher may be placed in a kindergarten placement. This is infrequently done, and only in cases where the student teacher has had extensive experience in lead teaching at the preschool level.

What is CPED²s?

This acronym stands for “Caring Professional Educators for a Diverse and Democratic Society”. It is the vision that drives the Teacher Education program at Eastern Michigan University. The student teaching experiences should aid in the development of educators who are knowledgeable, caring professional educators for a diverse and democratic society.

Professional educators are knowledgeable regarding content and pedagogy, including developing technologies. They are reflective in their practice, taking into account a wide variety of factors in planning, implementing, and modifying teaching. They demonstrate professional dispositions and communication skills.

Caring educators are committed to all students’ learning within supportive learning communities. They are student-focused and persistent in pursuing high developmentally appropriate expectations for all students.

Educators for a diverse and democratic society celebrate diversity in schools and communities. They plan instruction to reflect a diverse society and work effectively with diverse students, parents and community members. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving within communities.

Early Childhood Teaching Requirements

In addition to Eastern Michigan’s focus on creating “Caring Professional Educators for a Diverse and Democratic Society,” early childhood student teachers must also meet requirements which reflect the:

1. Ability to demonstrate developmentally appropriate practices at the preschool level. Best practices at the infant-toddler or preschool level often differ markedly from those at the elementary or secondary levels.
2. Michigan Department of Education Guidelines for the Early Childhood Endorsement. Students who complete the credit requirements for the Early Childhood Education (ECE) minor, pass the subject area test in Early Childhood Education, and successfully complete Early Childhood student teaching are recommended for the ECE Endorsement. The requirements in this book fulfill the current field experience requirements for the ECE endorsement.
3. Guidelines for the Preparation of Early Childhood Teachers, developed by the National Association for the Education of Young Children and endorsed by the National Council for the Accreditation of Teacher Education (NCATE). Eastern Michigan University is an accredited teacher-training institution. In order to maintain that accreditation, each program area, including the Early Childhood Education minor, must fulfill the NCATE Guidelines. The requirements in this book fulfill the current requirements for accredited programs in ECE.

These competencies are demonstrated by the fulfillment of Prekindergarten Student Teaching, EDUC 495, 4 credit hours. This student teaching placement is to be completed after the successful completion of an elementary placement. Preschool placements are for five mornings or five afternoons each week for a semester. Prerequisite courses include: CURR 302, 304 and EDPS 341. A limited number of other classes in the major or minor or general education requirements may be taken with this student teaching placement, but you must be careful to limit your course load with your teaching load. You should not be registered for more than 12 credit hours in a student teaching semester.

EARLY CHILDHOOD STUDENT TEACHING HANDBOOK

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THE STUDENT TEACHER

Section I – General Information for the Student Teacher

Enrollment Requirements

Students enrolled in early childhood student teaching have:

- Attained a minimum grade point average at Eastern Michigan University of 2.50 as well as a minimum grade point average of 2.50 in major and/or minor classes;
- Official Test Scores showing competency in the following areas: mathematics, reading, and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:
 - Mathematics: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
 - Writing: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
 - Reading PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- Completed CURR 302, 303, and EDPS 341;
- Successfully completed an elementary student teaching placement, and
- Registered for EDUC 495: Prekindergarten Student Teaching for 4 credit hours.

Early Childhood Student Teaching Placements

- Early childhood education supervisors and faculty work together to determine preschool placements. Students should not attempt to initiate any arrangements for their own placements.
- After student folders are distributed to preschool placements, you will receive a letter telling you where your folder has been sent for placement. A Student Confirmation Form, which you are to fill out and return, will be enclosed with the letter you receive.
- Observe at the center as soon as possible after you receive the placement letter. It is your responsibility to contact the director/teacher and schedule a visit at the center's convenience. Plan to stay for at least a half day. In order to schedule this visit, you will have to coordinate with your elementary cooperating teacher. This visit is very important because it enables you to see the program and meet the cooperating teacher. It also gives the center staff the opportunity to meet you.
- Let your supervisor know when you have visited the center by promptly returning the Student Confirmation Form.

Calendar

Student teachers follow the school district's or program's calendar rather than the Eastern Michigan University semester and vacation schedule.

- Student teachers during the Fall semester 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.
- Winter student teachers begin their placement on the first day of school following Winter break.
- Student teachers are encouraged to attend faculty meetings, in-service training opportunities, schools board meetings, PTSO meetings, and other school functions.
- The University determines the last day of student teaching. You are required to student teach for 15 weeks. Days that you are conducting family-teacher conferences or home visits count as part of student teaching.
- Note that the cooperating school reserves the right to terminate a student teacher's placement at any time with or without cause.

Daily Schedule

Program or district policy and school administrators often determine expectations for teachers' arrival and departure times. Student teachers are expected to maintain the same daily schedule as their cooperating teachers. Notify the school and the university supervisor in the event of an impending late arrival.

Additional Responsibilities during Student Teaching

Student teachers are discouraged from taking additional classes or maintaining a demanding work schedule during the student teaching semester. Personal needs and obligations, employment, other university classes or activities must not take precedence over student teaching responsibilities. Conflicts between student teaching obligations and class assignments must be resolved with the cooperating teacher and university supervisor.

Although early childhood student teaching placements are for five mornings or five afternoons per week, we recommend that you take no more than one class along with early childhood student teaching.

Absences/Attendance

Consistent attendance is essential and absence from student teaching should be avoided.

- If a student teacher is ill, he or she must notify the cooperating teacher as early as possible; the student teacher must make arrangements to deliver lesson plans and materials for which he or she is responsible.
- Student teachers must also call their university supervisor immediately at his or her home or office.
- Absence for any reason or failure to notify the cooperating school and the university supervisor could result in an extension or termination of the student teaching placement. Absences may have to be made up at the discretion of the university supervisor.

- Observations of preschool programs will be conducted on the student's own time and will not occur during placement hours.
- Student teachers will be excused from student teaching duties to meet with the University Supervisor and to attend workshops held by the College of Education Office of Academic Services. The student teacher will notify the cooperating teacher no less than two weeks in advance of the required workshops or meetings.
- Early childhood student teaching requires five full mornings or five full afternoons for 15 weeks. Any deviations from this pattern must be cleared with both the University Supervisor and the Office of Academic Services.

Professionalism

Student teachers are expected to behave professionally in all relationships with students, faculty, non-teaching staff, parents and administrators. Student teachers must dress according to the professional standards established by the teachers with whom they work.

Student teachers hold *guest status* in both the school or program and are required to exhibit professional demeanor, a positive attitude, and a willingness to listen to and incorporate feedback throughout the student teaching experience.

If the student has a conflict with the cooperating teacher or serious concerns about classroom events, he or she should try to solve the problems by talking with the cooperating teacher. If the problem is not resolved, he or she should talk with the university supervisor.

Michigan Student/Intern Teacher of the Year Competition

Student teachers 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://michiganate.com>

Student Teachers with Special Needs

Student teachers with special needs should contact the College of Education, Office of Academic Services, the Dean of Students at Eastern Michigan University and their university supervisor(s).

Section II – Requirements and Assignments

Introduction

In addition to their responsibilities at the placement site, student teachers are also required to attend seminars, workshops and to prepare several culminating assignments. Eastern Michigan University early childhood student teachers are required to:

- Attend seminars/workshops scheduled by the university supervisor and the Office of Academic Services
- Keep a reflective journal
- Complete activity plans
- Prepare, teach, and assess an original unit or units of instruction
- Complete a professional Portfolio by adding documentation from your early childhood student teaching experience, and present your portfolio.

These products and experiences are described in detail below.

Seminar Attendance

Student teachers are **required** to attend all seminars and student teaching workshops scheduled by their university supervisor and by the College of Education Office of Academic Services. Only in very unusual circumstances will a student be allowed to miss a seminar or workshop. In this rare case, the student must notify his/her university supervisor in advance; to compensate for the absence, they will be assigned comparable, alternative learning experiences by their university supervisor.

Early Childhood Observation and Reflection Journal

Purpose

This journal is designed to accomplish several purposes:

- 1) To provide opportunity for in-depth study of two children;
- 2) To focus your attention on the complex interactions among children, adults, and the environment in preschool classrooms;
- 3) To reflect on your growing skills as a teacher of young children;
- 4) To develop the habit of reflecting on your teaching and using your reflections to guide your practice.

Contents

Each week you will be guided to reflect on particular children, activities or other aspects of classroom life as described in the table below. However, also allow yourself the chance to reflect on anything else that you are thinking about that week. Perhaps a class pet died and you are observing children's reactions to the loss. Or maybe the school bus got into an accident, children came in talking about this event, and the teacher revised her/his plans to discuss this event. Or maybe you've been having difficulty handling two children who are drawn to each other, love to play together, but always end up fighting. These daily events are also material for reflection. In general, focus on whether or not children are learning and what accounts for the learning or lack of learning. You must make at least 2 entries each week.

The specific topics for each week's reflections are described below. Observations are to be done in the context of the ongoing classroom activities, as you are fulfilling your regular classroom responsibilities.

What does it mean to reflect?

Reflection gives teachers time to step back from the action and demands of a busy classroom and think about the events of the day or week. Each day you take in a great deal of information about complex events (teaching and learning). Reflecting allows you to first recognize that you have that information, then spend some time analyzing it, and finally try to make sense of it. When you reflect, ask yourself why things happened as they did. Keep in mind that your initial interpretations may not be correct. Consider them as tentative hypotheses about why you think something happened as it did. Continue gathering information and reflecting about it to enhance your understanding.

Some of the most important learning in student teaching occurs when beginning teachers analyze why something did not go as planned. Don't feel that your journal has to be an account of your successes. We can learn a great deal from our mistakes. In addition, it is often helpful to reflect on things that you feel confused about; laying out what you know and listing your questions. Reflection offers you the opportunity to clarify your thoughts, and later be more focused in your actions.

What are we looking for in your journals?

Your journal will be assessed based on the level of thinking displayed in your entries.

- (1) Description. Journal is primarily description. You tell what occurred and how you reacted to it, but do not make ties to pedagogical principles.
- (2) Analysis. Journal include descriptions of what occurred and reflections that explain events using pedagogical principles. Knowledge of teaching and learning is used to understand experiences, adapt, and improve.
- (3) Reflection. Journal includes all aspects of an analytic (2) journal. In addition, the writer is able to make ties to specific aspects of the environment or particular child characteristics for more complex, in-depth reflections.

You must attain level 2 – Analysis – in order to pass the journal requirement for student teaching.

Week	Topic
1	<p>As you are beginning to learn about your preschool student teaching setting, reflect on the following questions:</p> <ul style="list-style-type: none"> • How is this setting similar and different from your elementary setting? • How comfortable are you working with preschool children compared with elementary students? • What are you doing differently to meet the needs of preschoolers? • Do you think you will have to change your teaching style to meet the needs of preschool children? • What have you learned about the preschool program, its procedures, philosophy and policies?
2	<p>Continue to reflect on the questions from Week 1. In addition:</p> <ul style="list-style-type: none"> • Assess how well you feel you are fitting into this classroom and its team of adults. • What strategies can you use to become part of this team? • Who are your students? Where do they come from? Do any have special needs?
3	<p>For several journal entries, you will be focusing on two children, a boy and a girl. This week select these two children, alone or in consultation with your cooperating teacher.</p> <ul style="list-style-type: none"> • Describe these two children as you understand them now. • Why did you select the children you selected?
4	<p>This week you begin a systematic, in-depth observation of these two children, known as your focus children.</p> <ul style="list-style-type: none"> • Make 2-4 observations of their social-emotional development. • What can you conclude about these children, based on your observations? Be sure to support your conclusions with evidence.
5	<p>Reflect on one activity you implemented this week. Use the <i>Reflection on Activities</i> format to structure this part of your reflection. Following this table.</p> <p>Continue to observe and reflect upon your two focus children. This week:</p> <ul style="list-style-type: none"> • Make 2-4 observations of their cognitive development. Be sure to focus on problem-solving and other higher level thinking skills, as well as lower level pre-academic skills. • What can you conclude about these children, based on your observations? Be sure to support your conclusions with evidence.
6	<p>Continue to observe and reflect upon your two focus children. This week:</p> <ul style="list-style-type: none"> • Make 2-4 observations of their physical development. Be sure to focus on gross and fine motor skills taking place in a variety of contexts. • What can you conclude about these children, based on your observations? Be sure to support your conclusions with evidence.

Week	Topic
7	<p>Continue to observe and reflect upon your two focus children. This week:</p> <ul style="list-style-type: none"> • Take two language samples from each child. At a time when the child is verbalizing freely, write down exactly what the child says, including mistakes in grammar, sentence structure and articulation. The child may be talking with peers or a teacher. • Analyze the language of these two children. • What can you conclude about these children’s language development, based on your observations? Be sure to support your conclusions with evidence.
8	<p>Reflect on conflict in your classroom this week. It may occur between children, or between a child and a teacher about following classroom rules.</p> <ul style="list-style-type: none"> • Discuss the classroom policy on guidance and discipline with your cooperating teacher. • Find out the classroom rules. • Observe conflict situations. How do they get handled? How do you feel when children are in conflict?
9	<p>Continue to observe and reflect upon your two focus children. This week:</p> <ul style="list-style-type: none"> • Write two goals for each of your focus children, based on your observations and conclusions from previous weeks. • How could you help these students meet these goals?
10	<p>Early childhood teachers do not have the luxury of observing only two of the children in their classes. They must be observing all their children daily to design activities that are responsive to the needs, skills, and interests of the children. This week observe all the children in the class to see if they have acquired two skills.</p> <ul style="list-style-type: none"> • Select the skills with the assistance of your cooperating teacher. If one skill is a rote skill, like naming colors, pick a more complex skill for the second one (e.g., problem-solving). • Record data for all children about these two skills by the end of the week. • Interpret your data. What should be done instructionally based on this information?
11	<p>Tell me the changes you have seen in your focus children since the beginning of your journal entries. Record a teachable moment.</p>
12	<p>Tell me if you feel your focus children are ready for their next developmental milestones. Record a teachable moment. Include an example of assessment.</p>

Week	Topic
13	Describe the growth of your focus children from the beginning of the semester until now. Reflect on their social emotional development, cognitive development and physical development. Record a teachable moment. Record an in depth conversation with a child giving them specific feedback.
14	Reflect on your entire Early Childhood student teaching classroom experience. <ul style="list-style-type: none"> • How are you feeling during your last week of student teaching? • What have you learned? What are your strengths and weaknesses as a teacher of young children? • What kind of early childhood teacher do you want to be? • What are the most important characteristics of an early childhood teacher? • How well did your early childhood curriculum prepare you for your student teaching experience?

During your Lead Teaching week (the week that you construct your unit) replace the above directions with the following:

- In retrospect, how effective was your planning for Lead Teaching?
- How did the unit go? Evaluate from your perspective and your children’s perspectives.
- What evidence do you have that children learned what you wanted them to learn?
- Consider whether you addressed all learning domains (social-emotional, physical, cognitive, creative, and language).
- What did not go well? Or What would you change? Why?
- How did you feel at the end of Lead Teaching? Consider your emotional response, physical energy, intellectual stimulation, etc.
- Assess your ability to direct staff, plan for individual differences, manage transitions, use focusing techniques, and follow the daily schedule in a flexible manner.

***Reflection on Activities**

When you reflect on activities, be specific. An in-depth, thoughtful analysis of activities is required, **NOT** simply a statement that everything “went fine” or that the “children loved it.” The fact that children enjoyed it is not evidence of a high quality educational activity. You must write more than “The children really had fun” or “every child participated”, thereby implying that it was a successful activity. Describe children’s behavior and/or conversation during the activity, as well as your own responses to what happened. Include the following:

- Name
- Classroom
- Date
- Name of activity
- Was/were your objectives(s) met? Explain.
- What was unexpected?
- What would you change if you did this activity again?
- What did you learn from this experience?
- What skills were developed?

Activity Plans and Reflections

You will be required to complete Activity Plans and reflections each time the university supervisor visits, as well as those required by your cooperating teacher.

Organize your plans according to the following directions. Use the *Reflection on Activities* format to structure your reflections.

Organization of the Activity Plan

1. Brief Description. Briefly (in two or three sentences) describe the experience or activity.
2. Rationale. Why did you decide to do this activity? How does this activity align with state standards, curriculum goals, and children's needs? Did it emerge from children's interests? If so, how?
3. Domain(s). What areas of the curriculum does this activity address.
4. Goals. Goals are broad statements of learning. What is the main purpose of this activity? List the primary goal(s) of this activity.
5. Objectives. List the objectives. Remember objectives are observable and measurable. They are tied specifically to what you see children doing in the activity. What will the children learn from this activity? Why are you doing it? Consider one or two primary objectives and then include secondary objectives that may be a result of the type of activity that you are doing. For example, a cooking activity may be mainly focused on measurement, but also addresses language and sharing.
6. Materials. List all materials that will be needed for this activity.
7. Set Up. What do you need to have ready before you begin the activity? What needs to be prepared? When and where will the activity take place?
8. Role of adults. What will the lead teacher and assistant(s) do during this activity?
9. Prerequisite Skills. What are the skills children must have to participate in the activity successfully? For example, the activity is a game that requires the children to sit in a circle. Do they know how to get into a circle? If not, how will you plan for this.
10. Adaptations. How will you adapt this activity for children:
 - who do not have the prerequisite skills?
 - who know very little about the primary objectives?
 - who have already met the primary objectives?
 - with special needs?
11. Introduce the Activity. How will the children be introduced to the activity? Be specific. What questions will you ask? What materials will you use and how will you use them? How will the materials be presented or shown in the area where the activity will occur?

12. Pre-assessment. Consider children's skills and knowledge related to the primary objective(s). What do children already know or what skills do they already possess? How did you find this out? How did you document it?
13. Steps. List the steps to complete the activity.
14. Closing. Assist children in summarizing their learning and direct them to the next activity
15. Back-up Plans. What will you do if this activity fails?
16. **Evaluation**. **This section of the unit will be included after the lesson plans have been taught during your lead teaching week as part of your completed unit.**
17. Extensions/variations. How can this activity be extended or varied?

Plans should be available for the university supervisor on the day she/he observes. Share your plans with your cooperating teacher before you do the activity. Encourage her to give you feedback.

Activity plans will be evaluated according to how well they show that you know what you are doing and why you are doing it. One part of a successful lesson plan involves being prepared, having thought ahead about all the details of helping a group of young children do something. The second part of a successful plan is determining whether this activity actually teaches what you want it to teach. Does it help children acquire the stated goals and objectives?

The Observation Process

(You may pick either observation A or observation B during your peer observation)

Be prepared to look, listen, record and reflect, and to learn as much as possible. The observations should serve as a source of significant professional growth for you. Even after considerable experience at the preschool level, observations can be extremely valuable for ongoing professional growth.

1. Enter this setting professionally. Apply your knowledge and demonstrate your sensitivity as you make the contact, arrive at the program, observe and leave. Be friendly and gracious, expressing your gratitude for the opportunity to spend time there. A follow-up thank you note is always appreciated.
2. Comply with the guidelines below for each observation. These guidelines will enable you to obtain a good overview of the programs and, at the same time, focus on a different aspect of early childhood education for each observation.
3. Remember that observation notes document precisely what you see. Observations should be as accurate and unbiased as possible. If a personal reaction or judgment is included, make certain to separate it by placing it in parentheses, or by making two columns, one for observations and one for comments, interpretations, and questions.

Observation Report Guidelines

Include sections 1-5 for each observation report.

1. Record name of setting, location, program type, date, your arrival and departure times, number of children (boys/girls), number of adults present and their roles, any special circumstances (party, unusual event, extreme change in weather, etc.).
2. Briefly describe the physical setting: overall feeling (cheerful, cluttered, barren, inviting); arrangement of furniture/equipment, location of teacher's materials, anything else you consider pertinent. Do the displays in the room promote self esteem and/or learning? Do they enhance the aesthetics of the room?
3. Note the procedures used for routines and transitions. How are the children gathered for group time? Dismissed? How was snack time handled? What was the role of adults during such routines as having children put coats on or wash hands before snack?
4. Complete the specifics outlined under A or B.
5. At the conclusion of each observation, reflect on your observation. Consider whether this observation confirmed what you already know about high quality early childhood programs. Did you learn any new techniques for managing conflict, organizing the environment, or presenting activities to children? Did you think the center was developmentally appropriate? What evidence do you have that supports this view? Make a summary statement about what you learned from the visit.

Outline for Observation A: Preschool Curriculum

1. Survey the classroom and observe the different activities offered during the observation. Comment on the variety and comprehensiveness of the activities and materials available. Use the Activity Categories below to help focus your observation.

Activity Categories

- Creative arts
- Dramatic play
- Music/movement
- Small group
- Large group
- Outdoor
- Small motor
- Gross motor
- Multicultural materials
- Science
- Math
- Language arts

2. Evaluate the activities/materials available in terms of meeting the needs of the whole child. Are there some areas that are not addressed? Do some categories receive more emphasis than others?
3. Also consider the activities in terms of whether they are adult-directed or child-directed/independent activities. How much opportunity is there for peer interaction?

Outline for Observation B: Social Interactions

1. Concentrate on the observed interactions between and among children, and between children and adults.
2. Study the behavior of individual children and note the various ways in which the children interact with one another. Make notes regarding:
 - a. Pro-social behaviors between children.
 - b. Cooperation between children.
 - c. Problem-solving or exploratory behaviors.
 - d. Conflict. How were disagreements handled? Did the children show evidence of being able to negotiate and achieve conflict resolution?
 - e. Peers(s) serving as sources of information (fulfilling a role as a teacher).
 - f. If a multiage group, were there behavioral differences between the age groups?
3. Make notes on adult-child interaction.
 - a. Adults talking with individual children or interacting with small groups of children.
 - b. Adults serving as sources of information.
 - c. Adults guiding children's behaviors.
 - d. Adults facilitating learning, exploration and problem-solving.
 - e. Adults supporting children's self esteem.
 - f. Adults helping children feel safe.

Early Childhood Curriculum Unit

You will prepare only one curriculum unit. You are required to do two weeks of Independent Teaching. Plan to do your first week of Independent Teaching early in the semester and one later. A copy of your unit will be given to your university supervisor.

Evaluation of Units:

Units should include the following:

1. Title page. Include name of unit, your name, dates taught, grade level, and program.
2. Table of contents. Paginate all elements of your unit and list each section in the table of contents.
3. Introduction. Introduce your unit by describing the students and the classroom.

About the children – Provide a brief description of the program and classroom, including the school’s mission statement. Identify student characteristics that you need to keep in mind while teaching your unit. Include the number of children, makeup of the class in terms of age, gender and SES, inclusion of children with special needs, non English speakers, and the number of adults. If appropriate, describe the characteristics of the group. Is it an active group, verbal, quiet? How would you characterize this group of children?

About the unit – Give a brief overview of the unit, including the rationale for the study, highlighting the special features of your unit. How did the idea for this unit emerge? Even if the unit topic was not designed in response to children’s interests, how will you use children’s interests in the implementation of the unit?

Using these headings you must include factors. Impact on planning and implementation must be clearly defined.

Criteria	1 Unacceptable	2 Acceptable	3 Target
<i>Introduction/Contextual Factors (Refers to parts 1-3 of unit)</i>	Some factors affecting children and the unit are briefly discussed, but not linked to their impact on teaching. Information is sketchy.	Several factors affecting children and the unit are discussed. Impact of the contextual factors on the planning and implementation of the unit is analyzed briefly.	Contextual factors affecting children and the unit are discussed and thoroughly analyzed in terms of their impact on the planning and implementation of the unit.

4. Curriculum web. Web the concept and ideas (not the activities). Also include a skills web. Generate the various concepts and skills that you will include in your daily plans. It may be helpful to think of the terms, facts and principles that you will include in your daily plans.

5. Terms and facts. List terms or vocabulary associated with your unit, as well as the most significant facts that you want children to learn. **Remember this is early childhood education.**
6. Unit goals/outcomes. What will children know or be able to do by the end of your unit? List the overall goals/outcomes for the unit being taught. **Unit goals and objectives must align with your school's specific curriculum. (Example: creative curriculum or high scope.) If there is not a specific curriculum, you must use the Michigan Early Childhood Standards.**

Criteria	1 Unacceptable	2 Acceptable	3 Target
<p align="center">Content/Goals & Outcomes) (Refers to parts 4-6 of unit)</p>	<p>The content of the unit is not clearly identified or may be insignificant. Goals and outcomes reflect limited content, covering two or fewer content areas. Goals/outcomes are not clear and observable, may not be developmentally appropriate, and do not require higher level thinking. Activity plans are not very interesting and do not reflect the use of Teacher Resources.</p>	<p>The content of the unit is identified in a web; most parts of the web are fully described. Significant terms and facts are identified. Goals and outcomes reflect unit content, as well as other appropriate preschool knowledge and skills, covering three or more content/subject areas. Goals/outcomes are fairly clear and observable, mostly at the correct developmental level, reflect developmentally appropriate standards, and one or two require higher level thinking. Family letter is written in family-friendly language and describes the unit and family involvement. Activity plans reflect the use of Teacher Resources.</p>	<p>The content of the unit is clearly and fully identified in a web. A reasonable number of significant terms and facts are identified. Goals and outcomes reflect unit content, as well as other appropriate preschool knowledge and skills, covering a wide range of content areas. Goals/outcomes are clear, observable, developmentally appropriate, correctly written, and clearly relate to standards for the age level. Several outcomes require higher level thinking. Family letter is written in family-friendly language and clearly describes the unit and family involvement. Activity plans are creative and reflect the use of Teacher Resources.</p>

7. Environmental adaptations. How will you change the physical space to reflect this unit? What will you add or remove from the environment? **You need to look at the whole environment. (Example: sensory table, dramatic play, blocks, manipulatives, etc.)**

8. Pre-assessment of unit outcomes. What will you do to find out what students already know about this topic? How have you used this information to modify your unit? **Construct three separate questions. Must provide evidence that pre-assessment influenced activity plans.**
9. Weekly chart. In addition to detailed lesson plans, you need an overview of the week's activities. Make a chart of the week's activities, listed according to the classroom schedule. Be sure to indicate the roles of the other staff members and parent volunteers. **You may use the form and format that your cooperating teacher uses.**
10. Activity plans. Include complete lesson plans in each of the following areas:
 - Art
 - Construction
 - Dramatic play
 - Science
 - Math
 - Gross motor
 - Fine motor
 - Music and movement
 - Cooking
 - Field trip
 - Language
 - Literacy
 - Large group
 - Outdoor activity

Note: Evaluation component of the activity plan to be completed after teaching and include in unit with post assessment.

11. Teacher resources. Identify and list books, magazines, audio-visual aids, computer programs, and resource people related to your unit topic. Include at least 10 items, from at least 3 of the above categories. **Remember, you must include a variety of resources.**
12. Children's books. List at least 10 children's books related to your unit topic. Indicate the books read to the children by using an asterisk.
13. Family letter. Include a letter or newsletter to families before teaching telling them about the unit. This could include general information about the content, how the family can support the learning, or what the children accomplished during the unit.

Criteria	1 Unacceptable	2 Acceptable	3 Target
<p>Activity and Implementation Plans (Refers to parts 7, 9-13)</p>	<p>Fewer than fourteen activity plans are included or ten plans are included but not fully developed. Critical implementation steps are missing or not clear in one or more plans. Some activity plans are unrelated to unit outcomes. Activities only require lower level thinking skills. There is no evidence that pre-assessment data or contextual factors informed activity plans. (If any one of these criteria are not met, a “1” is given.)</p>	<p>Fourteen activity plans are included. Most reflect that the student has carefully planned the materials and interactions. Most activity plans are clear enough so that an unfamiliar teacher can implement them with only a few questions. Most activities are directly related to unit outcomes. Most outcomes are addressed through activity plans. Activities are planned for large and small group instruction. Some activities require critical thinking. Activities planned take into account pre-assessment data and contextual factors identified in the introduction. Activities include appropriate adaptations and back-up plans.</p>	<p>Fourteen activity plans are included; each directly relates to unit outcomes. All reflect that the student has thoughtfully planned the materials and interactions to ensure each child’s success. Each activity plan is clear enough so that a substitute teacher can implement it. All outcomes are addressed through activity plans. Activities are planned for large and small group instruction. Several activities engage children in critical thinking. Activities planned take into account pre-assessment data and contextual factors identified in the introduction. Activities include appropriate adaptations and back-up plans.</p>

14. Post-assessment/Evaluation of student learning. Describe your plan for evaluating student learning related to this unit. How will you complete a post-assessment? Include observation forms or other assessment forms that you created. **Must include the learning of your two focus children and the group as a whole. In the pre-assessment you must include information of how the data influenced your unit construction. Continue your post-assessment by including the next steps in your curriculum planning and the relationship between assessment, curriculum and instruction and details on group learning and focus children learning.**

Criteria	1 Unacceptable	2 Acceptable	3 Target
Evaluation (Refers to parts 8 and 14)	Pre- and post-assessment methods are limited and may not reflect the curricular outcomes or be appropriate for the age level of the children. Pre-assessment data is used in only a superficial way to impact the design of the curricular unit. Suggestions for next steps reflect a limited understanding of content and preschool children.	Unit includes a pre- and post-assessment of content and skills related to the unit outcomes, as well as the actual data from the assessments. Methods used are mostly appropriate for the content, level of cognitive complexity and developmental level of the children. Interpretation of results reflects some understanding of the content/topic, individuals and the entire group. Student teacher provides some evidence that pre-assessment results influenced unit plans. Post-assessment results are used to identify one or two future steps in curricular planning.	Unit includes pre- and post-assessment of the most important content and skills related to the unit outcomes, as well as the actual assessment data. Methods used are appropriate for the content, level of cognitive complexity of the outcomes, and the age level of the children. Pre-assessment, how did pre-assessment data influence unit construction? Interpretation of the data is reasonable and includes a focus on individuals as well as the entire group. Student teacher provides evidence that pre-assessment results influenced unit plans. Post-assessment results are used to identify next steps in curricular planning. Plans and implementation of assessments show that the student teacher understands the relationship between assessment, curriculum and instruction.

15. Reflection. Analyze your successes and challenges in implementing the unit. Offer suggestions for future changes. What did the children learn, and provide evidence of learning. If the children did not learn, offer hypothesis as to why. Suggest ways to improve learning. Discuss strengths and weaknesses of a beginning teacher, goals for future growth and strategies to achieve these goals. Address ways to improve learning. What did the children learn and why didn't they learn?

This will take the place of your regular journal entry for the first week you do Independent Teaching. A separate copy should be put into the unit itself.

16. Documentation. You will now follow the example found in the student teaching unit. Included in the documentation you will write the evaluation of the activity plan.

Criteria	1 Unacceptable	2 Acceptable	3 Target
Documentation and Reflection (Refers to parts 15-16)	Student describes one or two successes and/or challenges associated with the implementation of the unit. Makes a few suggestions for future changes. Offers brief or sketchy explanations for challenges faced. Analysis of student learning is brief. Includes one type of documentation of children's learning, but it may not be clearly labeled. Limited or no discussion of strengths and weaknesses as a beginning teacher.	Student describes the successes and challenges associated with the implementation of the unit. Makes suggestions for future changes. Offers explanations for challenges that consider at least two of the following: the children, classroom, curriculum planning and teaching behavior. Analysis briefly addresses what the children learned and provides some evidence to support conclusions about student learning. Includes a few different types of documentation of children's learning; most are clearly identified. Discusses strengths and weaknesses as a beginning teacher.	Student critically analyzes the successes and challenges associated with the implementation of the unit. Makes appropriate suggestions for future changes. Offers explanations for challenges that consider the children, classroom, curriculum planning and teaching behavior. Analysis must address what the children learned and provide the evidence to support conclusions about student learning. If children did not learn something, the student teacher explores why, offering multiple hypotheses. Suggests ways to improve learning. Includes a variety of different types of documentation of children's learning, clearly labeled. Discusses strengths and weaknesses as a beginning teacher and sets goals for future growth, as well as strategies to accomplish those goals.

Discovering Mealworms



Sarah Vladu

February 9-13, 2015

Preschool

North Campus Children's Center

Acknowledgement

A special thank you goes to Sarah Vladu, a former Eastern Michigan University Student, for allowing us to use examples from her exemplary unit for instructional purposes. The examples used herein were selected because they represent expectations for components, format and presentation in working through the overall unit process.

On the following pages you will find the Early Childhood Curriculum Unit

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Introduction

About the children:

I am at the North Campus Children's Center located at the University of Michigan. The center's Mission Statement is:

- Providing exemplary early childhood care and education for children of University faculty, staff and students. Members of the community are welcome to enroll at the North Campus Children's Center.
- Collaborating with and serving as a resource for the University faculty's educational, research and service missions.
- Providing students interested in the development of young children with a setting for observation, participation and research.
- Forming partnerships among parents, early childhood teachers and researchers to achieve these goals.

The center believes in a play based approach to learning, "Our play-based curriculum is designed by teams of professional teachers in a way that is ever evolving and adapting to meet the needs and interests of the children." The center also has an infant and toddler program located on a separate wing than the preschool classrooms.

There are 20 children enrolled in the Sleeping Bear's classroom ranging in age from three to five years. Some children come five days a week, some Monday, Wednesday, Friday and some Tuesday and Thursday. There are ten children in the classroom who are English Language Learners. The classroom is divided evenly between boys and girls, ten boys and ten girls. There are three teachers in the classroom who are there every day. There is also support staff that comes into the classroom when needed. The parents of the children are either students at the university or work for the university.

I feel that this group of children is a very vocal and active group. They enjoy moving their bodies inside the classroom and on the playground. They work very well together and when really engaged, wonderful things can happen. This is a very diverse group of children. We have children who are very outgoing and others who are more reserved. The children have become very used to the classroom routines and know what is expected of them. During large group time, they can sit and listen to whoever is speaking. The classroom has a website on Shutterfly that the teachers post pictures and newsletters for the parents to view. This is a great way for parents to see what their child is doing during the day.

About the unit:

This unit is all about mealworms and discovering more about them. The children became very interested in mealworms in the beginning of January. Children were allowed to choose one mealworm that they wanted to take care of. They have a container to keep their mealworm and they also have a “Mealworm Journal” to document anything that happens to their mealworm. We have done two experiments with the mealworms so far; feeding the mealworms popcorn and carrots and seeing what food they like best. Everything that I have been doing with the mealworms stems off the children’s’ interest. We created a list of food that they wanted to try with their mealworms and popcorn and carrots were on that list.

This unit helps further develop the children’s’ understanding of their mealworm. Some students think their mealworm will turn into a butterfly or a praying mantis. We have been discussing the term pupa, and the super mealworms that we have, have turned into pupas. Children have been interested to see what they will turn into.

The activities I have planned enforce the life cycle of the mealworm and allow children to understand more about their mealworm. Since the classroom uses a project based approach,

not every activity plan is focused around the mealworms. However, each of the activity plans I have planned is based off the children's interest.

Factors:

There are a few factors to take in consideration. One, being that a child in the classroom has a visual IEP. She must wear an eye patch for two hours each day and she also wears glasses. She can put her eye patch on herself and takes it off when the two hours are done.

We do have an allergy in the classroom and this child is allergic to nuts therefore, no nuts can be brought into the room. The child does have an Epi-pen in the classroom just in case a reaction were to take place.

Another factor to consider is that this a very diverse group. We have children who speak Arabic, Korean, Japanese, Chinese, and Indian. Since there is sometime a language barrier, it may be difficult to communicate with parents. Sometimes a parent will bring in a note for us to read if they cannot clearly communicate to us.

Impact of factors on unit:

Due to the language barrier this may be something to take into consideration when implementing my unit. There is one staff member who comes into our classroom regularly who speaks Japanese. She speaks to the children in Japanese and if we need her to tell a child something she will translate for us.

In order to get some of the large vocabulary through, I will have to repeat words like "metamorphosis" and "life cycle" for the children to understand. I can also show them pictures and use hand gestures to more clearly get the words across.

Some of the children only come Monday/Wednesday/Friday and some only Tuesday/Thursday. I will have to keep this in mind when planning my activities. I want all the

children to get a chance to use materials, so I may keep some things out for a couple of days to ensure all the children get to use it.

Impact of factors on implementation of unit:

Since half of the children speak another language at home I need to take this into consideration when implementing my unit. I will need to make sure that I am setting clear guidelines for the children. During large group time, I need to draw pictures as well as the words on the chart paper. When we sing the Mealworm song, I will need to sing it multiple times for the children to become familiar with the words. I can also use hand signs while singing to help them remember it even more.

Since this a very active group, I want to make sure to keep them moving and engaged. I always want to make sure that the children have a plan in place for what they are going to do. Before they leave large group, I will make sure to ask them “What is your plan today?” If I notice a child who is not engaged I may bring out something like a puzzle or a matching game for them to use that way they are engaged and not running around the classroom.

For the child who has to wear an eye patch, I can make sure that group time she can clearly see what I am writing on the chart paper. I may ask her to move to a spot where she can see.

Preschool Unit

Skills

Mealworms

Concepts

Use movement to express how mealworms move

Control small and large muscles

Use critical thinking to make predictions

Use language and literacy to understand the mealworm life cycle.

Mealworms turn into beetles

Mealworms have a life cycle

Mealworms go through metamorphosis

Mealworm life cycle:
Egg-Larva-Pupa-Beetle

Mealworm Domains

Art:

- Clay mealworms

Science:

- Making predictions about mealworms
- Mealworm experiments
- Mealworm life cycle

Literacy:

- *Mealworms* by Martha E.H. Rustad
- *20 Fun Facts about Beetles* by Arille Chiger
- *Beetles and Bugs* by Jen Green

Field Trip:

- Art Studio

Fine motor:

- Clay mealworms

Language:

- Mealworm journals
- Mealworm life cycle terms

Gross motor:

- Moving like a mealworm

Large group:

- Mealworm song
- Group discussions

Music and Movement:

- Mealworm song
- Moving like a mealworm

Terms and Facts

Terms:

1. Larva-an insect at the stage between egg and pupa
2. Beetle-an insect that has six legs and a hard outer shell
3. Pupa-an insect at the stage between a larva and adult
4. Metamorphosis-the series of changes some animals go through as they grow from egg to adults
5. Life cycle-the series of stages something grows through to turn into an adult

Facts:

1. Mealworms turn into beetles.
2. Mealworms go through metamorphosis.
3. The life cycle of a mealworm is: Egg-Larva-Pupa-Beetle.
4. Mealworms are also called larva.

Goals/Outcomes

These goals and outcomes have been created in accordance with *The Creative Curriculum Goals and Objectives* and also *Teaching Strategies Gold*.

Social/Emotional Development:

Sense of Self

- Shows ability to adjust to new situations
- Demonstrates appropriate trust in adults
- Recognizes own feelings and manages them appropriately
- Stands up for rights

Responsibility for Self and Others

- Takes responsibility for own well-being
- Respects and cares for classroom environment and materials
- Follows classroom rules

Prosocial Behavior

- Plays well with other children
- Recognizes the feelings of others and responds appropriately
- Shares and respects the rights of others
- Uses thinking skills to resolve conflicts

Physical Development:

Gross Motor

- Demonstrates throwing, kicking, and catching skills
- Shows balance while moving
- Climbs up and down
- Pedals and steers a tricycle (or other wheeled vehicle)
- Demonstrates basic locomotor skills (running, jumping, hopping, galloping)

Fine Motor

- Controls small muscles in hands
- Coordinates eye-hand movement
- Uses tools for writing and drawing

Cognitive Development:

Learning and Problem Solving

- Observes objects and events with curiosity
- Approaches problems flexibly
- Shows persistence in approaching tasks
- Applies knowledge or experience to a new context
- Explores cause and effect

Logical Thinking

- Classifies objects
- Compares/measures
- Arranges objects in series
- Recognizes patterns and can repeat them
- Shows awareness of time concepts and sequence
- Shows awareness of position in space
- Uses one-to-one correspondence
- Uses numbers and counting

Representation and Symbolic Thinking

- Takes on pretend roles and situations
- Makes believe with objects
- Makes and interprets representations

Language Development:

Literacy

- Comprehends and responds to books and other texts
- Demonstrates knowledge of print and its uses

Listening and Speaking

- Hears and discriminates the sounds of language
- Expresses self-using words and expanded sentences
- Understands and follows oral directions
- Answers questions
- Asks questions
- Actively participates in conversations

Reading and Writing

- Enjoys and values reading
- Demonstrates understanding of print concepts
- Demonstrates knowledge of the alphabet
- Uses emerging reading skills to make meaning from print
- Comprehends and interprets meaning from books and other texts
- Understands the purpose of writing
- Writes letters and words

The Arts:

- Explores musical concepts and expression
- Explores dance and movement concepts

Goals/Objectives that children will achieve from this unit:

- The children will be able to create a clay model of their mealworm.
- The children will be able to move like a mealworm in its' different stages.
- The children will be able to understand that a mealworm goes through metamorphosis.
- The children will be able to know that mealworms turn into a beetle.
- The children can care for their mealworm and investigate how they mealworm changes.

Environmental Adaptations

1. Dramatic play area - In the beginning of the week, I am going to put out the tea set in the dramatic play area. This will allow the children to explore the tea set before we start talking about making tea.
2. Block area-I am going to adding more chalk blocks for the children to build with. We already have a few chalk blocks available for the children to use but by adding more, the children will be able to use them in their building.
3. Sensory table-we will be discovering ice. I will add mallets and chisels for the children to use while exploring the ice blocks. On Wednesday of that week the center is hosting an art night where families can come to the different classrooms and create artwork with their children. In our classroom, we will be creating ice sculptures. This is why I wanted to have the mallets and chisels available for the children so they can explore them before the art night.
4. Book basket-I will be adding books on mealworms and beetles. The children will be able to freely explore the books when they want.
5. Art studio-I will be adding clay and clay tools for the children to make their clay mealworm.
6. Large group-I will make a copy of the mealworm song for all the teachers to use to sing the song. I will also add the life cycle posters that we will go over as a group.
7. Field trip-Children will be taken out in small groups of four to complete the clay mealworm.
8. Math-I will add the chalk blocks to the block area and children can explore the different shapes they create. I will also be adding the tea recipe card, when we make tea.

Pre-Assessment

Children	What does a mealworm turn into?	What is a life cycle?	What does metamorphosis mean?
Rayan	“Cupa”	Shrug shoulders	“Ummm” Shrug shoulers
Lola	“Grasshopper.”	“Uhh..polar bear.”	“Elephants.”
Gavin	“I don’t want one.”	“No.”	“Hmm..No.”
Fumi	“Pupas.”	“I don’t know.”	“Mealworms.”
Talal	“A sac-a mealworm.”	“A bike.”	“A car.”
Evie	“I don’t know.”	“Umm..I don’t know.”	“I don’t know.”
Dahyun	“White. Pupas white.”	“Carrot.”	“Don’t know.”
Mingi	“I think uhh beetle.”	“I don’t know.”	“I don’t know. Kind of?”
Yeonsoo	“Popcorns.”	“Hmm..”	“Apple.”
Aris	“A beetle.”	“I don’t know what a life cycle looks like.”	“It means you’re staying healthy.”

Fiona	"I don't know. Pupas?"	"I don't know."	"I don't know."
Ruhani	"A pupa."	"It's when a worm turns into...when it's old and it grows big."	"It means when a beetle lays eggs, the eggs turn into worms."
Mia	"I don't know."	"I don't know."	"Not sure."
Max	"A beetle."	Shrugs shoulders	Shrug shoulders
Annamaria	"I don't know."	"I don't know."	"I don't know."
Claudia	"A beetle."	Shrugs shoulders	"No, I'll have to ask my dad."
Haruto	"He's turning."	"Itchy."	"Don't know."
Colton	"A pupa."	"It means garbage."	"Something with boats."
Parker	"I do not know. Maybe a fish?"	"I do not know."	"I don't know."
Luke	"Super mealworm."	"I don't know."	"I don't know either."

For the pre-assessment, I took each child out individually to ask them the questions. I took them either to the great room or to the library. I told them that I had three questions to ask them about the mealworms and that I would write down what they said.

I found out that only a few children really knew what the mealworms turned into. Six children said a mealworm turns into a pupa which is true and only four children said a mealworm turns into a beetle. I found this really interesting since some of the larger mealworms have already turned into beetles. Only one child loosely understood what a life cycle is and the term metamorphosis.

My main goal for this unit is for children to know the term metamorphosis and understand what a life cycle is. The activities I have planned will help children understand that their mealworm changes and goes through different stages. By allowing the children to create a clay representation of their mealworm in any of the stages, will help further develop their understanding of its life cycle. While they are creating their clay model, I will ask open ended questions and introduce the terms life cycle and metamorphosis.

How Data Influenced Unit

This data will influence the construction of my unit because I will make sure that I really discuss the terms metamorphosis and life cycle with the children since a majority of the children do not know what they mean. I will also make sure to add some movement and singing into my unit to help the children remember more about the mealworm life cycle. I think it will be important to allow the children to draw the life cycle in their journals and even during large group time. This way we could display it in the classroom for all the children to see.

Weekly Chart

(Chart will be designed according to your specific classroom)

Literacy

Brief Description:

Each child has been given a mealworm journal to document any changes that have been happening with their mealworm. The journals will take the course over how long we have the mealworms for.

Rationale:

Since children were able to pick out their own mealworm, we decided that they should also have a mealworm journal to document anything that might happen to their mealworm. Children are encouraged to draw or write what they observe happening.

Domains:

- Fine motor
- Science
- Literacy
- Language

Goals:

- Children can write in their journals about their mealworm
- Children will develop fine motor skills
- Children will understand concepts of print
- Children will develop scientific skills by observing and making predications

Objectives:

- Children will be able to make one or more journal entries about their mealworm.

Materials:

- Pencils
- Mealworm journals (one for each child)
- Mealworms
- Life cycle cards*

Set Up:

- Make journals for each child by taking paper and stapling it together. Laminate the life cycle cards.

Role of Adults:

Adult can offer support and encouragement for children to make journal entries. Adults can write what the child says about their mealworm and label pictures for them.

Prerequisite Skills:

- Children will have to know how to hold a pencil

Adaptations:

- For children who cannot hold a pencil, a chunkier one can be provided. Adults can offer support and guidance to children who need it.

Introduce the Activity:

To introduce the activity, I will ask the children what they think a journal is for. I will let the children know that a journal is something that we use to write or draw in and that we will be using our journals to record what happens to our mealworms. I will show the children my journal and show them how I drew a picture of my mealworm.

Pre-assessment:

From observing the art table and office area, children are able to hold a pencil/marker to produce print and/or drawings.

Steps:

1. Introduce the concept of a journal to the children during small group time
2. Have children write or draw in their journals as they observe their mealworm. This will take course over the time that we have the mealworms.
3. Adults can write the words that the children say and label the pictures

Closing:

To close the activity, adults can review with children what they wrote or drew in their journal.

Back-up Plans:

If children do not want to draw or write in their journal, they can tell an adult something's that they have been noticed about their mealworm. The adult can then write what the child says.

Extensions/variations:

- To extend learning, children can share what they documented in their journal with another child.

- The children's journals will be put on display next to their clay mealworms. Parents and other staff members will be able to see what the children have written in their journals.

Large Group

Brief Description:

During large group time this week, children will be introduced to the terms “metamorphosis” and “life cycles”. We will be playing a life cycle card game and also drawing the life cycle on the chart paper.

Rationale:

Children have been investigating mealworms for over a month now, so in large group I will be introducing the mealworm life cycle. This will help children to understand that their mealworm will change into something new. Large group time will be teacher directed as well as child initiated. By allowing the children to state their ideas and opinions, they are able to take ownership of their learning.

Goals:

- Children can sing the “Mealworm song”.
- Children can move their bodies like mealworms.
- Children can participate while playing the “Life cycle game”
- Children can sit and listen to directions
- Children can follow directions

Objectives:

- Children will be able to sit and follow directions given at large group time.
- Children will be able to sing the “Mealworm song”.
- Children will be able to move their bodies like mealworms do in each of its stages.
- Children will be able to identify the mealworm life cycle.

Materials:

- Chart paper
- Markers
- Life cycle cards*
- Mealworm song lyrics*
- Life cycle pictures*

Set Up:

- Laminate the life cycle cards prior to group time.
- Write the lyrics to the Mealworm Song on chart paper.

Role of Adults:

I will be leading large group time and the other adults will be sitting next to the children to offer them support and reminders.

Prerequisite Skills:

- Children must know how to sit quietly during group time
- Children will know to raise their hands if they want to share

Adaptations:

- For children who do not sit quietly during group time, they will be asked to sit quietly or leave the classroom if they cannot listen. An adult can also sit by the child to offer them reassurance.
- For children who do not raise their hands to share, I will stop group time and go over the rules. I will tell children that if they want to share something that they must raise their hands.

Introduce the Activity:

For all the group times, I will gather the children on the carpet by singing “Come on over”. This will remind the children that group time is starting and that they need to find a spot on the carpet.

Pre-assessment:

Since we do group time twice a day, children already know that they need to find a spot on the carpet. Children know that they need to raise their hands if they want to share an idea.

Steps:

Group 1-Introduce the terms and song:

1. Introduce the song by saying, “We are going to be singing a song about mealworms! Have you ever heard a mealworm song before?” Show the children the lyrics on the chart paper.
2. Sing the song and point to the words as the song goes
3. Repeat the song
4. Pull out the life cycle cards and show them to the children.
5. Hold up the metamorphosis card and ask “Does anyone know what this word means?” Take children’s responses.
6. Share with children that metamorphosis is the series of changes some animals go through as they grow from egg to adults.
7. Ask the children what they think a life cycle is. Share with them that a life cycle is the series of stages something grows through to turn into an adult.

8. Hold up the life cycle cards again and ask, “What comes first for a mealworm? Egg, beetle, larva or pupa?” Have children point to what they think.
9. Continue with the mealworm life cycle until they get to the last stage.
10. To transition children, have them think in their head what their plan will be. Have all the girls stand up and move like a mealworm to their choice. Then, have the boys stand up and move like mealworms to their choice.

Group 2-Life cycle game and song:

1. Show children the mealworm song again and sing it twice.
2. Bring out the life cycle pictures and lay them out on the floor.
3. Tell the children that you need help putting the pictures in order.
4. Hold up the picture of the beetle and ask “Does this come first in the life cycle?” Have a child pick the card that comes first.
5. Hold up the picture of pupa and ask “Does this come next?” Have a child choose what stage comes next. Review with the children what we have done so far.
6. Hold up the picture of the larva and ask “Is this next?”
7. Finally, have a child choose what stage comes last.
8. Review with the children the different stages.
9. To dismiss children from large group have them think in their heads what they are going to plan to do. Say to the children, “If you are planning on playing in the sensory table stand up.” Continue with different parts of the classroom.

Group 3-Review terms and play “move like a mealworm”:

1. When children are gathered on the carpet, review the terms metamorphosis and life cycle with children by asking, “What does metamorphosis mean?” Take children responses. Ask, “What does a life cycle mean?” Take children responses.
2. Tell children that they are going to be able to move their bodies like mealworms.
3. Hold up the egg picture to the children and ask, “How do you think an egg moves? Can you show me?”
4. Hold up the larva picture and ask, “How does a larva move?” Point out the movement that children are doing, “Oh, I like the way ____ is moving.”
5. Hold up the pupa picture and ask the same question.
6. Hold up the beetle picture and ask the same question.
7. To dismiss children from group hold up their name card and have them get up to make their choice.

Group 4-Play life cycle game and draw life cycle:

1. Play the life cycle game from group #2 but this time have children put thumbs up or thumbs down to the order they think the pictures should go in.

2. Next, choose four children to draw each stage of the life cycle on the chart paper. Next to their drawing write the stage that it represents.
3. To dismiss children from group time, have them think in their minds what they want to play with. Call out “If your name begins with the letter___, please stand up and make your choice.”

Closing:

To close large group time, the different transitions listed above will be used.

Back-up Plans:

Large group time will primarily go off the children’s interest and ideas. If I notice that the children are not able to sit still for much longer, I may cut off group time shorter. If I feel that the children are not grasping a term or concept, I may spend more time discussing that with the children.

Extensions/variations:

- To extend learning, children will be encouraged to draw their own life cycle. Children’s mealworms journals will be provided for them to write or draw in.
- The life cycle that the children drew will be displayed in the classroom for the children to see.

Art

Brief Description:

In this activity children will be creating a clay model of their mealworm. Children can decide if they want to represent their mealworm in the larva, pupa or beetle stage. Children will be taken in small groups of four to the art studio. Kelly, who is specialized in teaching K-12 art education, will be sharing some techniques that we can use with the clay. This activity will take up to five days to ensure all the children have created their clay worm. The completed mealworm models will be displayed in the front lobby.

Rationale:

The children have become very interested in clay from the classroom and have been manipulating with it. I thought a way to incorporate the clay and the mealworms would be for them to create a clay representation of their own mealworm.

Domains:

- Fine motor
- Creative

Goals:

- The children will use the clay to create a model of their own mealworm.

Objectives:

- The children will be able to create a clay model of their mealworm.

Materials:

- Air dry clay
- Clay tools (6)
- Water
- Water cups (2)
- Paint brushes (4)
- Trays (4)
- Wire
- Mealworms in their “home”
- Pupae
- Beetles
- Pencils
- Half sheets of paper

Set Up:

In the Art Studio

- Take the clay and separate it into four balls and place one on each of the four trays
- Lay out the clay tools
- Fill the water cups with water and place the paint brushes in them
- Set out the pupas and beetles for children to observe
- Set out a paper and pencil at each seat

Role of Adults:

There will be two adults in the art studio with the children. Kelly will be the art instructor since she has her degree in art education. She will be sharing with the children some techniques to use with the clay. The other teacher will be able to assist children who need extra support.

Prerequisite Skills:

- Children will need to know how to use the art tools successfully. Kelly will be sharing with us how to use the tools.
- Children will also need to know how to use the paint brushes.

Adaptations:

- For children who do not want to touch the clay they can use the clay tools to manipulate the clay to their liking.
- To help children understand that they are making a model of their mealworm, the mealworms will be coming down to the art studio. Children will be able to look at their mealworm as they create their model.

Introduce the Activity:

To introduce the activity I will share in large group time that some children are going to be able to come down to the art studio to create a clay model of their mealworm. I will show children the clay and the tools we are using. I will also show the children my mealworm “Billy” and show them how I can create Billy using the clay.

Pre-assessment:

Some children have expressed interest in the clay and have been manipulating it for the past week. Charlene placed water in cups on the table with the clay. I asked Ruhani what the water was for and she said to me, “It’s to make it softer.”

Steps:

1. After large group time call four children to come to the door. If other children want to come create a list.
2. Give the children their mealworms and walk to the art studio
3. When in the studio instruct children to have a seat at the table
4. Let the children know that we are creating a clay model of the mealworm. Ask the children: “What is a model?” Talk about what a model might look like.
5. Have the children sketch down their idea on the paper provided
6. Kelly will go over some techniques for how to use the clay
7. Have children manipulate the clay to how they want their model to look
8. Remind children that we are making models of our own mealworm and that they can look at their mealworm for guidance. Children can also look at the pupas and the beetles if they decide that they want to make a model of one of those.
9. Offer support to children when needed and ask the children questions about their mealworms, “Does your mealworm have eyes? Do you want to add that to your model?”

Closing:

To close the activity, I can ask children to share their model with the other children. I can say, “What stage did you decide to do?” I will then tell the children that we are going to keep the clay down in the art studio to dry.

Back-up Plans:

If this activity does not work, then I can have the children create their mealworm with the other materials provided in the art studio such as paint, crayons, foam pieces, tape and paper.

Extensions/variations:

- The week after the children create their clay worms, they will be put on display in the front lobby for everyone to enjoy. I can take small groups of children out of the classroom to see the display.
- For children who do not want to touch the clay, they can use the clay tools to manipulate the clay.
- If children are having a difficult time representing their mealworm, I can show them an example. I can say out loud, “Oh, I see my worm has some feet. I want to make some feet on my clay worm. How can I do that?”

Cooking

Brief Description:

With the tea set being added to the dramatic play area, we will be making tea with the children. Children will be taken out of the classroom in groups of four and taken to the Great Room for the tea party. Children will be able to add sugar cubes, honey, strawberries and/or oranges to their tea.

Rationale:

Children have been engaged in the dramatic play area and have discussed having a tea party. We decided to add a tea set to help them with their play. With the tea set being added, we will be having a tea party of our own.

Domains:

- Language
- Social
- Literacy
- Math

Goals:

- Children will follow the recipe card to make tea.
- Children can add ingredients to their tea.

Objectives:

- Children will be able to follow the steps on the recipe card to make tea.
- Children will be able to add at least one ingredient to their tea.

Materials:

- Tea cups (4)
- Plates (4)
- Spoons (6)
- Teapot
- Coffee mug
- Paper towels
- “How to Make Tea” recipe card*
- Diced up strawberries and oranges
- Honey

- Sugar cubes
- Water
- Tea bags
- Tongs
- Small bowls for the fruit (2)

Set Up:

1. Cut up strawberries and oranges and place in a bowl.
2. Place sugar cubes in a bowl with the tongs.
3. In the Great Room set up the “kitchen” table with four chairs.
4. At each chair place a tea cup, plate and spoon.
5. Place the tea pot in the middle of the table.
6. Set up the honey, fruit, sugar cubes and recipe card on the table.

Role of Adults:

The adult who is with the children will talk to the children on the steps it takes to make tea and is in charge of warming up the water and putting it in the tea pot. The adult who is with the children will offer support when needed.

Prerequisite Skills:

- Children will need to know how to pass the ingredients around the table.

Adaptations:

- For children who do not understand the concept of passing the bowls around the table, the adult can facilitate by saying, “___ could you please pass the oranges to ___?”
- For children who do not understand the recipe card, the adult can refer back to the card and ask, “What step are we on? What comes next?”
- For children who already understand the recipe card, the adult can have them share what comes next and what we have to do.
- For children with special needs, the adult can offer support when the child is adding their ingredients into the tea.

Introduce the Activity:

To introduce the activity, I will be discussing the idea of making tea during large group time. I will have the tea pot and tea cups in front of me. I will ask the question, “How do we make tea?” I will then write down what the children say on the chart paper.

Pre-assessment:

Since we did talk about making tea during large group time, children know that we are making tea. We talked about how you need warm water to make tea and you also need a tea bag. The children came up with the idea of adding strawberries and oranges to the tea.

Steps:

1. Call four children to the door and go to the Great Room.
2. Have the children find a spot to sit.
3. Hold up the recipe card and ask, “What are we going to make today?” Have children respond.
4. Go over the recipe card with the children saying what the steps are to make tea.
5. Take the teapot and the children to the kitchen.
6. Grab a coffee mug and fill with water. Place in the microwave for 40 seconds. Have children help you count down.
7. Take the water out of the microwave and gather the children. Ask them, “What do we do now?”
8. Pour the water into the teapot and walk back to the Great Room.
9. Place the teapot on the table. Hold up the recipe and have children say what comes next.
10. Place the tea bag in the teapot and have the children count to 30. Ask the children, “What is happening?”
11. Have each child pour out the tea into their tea cup. Offer support pouring when needed.
12. Look at the recipe again and ask, “What comes next?”
13. Have children put the fruit, sugar cubes and/or honey in their tea cup. Model for children how to pass around the bowls.
14. Have the children stir their cup with the spoons.
15. Have them drink the tea. Ask, “How is it? What does it taste like?”
16. When children are done drinking their tea, gather all the cups and bowls on the tray.
17. With the children, walk down to the kitchen and place the dishes in the dishwasher. Discuss with children how the dishwasher gets very hot.
18. After the dishes are done washing, place the dishes back on the tray.
19. Walk back to the classroom with the children.

Closing:

To close the activity, the children will be helping with the dishes.

Back-up Plans:

If this activity does not work, then the children can have a pretend party out in the Great Room. If a child does not like the tea, they will not have to drink it.

Extensions/variatiions:

- To extend the learning, the children can write or draw about their tea party experience. We can create a tea party book including pictures of the children at the tea party, their drawings and their writing pieces.

Teacher Resources

Websites:

Quarters, C. (n.d.) *Facts on Mealworms for Kids*. Retrieved January 29, 2015 from:
<http://animals.pawnation.com/mealworms-kids-8636.html>

Swanson. M. (n.d.) *Facts on Mealworms for Kids*. Retrieved January 29, 2015 from:
http://www.ehow.com/info_8337774_mealworms-kids.html

The University of Arizona. (1997). *The Mealworm Song*. Retrieved February 5, 2015 from:
http://insected.arizona.edu/lesson_09/song.htm

Whitehouse, Penny. (n.d). *Mealworms: A wiggly companion?* Retrieved February 3, 2015 from:
<http://mothernatured.com/2013/08/12/mealworms-a-wiggly-companion/>

Books:

Kneidel, Sally. (2015). *Creepy Crawlies and the Scientific Method: More Than 100 Hands-On Science Experiments for Children*. Fulcrum Publishing.

Rustad, Martha. (2009). *Mealworms*. Library Binding.

Young, Karen. (2009). *Bug Science: 20 Projects and Experiments about Arthropods : Insects, Arachnids, Algae, Worms, and Other Small Creatures*. National Geographic.

Audio-Visual Aids:

Kids for Kids Academy. (2012). *Kids For Kids Academy Science Lab: Life Cycle Mealworms*. Retrieved February 3, 2015 from: <https://www.youtube.com/watch?v=ENxITf3EQ7A>

Children's Books

*Indicates read to children

- *Beetle* by Karen Hartley, Chris Macro and Phillip Taylor
- *From Mealworm to Beetle: Following the Life Cycle* by Laura Purdie Salas
- *Mealworms** by Martha E.H. Rustad
- *Beetles and Bugs** by Jen Green
- *World of Insects* by Learning Ladders
- *20 Fun Facts about Beetles** by Arille Chiger
- *Show Me Insects: My First Picture Encyclopedia* by Mari Schuh
- *Insect* by Laurence Mound

Dear Families,

We have been hard at work investigating mealworms. The children each got to pick their own mealworm to care for and name. For the last few weeks, we have been investigating the different foods that our mealworms might like. We popped our own popcorn to feed our mealworms and this week we are feeding them carrots. Some of our larger mealworms have turned into beetles and we are so excited about the transformation!



Next week, we will be talking more about the mealworm life cycle and creating a clay model of our mealworm. In the next few weeks, I am hoping to set up a display showing all the hard work we have been doing with our mealworms.

You can talk to your child at home about their mealworm. Ask them: "What did you name your mealworm?" "Did your mealworm like the popcorn?" Here is a mealworm song that we will be singing next if you would like to sing it at home too!

Mealworm Song

(sung to the tune of Pop Goes the Weasel)

My mealworm likes to crawl around
And eat its oatmeal
It may not be good looking to me
But it's nice for real.
It's small and soft and wiggles around
In its larval stage
Before you know it, it will change
Out comes a beetle.

Thank you for all you support!

Sarah Vladu

Post Assessment:

Children	What does a mealworm turn into?	What is a life cycle?	What does metamorphosis mean?
Rayan	Absent all week		
Lola	“A pupa.”	“A mama.”	“Uhh..uhh..uhh..I don’t know.”
Gavin	“A pupa.”	“A life cycle is a bee and make honey.”	“Metamorphosis mean turn into an egg, into larva, into pupa turn into a beetle!”
Fumi	“Umm..egg.”	“Next is larva, then next is pupa, next beetle.”	“Umm..life cycle.”
Talal	“Hmm..bottle?”	“Beetle.”	“Hmm..popcorn.”
Evie	“Umm..beetle.”	“A life cycle that you turn into marble.”	“Metamorphosis when you speak Span, Spanish.”
Dahyun*	“Uhh..egg.”	“Pupas.”	“Worms.”
Mingi	“A pupa and then a beetle.”	“That means something changes to another thing.”	“Something changes things.” (moves hands in a circle)
Yeonsoo	“Uhh..a cat.”	“Popcorns.”	“Budda-betty.”
Aris	“A pupa.”	“It changes into stuff.”	“I don’t know.”
Fiona*	“Hmm..I know-a pupa!”	“I don’t know.”	“I don’t know.”

Ruhani	"A beetle."	"It's when a beetle lays eggs then they turn into a mealworm, then turn into a pupa and then a beetle. Then it starts all over again."	"Metamorphosis means when a beetle lays eggs then they turn into a mealworm, then turn into a pupa and then a beetle. Then it starts all over again."
Mia	"A pupa."	"It's when something changes."	"Umm..I don't have answers to that."
Max	"A beetle."	"Hmm" Shrugs shoulders	"Hmm" Shrugs shoulders
Annamaria	"Uhh..I don't know."	"I don't know."	"I don't know."
Claudia	"A beetle."	"Three different things."	"Uhh..I don't know."
Haruto	"I don't know."	"Hmmm."	"I don't know."
Colton	"A pupa."	"A life cycle is trash."	"Umm..Metamorphosis means love."
Parker	"A pupa."	"I don't know."	"Uhh..I don't know."
Luke	"Life cycle."	"Mealworms."	"I don't know what metamorphosis mean."

* Indicates focus children

Post Assessment Reflection

Plan for post assessment

For the post assessment I asked the children the same three questions as in the pre-assessment. I took the children out of the classroom individually to ask them the questions. Rayan was absent the week that I did the post assessment, so I was unable to get his answers. Something else to consider is that Haruto was absent all last week when we were learning more about the mealworm life cycle. His answers were all “I don’t know.”

Learning of the whole group

I feel that throughout the week the children did really learn more about their mealworms life cycle. During the activities, the children were very engaged and actively participated. I was actually quite surprised by some of the learning that was taking place during the course of the week. For example, Fumi wrote down each stage of the life cycle in his journal and was the first child to put the “Life cycle cards” in order. Based off what he did, I then decided to just print off the pictures of the different stages to see if the children could put those in order. Throughout the day, I was also hearing children use the words “larva” and “pupa” while they were examining their mealworms.

Going off of the post assessment, 13 children understood that a mealworm turns into a pupa or a beetle. From the pre-assessment, the number of children who knew what a mealworm turned into was eight. This clearly shows that children learned that a mealworm does turn into something different. For the second question which was “What is a life cycle?” only five children correctly answered the question. Even though that might not seem like a lot, comparing this to the pre-assessment which one child answered correctly. For the last question which

discusses metamorphosis, three children correctly answered the question compared to one child who answered it correctly for the pre-assessment.

It is really interesting to look at the children's pre-assessment answers and compare them to their post assessment answers. For example, Mingi, Fumi and Mia all responded with "I don't know" when asked about a life cycle in the pre-assessment, but in the post assessment they all had correct answers. When asked about metamorphosis Gavin responded with "Hmm.. No" in the pre-assessment and in the post responded with "Metamorphosis mean turn into an egg, into larva, into pupa turn into a beetle!"

From teaching second grade last semester, I know that children really start to learn more about life cycles and metamorphosis during that time. Even though it is a big concept for young children to grasp, I was very impressed by how well these children did with the idea of a life cycle. I think it really helped that the children were able to see hands on the mealworm life cycle because the mealworms were present in the room.

Focus Children

When looking at my focus children there were slight changes form the pre/post assessment. Fiona answered the exact same way for both. When asked about the life cycle and metamorphosis, she responded with "I don't know" for the pre/post assessment. However, when asked "What does a mealworm turn into?" she responded with "I don't know? A pupa?" for the pre-assessment. In the post assessment she was more confident and responded with "I know! A pupa!" This really makes me proud of her and shows that her confidence level increased. Even though she still responded with the same answers for the other two questions, I feel that Fiona really understood the life cycle. She would sit with me at the mealworm table and would put the life cycle picture in order. She was even able to explain to Lola the mealworm life cycle.

I feel that Dayhun gained knowledge of the life cycle as well. Since she is an English Language Learner, her responses to my answers were very short. Her answers varied quite a bit when I compared the pre/post assessment. For the pre-assessment when asked about what a mealworm turns into she responded with “White. Pupas white.” However, in the post assessment she responded with “Uhh..egg.” When asked about the life cycle she responded with “Carrot” in the pre-assessment and “Pupas” in the post. This to me shows some growth because in the pre-assessment she answered with something not related to the topic. However, in the post she responded with “Pupas” which is related to the topic. When comparing the last question about metamorphosis, she answered “Don’t know” in the pre and “Worms” in the post. Throughout the week, Dayhun was very interested in her mealworm and also could put the life cycle pictures in order. I think that the language factor played into her really being able to understand the large concepts.

Next steps in curriculum planning

In the classroom, children have still been interested in their mealworms and a lot of them have changed into pupas! I have heard things like, “Mine will change soon!” and “Beetle is next.” We are still talking about the mealworm life cycle and all the materials I added to the classroom are still available for the children to use. Over the next few weeks, I plan on putting a display in the front lobby showcasing all the children’s hard work regarding the mealworms. The clay models will go up along with journal entries, drawings and language samples from the children. I plan on also creating a documentation panel to display as well. Also in the NCRC Building 18, we will place some of the children’s journal entries, along with the documentation panel for the community to see what we have been researching about mealworms.

Relationship between assessment, curriculum and instruction

It was really important to compare the pre/post assessment so that I could get a better understanding about what the children learned. This reflected on the type of instruction and curriculum I used to teach the content. I feel that assessment, curriculum and instruction are so intertwined together because one feeds off the other. By doing a pre-assessment, it helps you understand what your children already know and what they need to know. This helps frame the curriculum and instruction, which I did. Then by having the post assessment you can really see if the instruction used was successful which I feel that mine was.

Reflection

Successes

I feel that there were a lot of successes in my unit. The children were very engaged and active with the activities that I planned. I was really impressed by how well the children did during large group time. I had a lot of material that I wanted to cover but they sat and listened well. They asked questions and were an active part of large group time. When playing the life cycle game, they all listened and followed by directions of putting their thumbs up or thumbs down. I was really impressed by how quickly they caught on to the mealworm song. By the last time we sang it, almost all the children joined in. I would tell them, “Wow, you are doing a wonderful job with this song!”

The tea set was a success as well. The children worked very well together in the dramatic play and did great with the tea party that we had. Ruhani kept telling me, “This is real tea? Like *real* tea?” The children were very impressed by the fact that we were making real tea and using real fruit. Since I did ask the children what we should add to the tea, they suggested oranges and strawberries so I made sure I had those two fruits for them.

The clay mealworms were very interesting! Some of the children were more interested in manipulating the clay then creating a representation of their mealworm. I think having Kelly there was very helpful for me because I have never used clay so she showed us some great tips. I think by taking them out in groups of four, it really allowed them time to manipulate the clay to their liking.

Challenges

There were some challenges that occurred during the week. One, was the amount of time that I had for large group time. Large group time usually is between 15-25 minutes which really

is not that much time to get through all the material I wanted to cover. I feel that I really tried my hardest to go off the children and how they were acting. If I saw that most of the children were moving around then I had to quickly wrap up what I was doing.

Another challenge I had was directing the other adults in the classroom. I know that this will come with time and experience. I did work at another child care center where I had to lead other teachers but that was three years ago, so it has been a while since I have been in charge.

Regarding the clay mealworms, some children just really enjoyed manipulating the clay more so than actually “representing” their mealworm. Gavin and Colton for example, dunked their clay into the cup of water and squished it around. I think that it’s fine for the children to explore the clay, so I had a hard time letting them know that we were making a representation of their mealworm. However this may have been their representation but as Kelly put it, “It’s the process not the product.”

Large group time went very well. I just wish I had more time! I feel like there were so much that I wanted to cover that I did not have the time to do. However, with the time that I did have I feel that I was successful. Having the children draw the mealworm life cycle was not what I had planned but it worked fairly well. The only problem with that is that only four children could come up to draw and Gavin was very upset that he did not get picked. I told Gavin that he and anyone else could draw their own life cycle if they wanted to.

Suggestions for future changes

Something I would change about this unit would be to have more pictures of the life cycle for the children to observe. I feel that this would have helped children understand more about the life cycle.

With the clay, if I were to do this over again, I would have introduced the clay a couple weeks earlier and allowed the children to really manipulate it more in the classroom. I also would have talked more about what we were creating during large group time.

I feel that if I were to ever do the journal concept again, I would introduce it during large group time and really place a strong emphasize on it, telling the children that they are real scientist. The children did accomplish the objectives and I am planning on putting out their journals with the display. Some of the children's journal entries I want to put on a documentation panel as well.

What did the children learn?

I feel that throughout the week the children did really learn more about their mealworms life cycle. During the activities, the children were very engaged and actively participated. I was actually quite surprised by some of the learning that was taking place during the course of the week. For example, Fumi wrote down each stage of the life cycle in his journal and was the first child to put the "Life cycle cards" in order. Based off what he did, I then decided to just print off the pictures of the different stages to see if the children could put those in order. Throughout the day, I was also hearing children use the words "larva" and "pupa" while they were examining their mealworms.

From the post assessment, 13 children understood that a mealworm turns into a pupa or a beetle. From the pre-assessment, the number of children who knew what a mealworm turned into was eight. This clearly shows that children learned that a mealworm does turn into something different. For the second question which was "What is a life cycle?" only five children correctly answered the question. Even though that might not seem like a lot, comparing this to the pre-assessment which one child answered correctly. For the last question which discusses

metamorphosis, three children correctly answered the question compared to one child who answered it correctly for the pre-assessment.

It is really interesting to look at the children's pre-assessment answers and compare them to their post assessment answers. For example, Mingi, Fumi and Mia all responded with "I don't know" when asked about a life cycle in the pre-assessment, but in the post assessment they all had correct answers. When asked about metamorphosis Gavin responded with "Hmm.. No" in the pre-assessment and in the post responded with "Metamorphosis mean turn into an egg, into larva, into pupa turn into a beetle!"

Even though the terms "metamorphosis" and "life cycle" are big concepts for young children to grasp, I was very impressed by how well these children did. I think it really helped that the children were able to see hands on the mealworm life cycle because the mealworms were present in the room.

What didn't the children learn?

I feel that the children could have learned more about metamorphosis and life cycle. From the post assessment five children correctly answered the question about the life cycle and three children correctly answered the question about metamorphosis. I really wanted the children to learn these two terms.

Ways to improve learning

I feel that I could improve this learning by having the children meet in small groups to learn more about metamorphosis and a life cycle. Even though I talked about in large group, sometimes it's hard to really see what the whole group has learned. I also could have called on children who are more quite to share during large group time, that way I could get a gauge on what they knew. I also wish I was able to find more books about mealworms but there was only one that was age appropriate. There are really no books out there about metamorphosis and a life

cycle that are appropriate for preschool. What I could have done was made my own book to share with the class. Children could have also made their own life cycle book.

Strengths of beginning teacher

I feel that I am very enthusiastic about teaching young children. I plan activities that are fun and meaningful for children. I am also a planner and I like to have everything set before I start teaching. I really do not like to do things last minute. I also feel that I am a team player and I wanted input from all three teachers while I was planning my activities. I really wanted everyone to have a chance to take out small groups for the tea party and the clay mealworms. I feel that I am able to scan the entire classroom. I try to place myself somewhere so that I can see every child.

Weaknesses of beginning teachers

I feel that I need more experience leading other teachers. I felt a little awkward telling them what to do but I know that this comes with the job. I also feel that I just need more experience learning about the curriculum and how my cooperating teacher plans her activities. I would like to also work on being able to come with things “on the spot” when the children are joining me for group or transitioning them. Stacia is very good at coming with finger plays and songs to get their attention. I really have not seen any books read to the children or songs sung to them, so I would like to incorporate more of this into the classroom. I feel that having story time is really beneficial to children.

Goals for future growth/strategies to achieve these goals

Some goals I have are to think more on feet and really hone in on those “teachable moments”. I also want to work on leading the other adults in the classroom. I feel that I can accomplish this by having activities planned that require more than one adults to help. I also want to lead more large groups. This will help me with understanding the children and planning future activities for them.

Literacy

February 9-13, 2015

Each child was given a mealworm journal to document the changes that occurred with their own mealworm. Children were encouraged to write or draw in their journals.

Domains:

- Fine motor
- Science
- Literacy
- Language

Objectives:

- Children will be able to make one or more journal entries about their mealworm.



Fumi writes the mealworm life cycle in his journal.



Haruto writes the name of his mealworm in his journal.

Language Samples:

“Can I have my journal? I need to write in it.”-Parker

“I have journal?”-Dayhun

Evaluation

The journals have actually gone very well. I am very impressed by the drawings that the children have done. The older children really seem to grasp the idea of their journal and have gravitated more toward it. We have been working with the journals for over a month now, so it has really held its weight. Fiona, Evie, Parker and Mia usually ask me to get their journals whenever we have the mealworms out. Parker and Aris placed their mealworm on their journal to measure how much their mealworm had grown.

I feel that if I were to ever do the journal concept again, I would introduce it during large group time and really place a strong emphasize on it, telling the children that they are real scientist. The children did accomplish the objectives and I am planning on putting out their journals with the display. Some of the children's journal entries I want to put on a documentation panel as well.

Large Group

February 10-13, 2015

During large group time this week, we focused on the mealworm life cycle. We played a life cycle game and drew the life cycle. We also sang a song about mealworms and were able to move our bodies like mealworms do.

Domains:

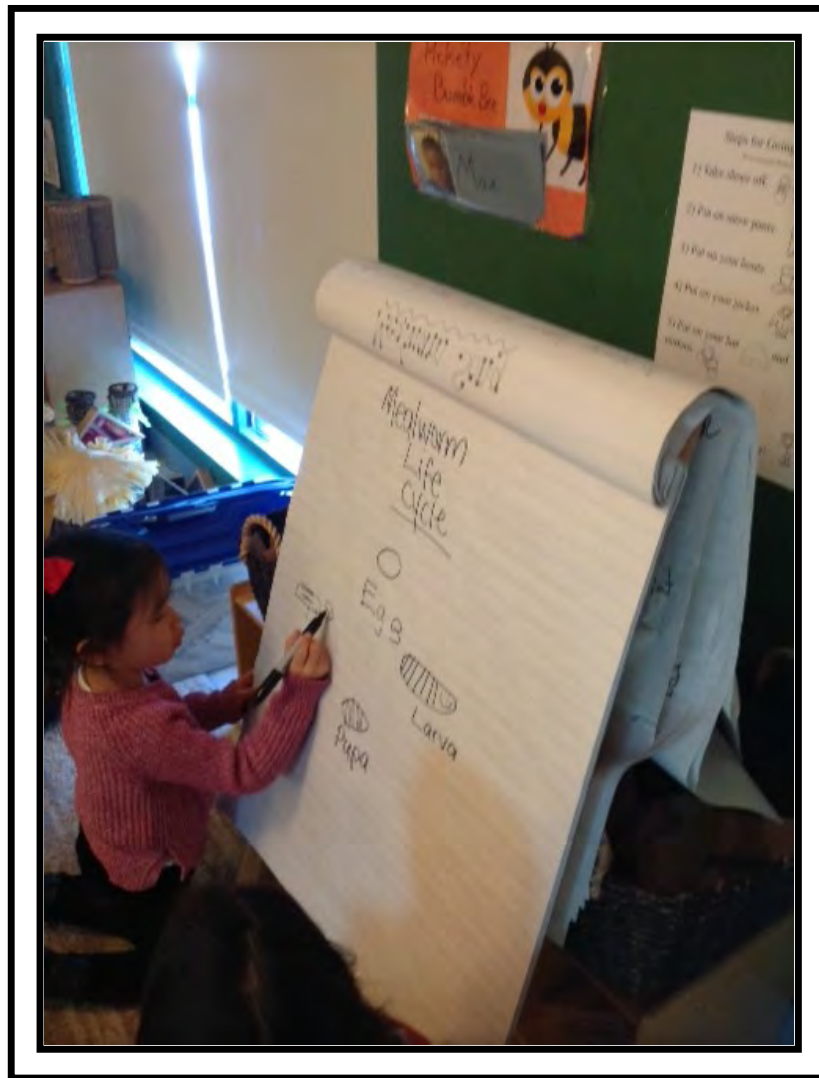
- Science
- Language
- Social
- Literacy
- Gross motor

Objectives:

- Children will be able to sit and follow directions given at large group time.
- Children will be able to sing the “Mealworm song”.
- Children will be able to move their bodies like mealworms do in each of its stages.
- Children will be able to identify the mealworm life cycle.



Sarah lays out the life cycle cards on the floor for all the children to see.



Dayhun draws the beetle stage to add to our mealworm life cycle poster.

Language Samples:

“A pupa comes after the larva.”-Talal

“I want the beetle. I like the beetle the best.”-Gavin

Evaluation

Large group time went very well. I just wish I had more time! I feel like there were so much that I wanted to cover that I did not have the time to do. However, with the time that I did have I feel that I was successful. Having the children draw the mealworm life cycle was not what I had planned but it worked fairly well. The only problem with that is that only four children could come up to draw and Gavin was very upset that he did not get picked. I told Gavin that he and anyone else could draw their own life cycle if they wanted to.

I feel that I am becoming more comfortable being in front of the children. I learned that sometimes you just have to go with the flow and how the children are feeling. There were times when I had to cut group time a little shorter because I could tell the children were getting antsy. I feel that the group time was a success and the only thing I could have done better was to talk more about the term metamorphosis. I really tried to hit it hard with the children but I could have done more.

Art

February 9-13, 2015

We got to go down to the art studio and create our mealworms using clay. Children were able to decide if they wanted to create their mealworm as an egg, larva, pupa or beetle. Kelly showed us some techniques on how to use the clay and the clay tools.

Domains:

- Fine motor
- Creative

Objectives:

- The children will be able to create a clay model of their mealworm.



Mingi and Mia working on their clay mealworms. Mia is using a clay tool to create the segments of her mealworm.



Lola is rolling up her clay.

Language Samples:

“My worm has a fat neck.”-Gavin

“I’m making a larva.”-Mia

Evaluation

I feel that this activity went very well. It was very interesting to see how the children interpreted their mealworms. Some children just really enjoyed manipulating the clay more so than actually “representing” their mealworm. The older children really seemed to grasp the concept more than the younger ones did. Having Kelly was very helpful and she offered some great tips. If I were to do this over again, I would have introduced the clay a couple weeks earlier and allowed the children to really manipulate it more in the classroom. I also would have talked more about what we were creating during large group time.

Cooking

February 12-18, 2015

Since we added a tea set to the dramatic play area, we decided to have a real tea party. In large group, we discussed how to make tea. The children decided that they wanted strawberries and oranges to add to their tea. During the tea party, we got to make real tea and add honey, sugar cubes and fruit to it.

Domains:

- Language
- Social
- Literacy
- Math

Objectives:

- Children will be able to follow the steps on the recipe card to make tea.
- Children will be able to add at least one ingredient to their tea.



Claudia scoops out strawberries to add to her tea.



Lola slurps up all her tea.

Language Samples:

“I like my tea.”-Evie

“Hmm..I think its yum.”-Yeonsoo

Evaluation

This was a really successful activity! The children who participated in the tea party were very engaged and interested on the fact that it was “real” tea. Since I did talk to the children prior to having the tea party about what we needed, I feel that they really understood more about the concept. The children were able to follow the recipe card and were excited about going to the kitchen to do the dishes. This week, we started talking more about what it looks like to have a tea party. Luke, was very engaged and even went back to the classroom and drew out the tea party. We are even thinking about making a tea party book to add to the classroom.

Professional Portfolio and Presentation

You have already prepared a professional portfolio during your elementary student teaching experience. As you perform your early childhood student teaching, collect documentation that can be added to your already existing portfolio. You may wish to add your early childhood unit, or if it is too large to be included, add your reflection on the success of your unit, and have your unit available separately. You will want to add a description of your plan for classroom management, and any other information that showcases your competencies as an early childhood teacher.

Your university supervisor will give you directions about presenting your portfolio.

Section III – An Overview of Student Teaching

Student teachers and their mentors often identify four distinct stages in the student teaching experience. The following descriptions give a general overview of each stage.

Stage 1 – Orientation

This stage allows student teachers an opportunity to become familiar with school policies, building personnel, classroom objectives, classroom routines and procedures, and the needs of individual students. During the orientation stage, student teachers should be provided with opportunities to discuss their observations and assist in instruction. Early childhood student teachers are expected to begin interacting with children and assisting in the classroom during the first week of student teaching.

The first days or weeks of the student teaching assignment offer an important opportunity to learn about the school and community. As soon as possible after the placement is made, the student teacher should consider the following orientation activities and complete the checklist of activities on the following pages.

- Obtain a map of the school district and visit the neighborhood or community web site in order to learn as much as possible about the program and community.
- Read the handbook for parents and the programs' student teacher handbook, if available. Become familiar with program policies concerning accidents, emergencies, discipline, and behavior problems.
- In consultation with the cooperating teacher, prepare for the university supervisor:
 - A daily schedule showing exact class times, and
 - A semester schedule showing vacation, in-service, and other non-instructional days.
- With the cooperating teacher, the student teacher should tour the center and meet other members of the staff.
- Student teachers should complete the following activities as appropriate to their placement during the orientation period.

Meet building personnel

- Director, principal and other administrators
- Secretaries
- Other teachers and teaching staffmembers
- Special services personnel (nurses, special education teachers, etc.)
- Custodians
- Other personnel

Locate building areas

- Staff parking area
- Main office
- Media center/Library
- Computer labs
- Audio-visual equipment storage area
- Supply room and copy machines
- Outdoor areas
- Cafeteria, gymnasium, other special areas
- Teacher or department work area
- Teachers' lounge

- The student teacher and cooperating teacher should discuss the following topics during orientation period:
 - Fire, emergency, accident or disaster procedures
 - How to deal with and report student injuries or illnesses
 - Classroom rules, management techniques, and discipline procedures
 - Curriculum, instructional materials, and resources; use of the media center
 - Daily routines and use of classroom time
 - Attendance and record keeping
 - Students with special needs

- During the orientation period, student teachers should also observe their cooperating teachers, noting the following aspects of lesson design, classroom management, and implementation:
 - The daily schedule including how transitions are made
 - Room arrangement
 - Approach to guidance and management
 - Teaching style and strategies
 - Interactions with families
 - Assessment methods
 - Interactions with children
 - Group size (whole class work , small group work, individual work, . . .)
 - Materials (textbook, visuals, manipulatives, technology, . . .)
 - Adaptations to accommodate students with disabilities, students with special needs, gifted children, English as a Second Language students, . . .)

The Orientation Phase is the time when the student teacher begins to form relationships with the cooperating teacher and other teaching staff. It is important to be friendly to all those at your placement. Do everything you can to become a working member of the team. Remember that they may have had a number

of student teachers in their setting and you are just one more in the succession. Sometimes it takes a little while to feel fully accepted in the placement. Be punctual and show initiative by offering ideas and services with enthusiasm.

Stage 2 – Part-time Teaching

During this stage, student teachers should be provided with opportunities to:

- Assist their cooperating teachers.
- Work with individuals and small groups.
- Gradually take on increased amounts of responsibility for routine duties as well as instruction. This stage is an ideal time to plan collaboratively and team-teach. The cooperating teacher should continue to provide continuity within the classroom, model effective teaching strategies, management techniques, and offer support. The cooperating teacher should also encourage the student teacher to plan for and deliver longer sequences of instruction and to become increasingly independent.
- Discuss their performance with their cooperating teacher and ask for regular feedback.

Stage 3 – Independent Teaching

As student teachers develop their skills and confidence, cooperating teachers should relinquish more and more duties and allow the student teacher greater opportunities for sustained, continuous, “solo” instruction. The College of Education Office of Academic Services recommends *a minimum of ten teaching days* as an independent teacher. The length of this independent teaching stage will depend on such factors as:

- The nature of the classes,
- The student teaching assignment,
- The progress of the student teacher;
- The judgment of the cooperating teacher, the university supervisor, and
- The responsibility and maturity of the student teacher.

The student Teacher will do at least two independent teaching weeks. Your first independent week (when you develop your unit) should take place between week six and week ten. **During your lead teaching week you must spend a full day at your placement. Do not plan to do independent teaching during the last week in your placement. If at all possible do not do lead teaching weeks back to back.**

During this stage, student teachers should have primary responsibility for instruction including planning, teaching and evaluation of the students.

Stage 4 – Phase-Out and Observation

The purpose of this stage is to provide a smooth transition of responsibilities from the student teacher back to the cooperating teacher. It can provide the student teacher with time to reflect on his or her experience and say good-bye to the children and staff.

Section IV– Observation and Evaluation

The university supervisor will conduct at least four classroom observations and provide written feedback using an observation form of their choosing. Observations may be scheduled or unscheduled. During the early part of the semester, the University Supervisor will be observing to assess the student's adjustment to the classroom and comfort level working with very young children. The student teacher will also be observed leading small and large group activities, organizing transitions, supervising free play, and during Independent Teaching.

Although the observation notes do not become part of the student teacher's permanent record, they serve as a valuable source of reference to help the student teacher to improve his or her skills.

The student teacher and university supervisor will confer at the conclusion of each of the supervisor's visits. The supervisor may also confer with the cooperating teacher and/or director. During conferences, the supervisor will ask the student teacher to reflect upon his or her teaching. The supervisor will also give specific feedback and set goals with the student teacher for further development. On occasion, the supervisor will arrange for the cooperating teacher to join the conference, and the program director, if appropriate.

Observations of Early Childhood Student Teachers

The Early Childhood Student Teacher Observation form will be used by all Early Childhood supervisors to keep track of progress throughout the student teaching semester. The form has one section for ratings and another section for comments. By the end of the semester, we expect to see all of the behaviors or skills indicated on the form.

The ratings categories are as follows:

- 1 – Student had the opportunity to demonstrate a skill, but did not. The supervisor does not see evidence of this skill at this time.
- 2 – Student demonstrated the skill or behavior part of the time, or demonstrated part of the skill. For example, when beginning a large group activity, the student teacher says, “1, 2, 3, all eyes on me” to get children's attention before reading a story. Later on in the same group time, the student teacher uses this technique again, but doesn't use any other focusing techniques.
- 3 – Student demonstrates the skill all or most of the time.
- 4 – The student did not have the opportunity to demonstrate this skill. For example during an initial observation, a supervisor may be watching a student interact with children during choice time. In this situation, the student teacher would not have the opportunity to demonstrate activity planning skills.

If after two observations, there are skills still marked “Not observed”, it is your responsibility to find ways to demonstrate these skills during the next observation.

Evaluations

The purpose of evaluation is to determine the student teacher's readiness to be recommended for teacher certification. The evaluation process includes information from the cooperating teacher and the university supervisor.

- The cooperating teacher will complete a formal midterm evaluation of the student teacher's progress as well as a final evaluation at the end of student teaching. These forms are shared with the university supervisor for approval. The student teacher's signature indicates that he or she has reviewed the evaluation with the cooperating teacher.
- To promote self-evaluation, the student teacher will also submit a mid-semester evaluation.
- The university supervisor will also complete a midterm evaluation of the student teacher's progress as well as a final evaluation at the end of student teaching. The student teacher's signature on evaluation documents indicates that he or she has read the evaluation; it does not indicate that he or she approves or disapproves of its content.
- In addition to formal evaluations, video or audio recordings may also become a part of the student teacher's permanent record and may become the property of the College of Education, Office of Academic Services.

Although the university supervisor will review and consider the cooperating teacher's observation notes and evaluation documents, the final decision for evaluation and recommendation for certification rests with the university supervisor.

Final evaluations become a permanent part of the student teacher's credential file. Student teachers should make a copy of all evaluation forms for their personal records. Samples of these evaluation forms are included in the Appendix.

Grades

Traditional letter grades are not awarded for student teaching. Instead, one of the following grades is earned:

- | | |
|--|-----------|
| • Credit, and recommendation for certification (Satisfactory) | SC |
| • Credit, but <i>not recommended</i> for certification (Passing) | PN |
| • No credit (Unsatisfactory) | U |
| • Incomplete | I |

In cases of extreme necessity, a student teacher can be moved from one appropriate placement to another appropriate placement by the university supervisor, with the approval of the Director of Student Teaching. This move can only take place during the first three weeks of the semester in which the student teaching takes place.

If a student teaching placement is terminated during the student teaching experience by the school district or university, the student teacher has failed student teaching and will receive a grade of "U".

If a student teacher receives "limited" ratings on the midterm, the recommendation for teacher certification is uncertain at that time. If a student teacher receives "limited" ratings on the final evaluation, the student teacher will not be recommended for certification.

It is possible that a student teacher will be unable to demonstrate satisfactory competence by the end of the student teaching semester. In that case, the following options may apply:

- Withdrawal from student teaching if it is within the time limit and receive an automatic “W”
- Receiving a grade of “U” indicating unsatisfactory performance
- Receiving a grade of “P” indicating completion of student teaching for credit but not for certification
- Receiving a grade of “I” indicating satisfactory performance but not for completion of a semester of work

Eligibility for a Second Early Childhood Student Teaching Experience

A student will be eligible for a second ECE student teaching placement under the following conditions:

- Recommendation of the university supervisor and approval by the Director of Student Teaching in the College of Education Office of Academic Services.
 - Recommendation for a second ECE student teaching experience is not automatic. Factors influencing the probability for success heavily influence the decision for a second placement.
 - If a second ECE student teaching placement is recommended and approved, the university supervisor will recommend the number of re-enrollment hours required for the student teacher. The College of Education Office of Academic Services must also approve this recommendation. Student teachers must register for and pay tuition and fees equivalent to the number of re-enrollment hours required.
- Completion of all recommended additional course work or alternative experiences as determined by the College of Education Office of Academic Services.

Regardless of circumstances leading to withdrawal, NO student teacher will be permitted to have three ECE student teaching placements. Students who do not successfully complete a second ECE student teaching placement shall be dismissed from the Teacher Certification program.

Applying for the Early Childhood Endorsement

The Early Childhood Endorsement can be added to your Elementary Provisional Certificate if you have successfully completed the following:

- A. All requirements for the Early Childhood Education Minor.
- B. Elementary and Preschool student teaching experiences with recommendation for certification from both.
- C. A passing score on the subject area test for Early Childhood Education required by the Michigan Department of Education.

Indicate on the application for your degree that you wish to have the Early Childhood endorsement on your teaching certification. The application is available within your my.emich account, following the schedule available on the EMU Records & Registration web page: <http://www.emich.edu/registrar/graduation/>

THE COOPERATING TEACHER

The Cooperating Teacher

Introduction

Student teaching is a totally unique experience because:

- It takes place off campus in a real-life learning environment,
- It involves several different types of mentors, and
- It is highly dependent upon the cooperation of many different personnel.

As a cooperating teacher, you are critical to a successful student teaching semester. It is your feedback and support that enable Eastern Michigan University students to become successful beginning teachers. Student teaching offers students the opportunities to develop their own teaching style, to try new teaching strategies, to make mistakes in a supportive environment. These experiences are invaluable for learning to teach.

As the cooperating teacher, your role is to give students the opportunity to try a variety of teaching techniques and to receive feedback on these attempts. One of the most challenging parts of being a cooperating teacher is providing the latitude for student teachers to develop their own style, which may be different from yours. However, it is your modeling and encouragement that will allow the student teacher to move from thinking like a student to thinking like a teacher.

This section of the handbook identifies some of the cooperating teacher's roles and suggests practical strategies for integrating the student teacher into your classroom, for observation and conferencing, and for evaluation.

Section I - Qualifications of Cooperating Teachers

Early Childhood student teaching experiences are arranged through cooperative agreements between Eastern Michigan University and surrounding programs, school districts and agencies. The Early Childhood program has specific criteria by which it selects cooperating teachers. These criteria are:

- Elementary certification (our preference is for teachers with the Early Childhood Endorsement);
- At least two years of successful teaching experience in the program;
- Recommendation from the principal or program director; and
- Demonstrated success in teaching young children.

Although the process for selection of teachers may vary from one program to another and some exceptions to the criteria may be made on a temporary basis, the overriding consideration is a desire to find placements for teacher education candidates that will enhance their development as teachers.

Section II – Cooperating Teacher Responsibilities

As a cooperating teacher collaborating with Eastern Michigan University, you are responsible to do the following:

1. Welcome the student teacher into your classroom. Explain how things work, who people are, where supplies are kept, why you do things the way you do, etc. Although you may not consciously think about these things at this stage in your teaching career, your student teacher will value any and all information you share.
2. Meet with the student teacher at least once a week to discuss how the student teacher is doing. Set aside time when planning is finished and you can just discuss the student teacher's week. Give honest feedback and be encouraging.
3. If you have concerns about the student teacher, immediately call the university supervisor. Problems are much easier to resolve if they are dealt with in a timely manner.
4. Complete an online Midterm Evaluation. Your university supervisor will give you the form URL and instructions. Be sure to share your evaluation with the student teacher.
5. Allow the student teacher to participate in all the activities that you do including staff meetings, family-teacher conferences, home visits, etc. It will be much easier in the future for a beginning teacher to conduct a conference if he or she has been involved in conferences during student teaching.
6. Complete an online Final Evaluation. Again the university will give you the form URL and instructions. Be sure to share your evaluation with the student teacher.
7. Give immediate feedback on activities lead by the student teacher.

Section III – An Overview of Student Teaching

Student teachers and their mentors often identify four distinct stages in the student teaching experience. The following descriptions give a general overview of each stage and how you as the cooperating teacher can help.

Stage 1 – Orientation

This stage should allow student teachers an opportunity to become familiar with school policies, building personnel, classroom objectives, classroom routines and procedures, and the needs of individual students. During the orientation stage, give the student teacher opportunities to discuss their observations and assist in instruction. Early childhood student teachers are expected to begin interacting with children and assisting in the classroom during the first week of student teaching.

Assist the student teacher in:

- Learning about the program and community;
- Finding the handbook for parents, daily schedule and calendar;
- Becoming familiar with program or school and district policies;
- Locating resources;
- Meeting other teachers and staff members,
- Learning procedures for fire, emergency, accidents, student illnesses or injuries or disasters; and
- Becoming familiar with attendance and record keeping.

During the orientation period, the student teacher should also observe you, noting the following aspects of instruction, classroom management, and implementation:

- The daily schedule including how transitions are made
- Room arrangement
- Approach to guidance and management
- Teaching style and strategies
- Interactions with families
- Assessment methods
- Interactions with children
- Working with children with special needs
- Group size (whole class work, small group work, individual work, . . .)
- Materials (textbook, visuals, manipulatives, technology, . . .)
- Adaptations to accommodate students with disabilities, students with special needs, gifted children, English as a Second Language students, . . .)

Stage 2 – Part-time Teaching

During this stage, student teachers are taking lead responsibilities for some activities. The goal is to give the student teacher experience working with small and large groups of children in a variety of content areas. This stage is an ideal time to plan collaboratively and team-teach. The cooperating teacher should continue to provide continuity within the classroom, model effective teaching strategies, management techniques, and offer support. The cooperating teacher should also encourage the student teacher to plan for and deliver longer sequences of instruction and to become increasingly independent.

During the part-time and independent teaching phases, it is important that the cooperating teacher observe and give daily oral feedback and frequent written feedback to the student teacher.

To assist the student teacher during the part-time teaching phase, allow the student teacher to:

- Facilitate groups with you,
- Work with individuals and small groups,
- Gradually take on increased responsibility for routine duties as well as instruction, and
- Discuss their performance with their you regularly.

Stage 3 – Independent Teaching

As student teachers develop their skills and confidence, cooperating teachers should relinquish more and more duties and allow the student teacher greater opportunities for sustained, continuous, “solo” instruction. The College of Education Office of Academic Services recommends *a minimum of ten teaching days* as an independent teacher.

The two weeks of Independent Teaching may be done consecutively or one week at a time. If they are done in two one-week periods, the teacher will prepare a unit for each student teaching experience. If this option is chosen, the first student teaching week should occur no sooner than six weeks into the semester. Dividing the two weeks up allows time for the student teacher to reflect on his or her initial performance, and make changes for the second week of Independent Teaching. The student teacher should not plan to do Independent Teaching during the last week of the placement.

During this stage, student teachers should have primary responsibility for instruction including planning, teaching and evaluation of the students.

You can support the student teacher during this phase by discussing plans for the unit with the student teacher, offering feedback, and sharing resources.

Stage 4 – Phase-Out and Observation

The purpose of this stage is to provide a smooth transition of responsibilities from the student teacher back to the cooperating teacher. You again take major responsibility for the classroom and the student teacher assists.

Section IV – Observation Techniques And Strategies

It is very helpful if the cooperating teacher observes the student teacher just as the university supervisor does. It is important to share the observation with the student teacher, and outline goals that will help the student teacher focus on student learning.

You can use a variety of observation strategies. For example, you might use the observation form in the Appendix that the university supervisors use or develop a form of your own. Some teachers script their student teacher's activities. When scripting a lesson, the cooperating teacher writes down in as much detail as possible what the student teacher and the children say and do. Once the activity is completed, the cooperating teacher and student teacher review the script, looking for:

- Patterns in teacher or learner behavior,
- Cause-and-effect relationships, or
- Other repeated teaching strategies and their consequences.

Together, the cooperating teacher and the student teacher analyze the patterns and draw conclusions about particular strategies and activities.

Section V – Conferencing Strategies and Techniques

Student teachers particularly appreciate working with a cooperating teacher who is available to respond to questions and concerns, who gives detailed and constructive feedback, and who provides sustained support and coaching. During the pre- and post-observation conference, the cooperating teacher can provide this kind of assistance. In addition, the conference provides the student teacher with a much-needed opportunity to analyze and reflect on his or her teaching. Taking time to help the student teacher to develop these life-long reflective skills is considerably more important than coming up with a “quick fix” for a particular situation or lesson.

Cooperating teachers are encouraged to conference with the student teacher on a daily basis both before (pre-conferencing) and after (post-conferencing) the lesson.

During the conferences, cooperating teachers should:

- Review the goals and objectives for the lesson
- Discuss strengths and recognize progress and success
- Discuss weaknesses or areas of concern
- Make specific suggestions for improvement
- Offer encouragement
- Set clear, specific pedagogical goals for subsequent lessons

Pre-Conferencing

Pre-conferencing allows the observer and the student teacher to agree on the goals and purpose of the observation. Cooperating teachers may wish to use the following questions to guide a pre-observation conference.

- Determine the topic of the lesson and where it fits in the sequence of lessons (*“What do you have planned for today? What lesson am I going to observe? How does this lesson fit in with what has already been taught? What do the students already know about this topic?”*).

- Determine the purpose of the lesson (“*What do you want the children to know or be able to do by the end of the lesson? What is the objective for the lesson today?*”).
- Ask the student teacher to preview his or her teaching strategies (“*How do you plan to accomplish this?*”).
- Ask the student teacher to explain how he or she will know if the objectives have been accomplished (“*What evidence will you need to know if the children have achieved the goal? What will the children do to show you that they have learned the material?*”).
- Clarify the observer’s role (“*What would you like me to specifically look for? What kind of information would you like me to gather? How would you like me to collect information about your lesson today?*”).

Post-Conferencing

The post-observation conference should take place as soon as possible after the observation. Cooperating teachers may wish to consider the following general ideas when scheduling and conducting a post-observation conference. Cooperating teachers should:

- Give the student teacher time to reflect and analyze his or her teaching before beginning the conference.
- Hold the conference in a private area where it will not be interrupted.
- Allow sufficient time to discuss specific teaching strategies as well as to discuss general issues and concerns.
- Establish a positive tone that indicates respect and support.
- Frame the conference around specific topics, objectives, strategies, and techniques drawn from the lesson.
- Follow a critical judgment with specific suggestions for improvement and strategies for predicting and analyzing the effect of the suggested behavior.
- End the conference on a positive note with a summary of current strengths and a plan of action for remediating areas of concern.

Post-Conferencing Strategy 1

Cooperating teachers may wish to follow this format to give structure and coherence to a post-observation conference.

Open the conference

- Plan a greeting statement that sets a pleasant tone (“*I really enjoyed being in your group today.*”).
- Preview the conference (“*We are going to spend some time reflecting on the lesson you just taught...*”).

Restate the objective

- Ask a question that invites the student teacher to restate the objective on the lesson (“*It would be helpful if you could restate your objective for this lesson.*”).

Analyze the lesson

- Ask a question that will help the student teacher to reflect on the instructional skills that were effective in promoting learning (“*What aspects of the lesson helped children to understand?*”).
- Ask a question that will help the student teacher reflect on what did not go well or what he or she might do differently (“*If you were going to teach this lesson again, what might you do differently? Why do you think this aspect of the lesson didn’t go well or needs to be changed?*”).

- Ask a question to find out how satisfied the student teacher was with the lesson (*“How satisfied were you with the lesson today?”*).
- Ask a question to narrow the focus of the conference to isolate and address a particular concern (*“What did you do to keep the children actively involved in the lesson today?”*).

Relate the lesson to larger goals and objectives

- Ask the student to relate this lesson to the unit of study as a whole, or to state/national standards (*“How did your lesson reflect state or national or NAEYC standards for teaching young children? Which standards were met? How might you change the lesson to reflect more of the opportunities to learn outlined in the standards?”*).

Conclude the conference

- Ask the student teacher to summarize the conference and to state his or her goals for improvement (*“What will you do differently when you teach this lesson again?”* *“How can you put this idea into practice in the lesson you have planned for tomorrow?”*).

Post-Conferencing Strategy 2

Audiotaping or videotaping a lesson allows the student teacher to see himself or herself in action. During a conference based on an audio or video recorded lesson, cooperating teachers should review and comment on the recorded teaching sample with the student teacher, pausing the recording to discuss items of particular interest. For each area of interest, offer the following kinds of information:

- Cite evidence *“You said (or did) . . .”*
- Label *“This is an example of . . .”*
- Recommend *“Continue to do this . . .”*
- Support *“...because it helps students to . . .”*

Post-Conferencing Strategy 3

Recall, comparison, and inference questions help student teachers to cite specific examples and justify their teaching and their feelings about their teaching.

- Recall question: *“How did you feel about the activity? What did the children do to make you feel this way? What did you do to make you feel this way?”*
- Comparison questions: *“Do you feel that your activity went as planned? What aspects of the activity went according to your plan? You planned to . . . How did that work out? What aspects of the activity varied from your plan? You wanted children to . . . What happened? Is that what you expected? You were going to . . . but instead you . . . Why? If you were to do one thing the same in a future activity, what would it be? Think back to other times when you taught . . .”*
- Inference questions: *“What did you do that helped the children to be successful? What might explain the number of children who did (did not) meet the objective? Why do you think the activity turned out this way?”*

Conferencing with the Outstanding Student Teacher

Sometimes a cooperating teacher finds it difficult to suggest areas needing improvement for student teachers who learn quickly, who are well-organized, who have well-developed planning and teaching skills, and who show enthusiasm, “with-it-ness” and empathy from the beginning of the student teaching experience. However, even an outstanding student teacher wants to improve. Cooperating teachers may wish to consider the following ideas when conferencing with a strong student teacher.

- Focus on developing the student teachers’ self-analysis and evaluation skills.
- Be sincere in any requests that the student teacher demonstrate new ideas or techniques.
- Encourage the student teacher to undertake new challenges.
- Provide support and praise. Often strong student teachers expect too much of themselves.
- Plan innovative, team-taught or multi-disciplinary lessons and projects that require two strong teacher-leaders.

Conferencing with the Student Teacher in Difficulty

If the student teacher is not making satisfactory progress, contact the university supervisor immediately. There might be problems with professional behavior (attendance, being punctual), interactions with children (poor management strategies, very limited conversations), planning (coming to planning sessions unprepared, lack of creativity in plans), or in the quality of activities (unclear directions, lack of preparation). The university supervisor will contact the Director of Student Teaching in the Office of Academic Services to officially document these concerns. The cooperating teacher should also notify his or her building principal.

In such instances, it is critical that:

- The cooperating teacher keep detailed, written anecdotal records with dates describing the areas of concern;
- The cooperating teacher’s mid-semester evaluation reflects his or her concerns. If it is possible that the student teacher may not be recommended for certification, some performance competencies **must** be marked in the *unacceptable* range.

When working with a student teacher in difficulty, the cooperating teacher should:

- Schedule frequent conferences with the student teacher.
- Plan the conference ahead of time, noting specific information to be shared and how that information is to be presented.
- State any concerns in very specific terms. For example, if lateness is a problem, document the number of times and the dates on which the student teacher was late.
- Support each concern with specific examples.
- Develop a written plan for action and remediation in conjunction with the university supervisor.

Section VI – Evaluation by the Cooperating Teacher

Eastern Michigan University views the evaluation of the student teacher as a shared responsibility involving the university supervisor, the cooperating teacher and the student teacher. Although each of these persons is expected to make a distinct contribution to the evaluation process,

- The cooperating teacher will bear the major responsibility for on-going coaching and day-to-day evaluation because of the unique relationship and time involvement;
- *The final decision for certification rests with the university supervisor.*

There are three basic reasons for evaluating student teachers. The evaluation process:

- Assists the student teacher in recognizing his or her strengths and notifies him or her of areas in need of improvement.
- Helps the student teacher to develop and refine self-evaluation and self-analysis skills.
- Formally addresses the instructional and professional competence of the student teacher and provides input into the certification decision.

Formalized evaluation is a necessary component of any teacher certification process. Formal evaluations must be completed honestly and professionally. Cooperating teachers must use the mid-semester and final evaluation forms provided by the university to evaluate the student teacher. A copy of the evaluation form is available in the Appendix.

Mid-Semester Evaluations

- The mid-semester evaluation is a tool to notify the student teacher of his or her progress, strengths, and weakness; it must be completed in writing.
- The mid-semester evaluation is designed to help student teachers to focus on specific areas where improvement is needed and to make specific plans for the remainder of the semester.
- All areas on the continuum should be regarded carefully. Cooperating teachers should ask themselves if they are *truly* satisfied with the student teacher's performance or if they feel that the student teacher is not making satisfactory progress. If a cooperating teacher has concerns or questions about the student teacher's progress, it is imperative that the corresponding areas on the mid-semester evaluation be marked in the ***unacceptable*** area.
- A typed narrative or list of strengths and concerns must accompany the cooperating teacher's mid-semester evaluation.
- Mid-semester evaluations must be reviewed with the university supervisor before final signatures are entered. This is very important in the event of ***unacceptable*** performance.
- Cooperating teachers should discuss the performance rating for each item on the evaluation with the student teacher at the mid-semester time, making certain that the student teacher understands areas in which his or her performance is rated in the ***unacceptable*** area.
- Because the mid-semester evaluation is a diagnostic tool, comments written in the text portion of the mid-semester evaluation may be re-stated on the final evaluation.
- The mid-semester evaluation will be removed from the student teacher's file once the final evaluation is submitted.

Final Evaluations

- Final evaluations must be reviewed with the university supervisor before final signatures are entered. This is very important in the event of *unacceptable* performance.
- Cooperating teachers must discuss the performance rating for each item on the evaluation with the student teacher at the end of the semester.
- The *Not Observed* rating category is not an option on the final evaluation.
- The narrative accompanying the final evaluation must be typed.
- The university supervisor will make the final decision regarding recommendation for certification.

THE UNIVERSITY SUPERVISOR

The University Supervisor

Introduction

The university supervisor is the official representative of the university who assumes responsibility for the supervision of the student teachers. The university supervisor serves as:

- Liaison with the school
- Coach
- Evaluator

Responsibilities associated with each of these roles are outlined below.

Liaison to the Program

The university supervisor serves as the liaison between the university and the personnel of the school. In this role, the university supervisor should:

- Represent the university in programs, districts or school buildings where official partnerships have been established.
- Assist in placing student teachers with qualified cooperating teachers.
- Provide pertinent materials to student teachers, cooperating teachers and building administrators.
- Help student teachers, cooperating teachers and building administrators to develop an understanding of the student teaching program.
- With the cooperating teacher, review the observation and conferencing strategies and the importance of regular, instructional conferencing.
- Encourage the cooperating teacher to help the student teacher arrange opportunities to observe other classes and teachers.
- At the end of the student teaching experience, thank the cooperating teacher and administration for working with the student teacher and with Eastern Michigan University. Cooperating teacher certificates are available in the College of Education, Office of Academic Services.

Coach and Mentor

Although the cooperating teacher has direct, daily opportunities to mentor the student teacher, the university supervisor also has opportunities to coach the student teacher and to help him or her develop reflective, self-analysis skills. In this role, the university supervisor should:

- Verify that the student teacher and cooperating teacher have completed the activities listed in the *Student Teacher* and *Cooperating Teacher* sections of this handbook.
- Hold a minimum of four (4) seminars or workshops with their student teachers.
- Conduct a minimum of four (4) scheduled or unscheduled on-site observations of the student teacher.
- Schedule a conference immediately following each on-site observation to:
 - Discuss the lesson,
 - Review observation notes,
 - Identify and reinforce effective teaching behaviors,
 - Assist in identifying and strengthening skills that need improvement, and

- Teach and reinforce self-analysis and reflective thinking skills.

Conference topics might include stating clear objectives, activity and unit planning, motivation, classroom management, and active participation. Specific instructional conferencing strategies and procedures are described in the *Cooperating Teacher* section of this handbook.

- Provide a signed, written copy of the observation notes to the student teacher.
- If a conference cannot be scheduled immediately following the observation, conference with the student teacher at the earliest possible opportunity.
- Conduct additional individual and group conferences when requested and as needed.
- Retain a copy of the observation notes for his or her files as well as for the College of Education Office of Academic Services.

Evaluator

The university supervisor is responsible for completing a mid-semester and final evaluation, collecting and submitting observation notes, evaluations and other documents, managing the evaluation process, and determining the final recommendation for certification.

Throughout the semester, the university supervisor should:

- Verify that the student teacher is making a satisfactory adjustment to each added responsibility in the student teaching setting.
- Confer with the cooperating teacher at each observation concerning the student teacher's progress.
- Stress to both the cooperating teacher and student teacher the absolute necessity of pinpointing and discussing problems or potential problems, especially early in the student teaching experience. Problems that are not ameliorated with discussion and action by the cooperating teacher, student teacher, and university supervisor should be brought to the attention of the College of Education, Office of Academic Services.

The mid-semester evaluation is designed to distinguish among outstanding student teachers (target), competent student teachers (acceptable), and students who have not developed the skills needed for success in teaching (unacceptable). If withdrawal from student teaching is necessary, it should become evident by the mid-semester evaluation. At the mid-semester, the university supervisor should:

- Remind the cooperating teacher that the student teacher must prepare and teach a unit and have an extended experience in full-day, full-time, "solo" teaching.
- Remind the cooperating teacher that the mid-semester evaluation should be completed online.
- Review and sign the cooperating teacher's evaluation to indicate that he or she concurs with the cooperating teacher's judgments. A sample evaluation form is available in the Appendix.
- Remind the student teacher to complete a mid-semester self-evaluation and discuss this self-evaluation with him or her.
- Based on the observations, complete a mid-semester evaluation.
 - Complete ratings for all items on the evaluation form.
 - Check the appropriate box at the bottom of the evaluation to indicate that the student teacher is making satisfactory progress, if his or her certification is uncertain, or if he or she is making unsatisfactory progress.
 - Conference with the student teacher and cooperating teacher, if possible, to discuss the mid-semester evaluation.

- Have the student teacher sign the evaluation to indicate that he or she has reviewed it and understands its content.
 - Provide the student teacher with a copy of the mid-semester evaluation.
- Retain copies of these evaluations as well as the student teacher’s mid-semester self-evaluation for his/her files.
- Report any changes in the status of the student teacher. Documentation is required when there is a doubt about the eventual recommendation for certification.

The final evaluation becomes part of the student teacher’s permanent record. It is designed to distinguish among outstanding student teachers (target), competent student teachers (acceptable), and students who will not be successful as teachers (unacceptable), as well as among students who will, or will not, receive certification. At the end of the student teaching experience, the university supervisor should:

- Remind the cooperating teacher to complete an online final evaluation.
- Review the cooperating teacher’s evaluation to indicate that he or she concurs with the cooperating teacher’s judgments.
- Based on the observations and on the mid-semester evaluations, complete a final evaluation.
 - Complete ratings for all items on the evaluation form.
 - Conference with the student teacher and with the cooperating teacher, if possible, to discuss the final evaluation.
 - Have the student teacher sign the evaluation to indicate that he or she has reviewed it and understands its content.
- After having consulted with the cooperating teacher and reviewed the observation notes and evaluations, determine the student’s final grade and recommendation for certification:

▪ Credit, and recommended for certification (Satisfactory)	SC
▪ Credit, but <i>not recommended</i> for certification (Passing)	PN
▪ No credit (Unsatisfactory performance)	U
▪ Incomplete	I
▪ Withdraw	W
- Turn in to the College of Education, Office of Academic Services:
 - A complete set of observation notes,
 - Other relevant material, including audio or video recordings, other correspondence with the student teacher, lesson plans, notes from the cooperating teacher, administrators, or parents.

APPENDIX

EMU Teacher Preparation Outcomes and Benchmarks

- I. ***Caring educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students.***
 - A. Set realistic high expectations for learning and persist in helping all students to reach them.
 - B. Develop (K-12) student cooperation, interpersonal skills and self-esteem in a safe environment.
 - C. Know the importance of interacting positively with (K-12) students and their families.

- II. ***Professional educators are knowledgeable regarding content, pedagogy and educational technologies.***
 - D. Understand the central concepts, tools of inquiry and structures of the disciplines (content).
 - E. Have knowledge of district, state and national curriculum standards or documents.
 - F. Establish learning goals that are appropriate for (K-12) students and emphasize critical thinking, creativity and problem solving.
 - G. Understand the theoretical and applied aspects of the teaching-learning process (pedagogy).
 - H. Create meaningful learning experiences that are appropriate for (K-12) students and guide students to successful achievement of critical thinking, creativity and problem solving goals both within and across disciplines.
 - I. Design activities using a variety of instructional strategies.
 - J. Use traditional and alternative assessment strategies continuously to ensure (K-12) student learning and refine teaching practices.
 - K. Use instructional technology to enhance learning and personal/professional productivity.

- III. ***Professional educators are reflective in their practice.***
 - L. Consider a wide variety of factors when making instructional decisions (e.g. context, students, content, methods, research, learning theory, policies, community, prior experiences, etc.).
 - M. Use systematic means to examine the relationship between teaching actions and student success.

- IV. ***Professional educators demonstrate professional dispositions and communication skills.***
 - N. Know the importance of fostering relationships with school colleagues and agencies in the larger community to support student learning and well-being.
 - O. Communicate clearly and effectively in interpersonal situations.
 - P. Communicate clearly and effectively in writing.
 - Q. Understand the ethical dimensions of teaching in a culturally diverse democratic society.
 - R. Demonstrate professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus.

- V. ***Educators for a diverse and democratic society celebrate diversity in schools and communities. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving within communities.***
 - S. Adapt instruction and assessments to meet the needs of diverse needs of learners (e.g. backgrounds, experiences, learning styles, developmental levels, etc.).
 - T. Create opportunities to encourage (K-12) students to value and respect diversity.
 - U. Articulate an informed and thoughtful position on the purpose of schools in a culturally diverse democratic society.
 - V. Clarify, monitor and assist (K-12) students in achieving standards of student conduct in a democratic environment.

Professional Dispositions

Teaching is more than knowing the content or being able to plan effective lessons. In addition to these vital skills and knowledge, teachers must also have the attitudes, values, and habits-of-mind that will allow them to be successful caring professionals. This entails more than loving children or being a friendly person. Teachers must have the ability to develop positive relationships with students, parents, and colleagues and to serve as models of mature adulthood to the students in their charge. They must be able to work effectively in a collaborative school environment with students and adults from diverse backgrounds. As an institution that prepares teachers, we have the responsibility to teach, model, and assess both your knowledge of academic content and the professional dispositions that will affect your likelihood of success. The development and demonstration of professional dispositions will be key to your success as a student teacher.

The final teacher preparation outcome states that a successful student "demonstrates professional dispositions: adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student-focus."

These dispositions include such characteristics as the following:

1. Adherence to professional ethics: demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.
2. Collaboration: works effectively with professional colleagues and other adults
3. Commitment to diversity: values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
4. Commitment to teaching: valuing the profession of teaching; belief one can make a difference; enthusiastic attitude regarding schools, teaching, students, and parents
5. Emotional maturity: deals with frustration appropriately, poised and professional in demeanor
6. Initiative: independence, going beyond what is given, seeking after knowledge and professional development, actively seeking solutions to problems
7. Responsibility: attendance, promptness, notification of emergencies, hands in materials on time, reliability when making commitments
8. Responsiveness to professional feedback: receptiveness and responsiveness to professional feedback
9. Self-reflection: reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties or deficiencies in one's teaching
10. Student focus: focuses professional decision-making around student needs rather than personal preference, respects students as valued human beings

As you review the evaluation form for student teaching, you will be able to identify questions that assess your professional dispositions. You also will be asked to evaluate your own professional dispositions and to discuss with your supervisor how those dispositions have developed through your program.

[Note: The following standards are from the Michigan Department of Education Entry-Level Standards for Michigan Teachers. We recommend you download the full document to learn more about what is expected of you as you enter the profession. The full document is available here:
http://www.michigan.gov/documents/mde/Item_S_233488_7.pdf

STANDARDS AND RELATED PROFICIENCIES FOR ENTRY-LEVEL MICHIGAN TEACHERS

Professional Standards for Michigan Teachers

Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards listed below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

A certified teacher within the State of Michigan must initially possess and be able to demonstrate continued growth in:

1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

- a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines;
- b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;
- c. Understand global and international perspectives of the disciplines;
- d. Understand the tenets of a free, democratic, and pluralistic society;
- e. Understand and respect varying points of view and the influence of one's own and others' ethics and values;
- f. Understand and respect the role, rights, and value of the individual in a free democratic society;
- g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information;
- h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;

- i. Understand the constitutions and histories of the United States and Michigan;
- j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles; and
- k. Demonstrate the abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing).

2. INSTRUCTIONAL DESIGN AND ASSESSMENT

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

- a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;
- b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;
- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and
- j. Design, adopt, implement, and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

- a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;
- b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;
- c. Help each student access and use resources to become an independent learner and problem solver (e.g., print materials, information technology, assistive technology);
- d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;
- e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;
- f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student; and
- g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

- a. Engage students in meaningful learning experiences while maximizing the use of instructional time;
- b. Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;
- c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;
- d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment (e.g., instructional procedures utilizing positive behavioral support techniques) which is conducive to learning and takes into account diverse needs of individual students;

- e. Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws pertaining to student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, students with disabilities, health, and communicable disease);
- f. Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;
- g. Establish a learning environment which invites/welcomes collaborative teaching practices; and
- h. Differentiate between assessment and evaluation procedures and use appropriately.

5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

- a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;
- b. Identify and use current research to reflect on and improve one's own practice related to content, pedagogy, and other factors that impact student achievement;
- c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;
- d. Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
- e. Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally;
- f. Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success;
- g. Interact with parents/guardians using best practices for personal and technology-based communication, to maximize student learning at school, home, and in the local community; and
- h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).

6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY

Participation in professional, local, state, national, and global learning communities, including the ability to:

- a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;
- b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;
- c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;
- d. Use community and home resources to enhance school programs and instruction;
- e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies; and
- f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

- a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;
- b. Successfully complete and reflect upon collaborative online learning experiences;
- c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in technology operations and concepts including strategies for teaching and learning in an online environment;
- d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;
- e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;
- f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.

Standards Summary

Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Sub-Standard 4a. Connecting with children and families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Standard 5. Becoming a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

[Note: The following information was retrieved from the Michigan Department of Education (MDE) web site on July 31, 2015, from this URL: http://michigan.gov/mde/0,4615,7-140-5683_39798---,00.html. We recommend you familiarize yourself with Michigan school safety legislation, so you will understand the expectations by the MDE. If you have questions, you should seek advice from the HR department in the school/district/center of your placement.]

December 2005

SCHOOL SAFETY LEGISLATION SUMMARY

(2005 PA 129-131 and 138)

Effective January 1, 2006

The following requirements apply to local and intermediate school districts, public school academies and nonpublic schools:

- **"School Safety Zone" prohibits individuals convicted of a "listed offense," with some exceptions, from residing, working or loitering within 1,000 feet of school property [MCL 28.733 – 28.736].**
- The district shall not employ, in any capacity, an individual who has been convicted of a listed offense (a crime that requires registration as a sex offender).
- A district may employ an individual who has been convicted of a non-listed offense felony only if the superintendent and school board each specifically approve the employment or work assignment in writing.
- Not later than July 1, 2008, each individual who, as of January 1, 2006, is either employed full-time or part-time or is assigned to regularly and continuously work under contract, shall to be fingerprinted for the purpose of performing a criminal history background check.
- If a person who is employed in any capacity by the district, or has applied for a position, or has had an initial criminal history check, or is regularly or continuously working under contract in a district, shall report to the Michigan Department of Education and the school district that he or she has been charged with certain crimes, within 3 business days after being arraigned for the crime.
- If the employee does not report the charge or conviction, he or she is guilty of an additional crime. If the non-reported charge or conviction is a felony or listed offense, the person is guilty of a felony. If the non-reported charge is a non-listed offense misdemeanor, the person is guilty of a misdemeanor.
- If the employee does not report the charge or conviction, the district may discharge the person from employment or termination of his or her contract, following notice and the opportunity of a hearing. If a collective bargaining agreement is in effect as of January 1, 2006, and the agreement is not in compliance with the requirement, the district may not discharge a person for failing to report the charge or conviction until after the expiration of that collective bargaining agreement.
- The Department of Information Technology (DIT) will work with the Department of Education (MDE) and State Police to develop and implement an automated program that will compare the list of Registered Educational Personnel (REP) with the conviction information database. If a person

on the REP has been convicted of a crime, the MDE is required to notify the district indicated on the REP as the employing district. Convictions for listed offenses will require immediate dismissal of the employee.

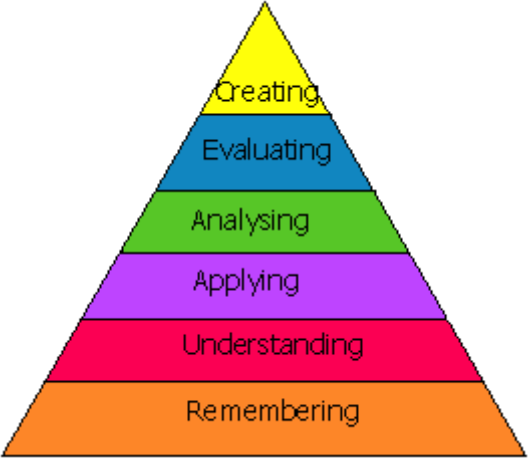
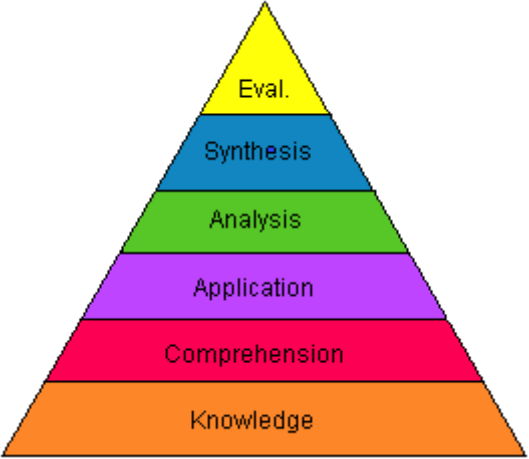
SUSPENSIONS/REVOCATIONS

- Upon notification, the Office of Professional Preparation Services will review the criminal conviction and initiate administrative proceedings as determined by either law or administrative rule.
- Certificate holders or those who hold State Board approval are notified of the proceedings and their right to a hearing.
- It is a criminal offense to attempt to obtain employment as a teacher using a fraudulent certificate. Upon application for employment, each certificate should be reviewed for authenticity. Any discrepancies should be reported to the MDE.

LISTED OFFENSE

- **A "listed offense" is a crime that requires registration as a sex offender. "Listed offense" is defined in Section 2 of the Sex Offenders Registration Act. A "listed offense" includes any of the following:**
 - Accosting, enticing, or soliciting a child for immoral purposes.
 - Involvement in child sexually abusive activity or material.
 - A third or subsequent violation of any combination of engaging in obscene or indecent conduct in public, indecent exposure, or a local ordinance substantially corresponding to either offense.
 - First, second, third, or fourth degree Criminal Sexual Conduct (CSC).
 - Assault with intent to commit CSC.
 - If the victim is less than 18 years of age, the crime of gross indecency (except for a juvenile disposition or adjudication), kidnapping, sodomy, or soliciting another for prostitution.
 - Leading, enticing, or carrying away a child under 14 years of age.
 - Pandering.
 - Any other violation of a state law or local ordinance constituting a sexual offense against an individual less than 18 years of age.
 - An offense committed by a sexually delinquent person.
 - An attempt or conspiracy to commit one of the offenses listed above.
 - Any offense under the laws of the United States, any other state, or any other country or tribal or military law, that is substantially similar to a listed offense.

Bloom's Taxonomy

 <p>NEW Version</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.</p> <p><i>Note that the top two levels are essentially exchanged from the Old to the New version.</i></p>	 <p>Old Version</p>
<p>Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
<p>Understanding: can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
<p>Applying: can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p>Analysing: can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
<p>Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p>Creating: can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>	

[Michael Pohl's Website about Bloom's Taxonomy](#)

[Example of Questions](#) at different levels (done using OLD taxonomy)

Information from the
Centers for Disease Control and Prevention
National Center for Infectious Diseases
Division of Healthcare Quality Promotion and
Division of Viral Hepatitis

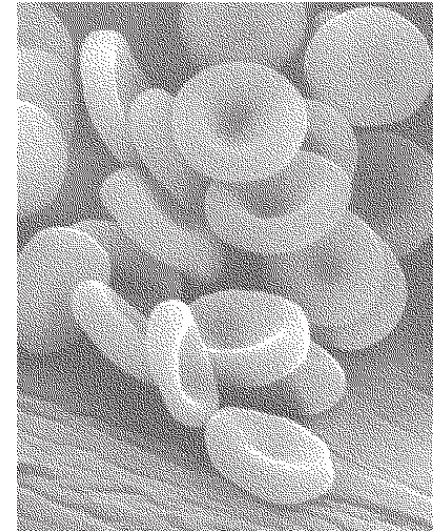
For additional brochures contact:

The Public Health Foundation
877-252-1200 (toll free)
or <http://bookstore.phf.org>

Updated July 2003

Exposure to Blood

What Healthcare Personnel Need to Know



Department of Health & Human Services

ECE Handbook 116



OTHER SOURCES OF INFORMATION

HBV and HCV

For additional information about hepatitis B and hepatitis C, call the hepatitis information line at 1-888-4-HEPCDC (1-888-443-7232) or visit CDC's hepatitis website at www.cdc.gov/hepatitis.

Any reaction or adverse health event after getting hepatitis B vaccine should be reported to your healthcare provider. The Vaccine Adverse Event Reporting System (1-800-822-7967) receives reports from healthcare providers and others about vaccine side effects.

HIV

Information specialists who staff the CDC National AIDS Hotline (1-800-342-2437) can answer questions or provide information on HIV infection and AIDS and the resources available in your area. The HIV/AIDS Treatment Information Service (1-800-448-0440) can also be contacted for information on the clinical treatment of HIV/AIDS. For free copies of printed material on HIV infection and AIDS, please call or write the CDC National Prevention Information Network, P.O. Box 6003, Rockville, MD 20849-6003, telephone 1-800-458-5231, Internet address www.cdcnpi.org. Additional information about occupational exposures to bloodborne pathogens is available on CDC's Division of Healthcare Quality Promotion's website at www.cdc.gov/ncidod/hip or by calling 1-800-893-0485 and on CDC's National Institute of Occupational Safety and Health's website at www.cdc.gov/niosh or call 1-800-35 NIOSH (1-800-356-4674).

HBV-HCV-HIV

PEpline (the National Clinicians' Postexposure Prophylaxis Hotline) is a 24-hour, 7-day-a-week consultation service for clinicians managing occupational exposures. This service is supported by the Health Resources and Services Administration Ryan White CARE Act and the AIDS Education and Training Centers and CDC. PEpline can be contacted by phone at (888) 448-4911 (toll free) or on the Internet at <http://pepline.ucsf.edu/pepline>.

Exposure to Blood

What Healthcare Personnel Need to Know

OCCUPATIONAL EXPOSURES TO BLOOD

Introduction

Healthcare personnel are at risk for occupational exposure to bloodborne pathogens, including hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV). Exposures occur through needlesticks or cuts from other sharp instruments contaminated with an infected patient's blood or through contact of the eye, nose, mouth, or skin with a patient's blood. Important factors that influence the overall risk for occupational exposures to bloodborne pathogens include the number of infected individuals in the patient population and the type and number of blood contacts. Most exposures do not result in infection. Following a specific exposure, the risk of infection may vary with factors such as these:

- ◆ The pathogen involved
- ◆ The type of exposure
- ◆ The amount of blood involved in the exposure
- ◆ The amount of virus in the patient's blood at the time of exposure

Your employer should have in place a system for reporting exposures in order to quickly evaluate the risk of infection, inform you about treatments available to help prevent infection, monitor you for side effects of treatments, and determine if infection occurs. This may involve testing your blood and that of the source patient and offering appropriate postexposure treatment.

How can occupational exposures be prevented?

Many needlesticks and other cuts can be prevented by using safer techniques (for example, not recapping needles by hand), disposing of used needles in appropriate sharps disposal containers, and using medical devices with safety features designed to prevent injuries. Using appropriate barriers such as gloves, eye and face protection, or gowns when contact with blood is expected can prevent many exposures to the eyes, nose, mouth, or skin.

IF AN EXPOSURE OCCURS

What should I do if I am exposed to the blood of a patient?

1. Immediately following an exposure to blood:

- ◆ Wash needlesticks and cuts with soap and water
- ◆ Flush splashes to the nose, mouth, or skin with water
- ◆ Irrigate eyes with clean water, saline, or sterile irrigants

No scientific evidence shows that using antiseptics or squeezing the wound will reduce the risk of transmission of a bloodborne pathogen. Using a caustic agent such as bleach is not recommended.

2. **Report the exposure** to the department (e.g., occupational health, infection control) responsible for managing exposures. Prompt reporting is essential because, in some cases, postexposure treatment may be recommended and it should be started as soon as possible. Discuss the possible risks of acquiring HBV, HCV, and HIV and the need for postexposure treatment with the provider managing your exposure. You should have already received hepatitis B vaccine, which is extremely safe and effective in preventing HBV infection.

RISK OF INFECTION AFTER EXPOSURE

What is the risk of infection after an occupational exposure?

HBV

Healthcare personnel who have received hepatitis B vaccine and developed immunity to the virus are at virtually no risk for infection. For a susceptible person, the risk from a single needlestick or cut exposure to HBV-infected blood ranges from 6-30% and depends on the hepatitis B e antigen (HBeAg) status of the source individual. Hepatitis B surface antigen (HBsAg)-positive individuals who are HBeAg positive have more virus in their blood and are more likely to transmit HBV than those who are HBeAg negative. While there is a risk for HBV infection from exposures of mucous membranes or nonintact skin, there is no known risk for HBV infection from exposure to intact skin.

HCV

The average risk for infection after a needlestick or cut exposure to HCV-infected blood is approximately 1.8%. The risk following a blood exposure to the eye, nose or mouth is unknown, but is believed to be very small; however, HCV infection from blood splash to the eye has been reported. There also has been a report of HCV transmission that may have resulted from exposure to nonintact skin, but no known risk from exposure to intact skin.

HIV

- ◆ The average risk of HIV infection after a needlestick or cut exposure to HIV-infected blood is 0.3% (i.e., three-tenths of one percent, or about 1 in 300). Stated another way, 99.7% of needlestick/cut exposures do not lead to infection.
- ◆ The risk after exposure of the eye, nose, or mouth to HIV-infected blood is estimated to be, on average, 0.1% (1 in 1,000).
- ◆ The risk after exposure of non-intact skin to HIV-infected blood is estimated to be less than 0.1%. A small amount of blood on intact skin probably poses no risk at all. There have been no documented cases of HIV transmission due to an exposure involving a small amount of blood on intact skin (a few drops of blood on skin for a short period of time).

How many healthcare personnel have been infected with blood-borne pathogens?

HBV

The annual number of occupational infections has decreased 95% since hepatitis B vaccine became available in 1982, from >10,000 in 1983 to <400 in 2001 (CDC, unpublished data).

HCV

There are no exact estimates on the number of healthcare personnel occupationally infected with HCV. However, studies have shown that 1% of hospital healthcare personnel have evidence of HCV infection (about 3% of the U.S. population has evidence of infection). The number of these workers who may have been infected through an occupational exposure is unknown.

HIV

As of December 2001, CDC had received reports of 57 documented cases and 138 possible cases of occupationally acquired HIV infection among healthcare personnel in the United States since reporting began in 1985.

TREATMENT FOR THE EXPOSURE

Is vaccine or treatment available to prevent infections with blood-borne pathogens?

HBV

As mentioned above, hepatitis B vaccine has been available since 1982 to prevent HBV infection. All healthcare personnel who have a reasonable chance of exposure to blood or body fluids should receive hepatitis B vaccine. Vaccination ideally should occur during the healthcare worker's training period. Workers should be tested 1-2 months after the vaccine series is complete to make sure that vaccination has provided immunity to HBV infection. Hepatitis B immune globulin (HBIG) alone or in combination with vaccine (if not previously vaccinated) is effective in preventing HBV infection after an exposure. The decision to begin treatment is based on several factors, such as:

- ◆ Whether the source individual is positive for hepatitis B surface antigen
- ◆ Whether you have been vaccinated
- ◆ Whether the vaccine provided you immunity

HCV

There is no vaccine against hepatitis C and no treatment after an exposure that will prevent infection. Neither immune globulin nor antiviral therapy is recommended after exposure. For these reasons, following recommended infection control practices to prevent percutaneous injuries is imperative.

HIV

There is no vaccine against HIV. However, results from a small number of studies suggest that the use of some antiretroviral drugs after certain occupational exposures may reduce the chance of HIV transmission. Postexposure prophylaxis (PEP) is recommended for certain occupational exposures that pose a risk of transmission. However, for those exposures without risk of HIV infection, PEP is not recommended because the drugs used to prevent infection may have serious side effects. You should discuss the risks and side effects with your healthcare provider before starting PEP for HIV.

How are exposures to blood from an individual whose infection

status is unknown handled?

HBV–HCV–HIV

If the source individual cannot be identified or tested, decisions regarding follow-up should be based on the exposure risk and whether the source is likely to be infected with a bloodborne pathogen. Follow-up testing should be available to all personnel who are concerned about possible infection through occupational exposure.

What specific drugs are recommended for postexposure treatment?

HBV

If you have not been vaccinated, then hepatitis B vaccination is recommended for any exposure regardless of the source person's HBV status. HBIG and/or hepatitis B vaccine may be recommended depending on the source person's infection status, your vaccination status and, if vaccinated, your response to the vaccine.

HCV

There is no postexposure treatment that will prevent HCV infection.

HIV

The Public Health Service recommends a 4-week course of a combination of either two antiretroviral drugs for most HIV exposures, or three antiretroviral drugs for exposures that may pose a greater risk for transmitting HIV (such as those involving a larger volume of blood with a larger amount of HIV or a concern about drug-resistant HIV). Differences in side effects associated with the use of these drugs may influence which drugs are selected in a specific situation. These recommendations are intended to provide guidance to clinicians and may be modified on a case-by-case basis. Determining which drugs and how many drugs to use or when to change a treatment regimen is largely a matter of judgment. Whenever possible, consulting an expert with experience in the use of antiviral drugs is advised, especially if a recommended drug is not available, if the source patient's virus is likely to be resistant to one or more recommended drugs, or if the drugs are poorly tolerated.

How soon after exposure to a bloodborne pathogen should treatment start?

HBV

Postexposure treatment should begin as soon as possible after exposure, preferably within 24 hours, and no later than 7 days.

HIV

Treatment should be started as soon as possible, preferably within hours as opposed to days, after the exposure. Although animal studies suggest that treatment is less effective when started more than 24-36 hours after exposure, the time frame after which no benefit is gained in humans is not known. Starting treatment after a longer period (e.g., 1 week) may be considered for exposures that represent an increased risk of transmission.

Has the FDA approved these drugs to prevent bloodborne virus infection following an occupational exposure?

HBV

Yes. Both hepatitis B vaccine and HBIG are approved for this use.

HIV

No. The FDA has approved these drugs only for the treatment of existing HIV infection, but not as a treatment to prevent infection. However, physicians may prescribe any approved drug when, in their professional judgment, the use of the drug is warranted.

What is known about the safety and side effects of these drugs?

HBV

Hepatitis B vaccine and HBIG are very safe. There is no information that the vaccine causes any chronic illnesses. Most illnesses reported after a hepatitis B vaccination are related to other causes and not the vaccine. However, you should report to your healthcare provider any unusual reaction after a hepatitis B vaccination.

HIV

All of the antiviral drugs for treatment of HIV have been associated with side effects. The most common side effects include upset stomach (nausea, vomiting, diarrhea), tiredness, or headache. The few serious side effects that have been reported in healthcare personnel using combinations of antiviral drugs after exposure have included kidney stones, hepatitis, and suppressed blood cell production. Protease inhibitors (e.g., indinavir and nelfinavir) may interact with other medicines and cause serious side effects and should not be taken in combination with certain other drugs, such as non-sedating antihistamines, e.g., Claritin®. If you need to take antiviral drugs for an HIV exposure, it is important to tell the healthcare provider managing your exposure about any medications you are currently taking.

Can pregnant healthcare personnel take the drugs recommended for postexposure treatment?

HBV

Yes. Women who are pregnant or breast-feeding can receive the hepatitis B vaccine and/or HBIG. Pregnant women who are exposed to blood should be vaccinated against HBV infection, because infection during pregnancy can cause severe illness in the mother and a chronic infection in the newborn. The vaccine does not harm the fetus.

HIV

Pregnancy should not rule out the use of postexposure treatment when it is warranted. If you are pregnant you should understand what is known and not known regarding the potential benefits and risks associated with the use of anti-viral drugs in order to make an informed decision about treatment.

FOLLOW-UP AFTER AN EXPOSURE

What follow-up should be done after an exposure?

HBV

Because postexposure treatment is highly effective in preventing HBV infection, CDC does not recommend routine follow-up after treatment. However, any symptoms suggesting hepatitis (e.g., yellow eyes or skin, loss of appetite, nausea, vomiting, fever, stomach or joint pain, extreme tiredness) should be reported to your healthcare provider. If you receive hepatitis B vaccine, you should be tested 1-2 months after completing the vaccine series to determine if you have responded to the vaccine and are protected against HBV infection.

HCV

You should be tested for HCV antibody and liver enzyme levels (alanine aminotransferase or ALT) as soon as possible after the exposure (baseline) and at 4-6 months after the exposure. To check for infection earlier, you can be tested for the virus (HCV RNA) 4-6 weeks after the exposure. Report any symptoms suggesting hepatitis (mentioned above) to your healthcare provider.

HIV

You should be tested for HIV antibody as soon as possible after exposure (baseline) and periodically for at least 6 months after the exposure (e.g., at 6 weeks, 12 weeks, and 6 months). If you take antiviral drugs for postexposure treatment, you should be checked for drug toxicity by having a complete blood count and kidney and liver function tests just before starting treatment and 2 weeks after starting treatment. You should report any sudden or severe flu-like illness that occurs during the follow-up period, especially if it involves fever, rash, muscle aches, tiredness, malaise, or swollen glands. Any of these may suggest HIV infection, drug reaction, or other medical conditions. You should contact the healthcare provider managing your exposure if you have any questions or problems during the follow-up period.

What precautions should be taken during the follow-up period?

HBV

If you are exposed to HBV and receive postexposure treatment, it is unlikely that you will become infected and pass the infection on to others. No precautions are recommended.

HCV

Because the risk of becoming infected and passing the infection on to others after an exposure to HCV is low, no precautions are recommended.

HIV

During the follow-up period, especially the first 6-12 weeks when most infected persons are expected to show signs of infection, you should follow recommendations for preventing transmission of HIV. These include not donating blood, semen, or organs and not having sexual intercourse. If you choose to have sexual intercourse, using a condom consistently and correctly may reduce the risk of HIV transmission. In addition, women should consider not breast-feeding infants during the follow-up period to prevent the possibility of exposing their infants to HIV that may be in breast milk.

PREVENTION OF OCCUPATIONAL INFECTIONS WITH HBV, HCV, OR HIV

Hepatitis B virus is largely preventable through vaccination. For HBV, HCV, and HIV, however, preventing occupational exposures to blood can prevent occupational infections with HBV, HCV, and HIV. This includes using appropriate barriers such as gown, gloves and eye protection as appropriate, safely handling needles and other sharp instruments, and using devices with safety features.

Early Childhood Education Student Teaching Final Evaluation Rubric

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
1. Sets realistic and developmentally appropriate expectations for all children (1.000, 2%) MI-EMU-CF-IO.1A NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4B	Does not set high realistic expectations for all students	Usually sets high realistic expectations for all students	Consistently sets high realistic expectations for all students
2. Listens to students thoughtfully and responds appropriately (1.000, 2%) MI-EMU-CF-IO.1C NAEYC-INI.3 NAEYC-INI.3b NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B	Occasionally listens carefully and makes appropriate responses	Usually listens thoughtfully to students and responds appropriately	Consistently listens thoughtfully to students and responds appropriately.
3. Interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem (1.000, 2%) MI-EMU-CF-IO.1B MI-EMU-CF-IO.1C NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A	Occasionally interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem	Often interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem	Consistently interacts positively with students to promote cooperation, positive interpersonal skills and self-esteem
4. Participates in planning time, staff development, and staff meetings (1.000, 2%) NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e	Occasionally participates in planning time, staff development, and staff meetings	Often participates in planning time, staff development, and staff meetings	Consistently participates in planning time, staff development, and staff meetings

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
5. Demonstrates strong background knowledge of early childhood curriculum and programs (1.000, 2%) MI-EMU-CF-IO.2A NAEYC-INI.1 NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Demonstrates limited background knowledge of early childhood curriculum and programs	Demonstrates sufficient background knowledge of early childhood curriculum and programs	Demonstrates comprehensive/strong background knowledge of early childhood curriculum and programs
6. Establishes objectives based on state standards, children's needs and curriculum goals (1.000, 2%) MI-EMU-CF-IO.2B NAEYC-INI.1 NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to establish objectives based on state standards, children's needs and curriculum goals	Often establishes objectives based on state standards, children's needs and curriculum goals	Routinely establishes objectives based on state standards, children's needs and curriculum goals
7. Assesses children's prior knowledge of activity objectives and uses assessments that match objectives (1.000, 2%) MI-EMU-CF-IO.2G NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.3 NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.3c NAEYC-INI.3d	Occasionally assesses children's prior knowledge of activity objectives and uses assessments that match objectives	Usually assesses children's prior knowledge of activity objectives and uses assessments that match objectives	Consistently assesses children's prior knowledge of activity objectives and uses assessments that match objectives
8. Develops clear and comprehensive lesson plans (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to develop clear and comprehensive activity plans	Often develops clear and comprehensive activity plans	Routinely develops clear and comprehensive activity plans

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
9. Implements objectives as described in plans (1.000, 2%) MI-EMU-CF-IO.2C NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.3 NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.3c NAEYC-INI.3d NAEYC-INI.4 NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not implement objectives as described in plans	Usually implements objectives as described in plans	Consistently implements objectives as described in plans
10. Uses a variety of developmentally appropriate materials and strategies (1.000, 2%) MI-EMU-CF-IO.2F NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not use a variety of developmentally appropriate materials and strategies	Uses a variety of developmentally appropriate materials and strategies	Offers a comprehensive variety of developmentally appropriate materials and strategies
11. Provides for active child involvement (1.000, 2%) MI-EMU-CF-IO.3B NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not provides for active child involvement	Provides for active child involvement	Consistently provides for active child involvement

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
12. Gives clear and appropriate directions (1.000, 2%) MI-EMU-CF-IO.4B NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not give clear and appropriate directions	Often gives clear and appropriate directions	Consistently gives clear and appropriate directions
13. Demonstrates effective questioning skills that encourage critical and creative thinking and problem solving (1.000, 2%) MI-EMU-CF-IO.4B NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1c NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not demonstrate effective questioning skills that encourage critical and creative thinking and problem solving	Usually demonstrates effective questioning skills that encourage critical and creative thinking and problem solving	Routinely demonstrates effective questioning skills that encourage critical and creative thinking and problem solving
14. Provides children with specific feedback on their learning and behavior (1.000, 2%) MI-EMU-CF-IO.2E NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.3 NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.3c NAEYC-INI.3d NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not provide children with specific feedback on their learning and behavior	Usually provides children with specific feedback on their learning and behavior	Consistently provides children with specific feedback on their learning and behavior

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
15. Utilizes spontaneous learning situations (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to utilize spontaneous learning situations	Sometimes utilizes spontaneous learning situations	Consistently utilizes spontaneous learning situations
16. Defines and communicates expected child behavior (1.000, 2%) MI-EMU-CF-IO.2E NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not define and communicate expected child behavior	Usually defines and communicates expected child behavior	Consistently defines and communicates expected child behavior
17. Manages child behavior in small group activities (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to manage child behavior in small group activities	On most occasion manages child behavior in small group activities	Consistently manages child behavior in small group activities

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
18. Manages child behavior in large group activities (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to manage child behavior in large group activities	On most occasions manages child behavior in large group activities	Consistently manages child behavior in large group activities
19. Manages transitions effectively (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Ineffectively manages transitions	Often manages transitions effectively	Routinely manages transitions effectively
20. Maximizes use of class time; keeps waiting time for students to a minimum (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to maximize use of class time; keeps waiting time for students to a minimum	Sometimes maximizes use of class time; keeps waiting time for students to a minimum	Consistently maximizes use of class time; keeps waiting time for students to a minimum

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
21. Demonstrates awareness of the entire classroom at all times (1.000, 2%) NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not demonstrate awareness of the entire classroom at all times	Usually demonstrates awareness of the entire classroom at all times	Consistently demonstrates awareness of the entire classroom at all times
22. Uses technology to assist in teaching and learning tasks (1.000, 2%) MI-EMU-CF-IO.2H NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Sometimes uses technology to assist in teaching and learning tasks	Often uses technology to assist in teaching and learning tasks	Routinely uses technology to assist in teaching and learning tasks
23. Regularly reflects and evaluates own practice (1.000, 2%) NAEYC-INI.3 NAEYC-INI.3c NAEYC-INI.3d NAEYC-INI.4 NAEYC-INI.5 NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e NAEYC-INI.SUB.4A NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to regularly reflect on practice	Often reflects on practice	Regularly reflects on practice
24. Demonstrates self-evaluation skill (1.000, 2%)			

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
25. Seeks to expand professional knowledge (1.000, 2%) MI-EMU-CF-IO.4A NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e	Does not seek to expand professional knowledge	Often seeks to expand professional knowledge	Consistently seeks to expand professional knowledge
26. Demonstrates initiative in teaching, goes beyond minimum requirements (1.000, 2%) NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e	Does not demonstrate initiative in teaching, goes beyond minimum requirements	Often demonstrates initiative in teaching, goes beyond minimum requirements	Consistently demonstrates initiative in teaching, goes beyond minimum requirements
27. Encourages and models respect for all people (1.000, 2%) MI-EMU-CF-IO.4D MI-EMU-CF-IO.4E NAEYC-INI.1 NAEYC-INI.1c NAEYC-INI.2 NAEYC-INI.2a NAEYC-INI.2b NAEYC-INI.2c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B	Fails to encourage and model respect for all people	Usually encourages and models respect for all people	Routinely encourages and models respect for all people
28. Accepts responsibility for professional decisions (1.000, 2%) MI-EMU-CF-IO.4D MI-EMU-CF-IO.4E NAEYC-INI.4 NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5d NAEYC-INI.SUB.4D	Does not accept responsibility for professional decisions	Usually accepts responsibility for professional decisions	Consistently accepts responsibility for professional decisions

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
29. Accepts and integrates feedback from supervision (1.000, 2%) NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e	Occasionally accepts and integrates feedback from supervision	Often accepts and integrates feedback from supervision	Consistently accepts and integrates feedback from supervision
30. Demonstrates enthusiasm when teaching (1.000, 2%) NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e	Is not enthusiastic when teaching	Often demonstrates enthusiasm when teaching	Routinely demonstrates enthusiasm when teaching
31. Maintains professional relationships with children, peers, families, staff and administration (1.000, 2%) MI-EMU-CF-IO.4A MI-EMU-CF-IO.4B NAEYC-INI.2 NAEYC-INI.2a NAEYC-INI.2b NAEYC-INI.2c NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e	Does not maintain professional relationships with children, peers, families, staff and administration	Usually maintains professional relationships with children, peers, families, staff and administration	Consistently maintains professional relationships with children, peers, families, staff and administration
32. Demonstrates poise, self-confidence, and emotional maturity (1.000, 2%) NAEYC-INI.5 NAEYC-INI.5b	Sometimes demonstrates poise, self-confidence, and emotional maturity	Often demonstrates poise, self-confidence, and emotional maturity	Consistently demonstrates poise, self-confidence, and emotional maturity
33. Displays professional appearance and demeanor (1.000, 2%) NAEYC-INI.5 NAEYC-INI.5b	Fails to display professional appearance and demeanor	Usually displays professional appearance and demeanor	Routinely displays professional appearance and demeanor

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
34. Adheres to professional ethics including academic honesty, confidentiality, etc. (1.000, 2%) MI-EMU-CF-IO.4D NAEYC-INI.5 NAEYC-INI.5b	Does not adhere to professional ethics including academic honesty, confidentiality,	Always adheres to professional ethics including academic honesty, confidentiality,	Consistently adheres to professional ethics including academic honesty, confidentiality,
35. Uses spoken language clearly and appropriately (1.000, 2%) MI-EMU-CF-IO.4B NAEYC-INI.5 NAEYC-INI.5e	Does not use spoken language clearly and appropriately	Usually uses spoken language clearly and appropriately	Routinely uses spoken language clearly and appropriately
36. Communicates clearly and effectively in writing with children, peers, staff and administration (1.000, 2%) MI-EMU-CF-IO.4C NAEYC-INI.5 NAEYC-INI.5c	Occasionally communicates clearly and effectively in writing with children, peers, staff and administration	Often communicates clearly and effectively in writing with children, peers, staff and administration	Consistently communicates clearly and effectively in writing with children, peers, staff and administration
37. Shows professional responsibility (promptness, completes requirements on time, etc.) (1.000, 2%) NAEYC-INI.3 NAEYC-INI.5 NAEYC-INI.5c	Does not show professional responsibility (promptness, completes requirements on time, etc.)	Sometimes shows professional responsibility (promptness, completes requirements on time, etc.)	Consistently shows professional responsibility (promptness, completes requirements on time, etc.)

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
38. Plans and adjusts instruction to meet group and individual needs (1.000, 2%) MI-EMU-CF-IO.2F MI-EMU-CF-IO.3A NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.2 NAEYC-INI.2a NAEYC-INI.2b NAEYC-INI.3 NAEYC-INI.4 NAEYC-INI.5 NAEYC-INI.5c NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4D	Does not plan and adjust instruction to meet group and individual needs	Usually plans and adjusts instruction to meet group and individual needs	Consistently plans and adjusts instruction to meet group and individual needs
39. Uses teaching materials that reflect our diverse society (1.000, 2%) NAEYC-INI.2 NAEYC-INI.2a NAEYC-INI.2b NAEYC-INI.2c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not use teaching materials that reflect our diverse society	Occasionally uses teaching materials that reflect our diverse society	Consistently uses teaching materials that reflect our diverse society
40. Participates in parent involvement activities (conferences, home visits, etc.) (1.000, 2%) MI-EMU-CF-IO.4D MI-EMU-CF-IO.4E MI-EMU-CF-IO.5B NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.3 NAEYC-INI.3d	Does not participate in parent involvement activities (conferences, home visits, etc.)	Does participate in some parent involvement activities (conferences, home visits, etc.)	Participates in parent involvement activities (conferences, home visits, etc.)

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
41. Frequently gives children opportunities to make choices (1.000, 2%) MI-EMU-CF-IO.5C MI-EMU-CF-IO.5D NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Seldom gives children opportunities to make choices	Sometimes gives children opportunities to make choices	Frequently gives children opportunities to make choices
42. Creates a safe and humane classroom environment that promotes learning and creativity (1.000, 2%) MI-EMU-CF-IO.5C NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not create a safe and humane classroom environment that promotes learning and creativity	Often creates a safe and humane classroom environment that promotes learning and creativity	Consistently creates a safe and humane classroom environment that promotes learning and creativity
43. Provides opportunities for students to develop independence and self-direction (1.000, 2%) MI-EMU-CF-IO.5C MI-EMU-CF-IO.5D NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Fails to provide opportunities for students to develop independence and self-direction	Often provides opportunities for students to develop independence and self-direction	Consistently provides opportunities for students to develop independence and self-direction

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
44. Helps children learn to solve conflicts (1.000, 2%) MI-EMU-CF-IO.2C MI-EMU-CF-IO.2D NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.4 NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Does not help children learn to solve conflicts	Usually helps children learn to solve conflicts	Routinely helps children learn to solve conflicts
45. Demonstrates instructional, managerial, and decision-making skills consistent with those required of a beginning teacher (1.000, 2%) MI-EMU-CF-IO.2A MI-EMU-CF-IO.2F NAEYC-INI.1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c NAEYC-INI.2 NAEYC-INI.2a NAEYC-INI.2b NAEYC-INI.2c NAEYC-INI.3 NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.3c NAEYC-INI.3d NAEYC-INI.4 NAEYC-INI.5 NAEYC-INI.5a NAEYC-INI.5b NAEYC-INI.5c NAEYC-INI.5d NAEYC-INI.5e NAEYC-INI.SUB.4A NAEYC-INI.SUB.4B NAEYC-INI.SUB.4C NAEYC-INI.SUB.4D	Demonstrates limited instructional, managerial, and decision-making skills consistent with those required of a beginning teacher	Demonstrates sufficient instructional, managerial, and decision-making skills consistent with those required of a beginning teacher	Demonstrates comprehensive instructional, managerial, and decision-making skills consistent with those required of a beginning teacher

Student Teaching Evaluation Rubric (point values in column header are for program evaluation purpose)			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
FINAL EVALUATION You must earn a "Satisfactory Performance" or Above Satisfactory Performance" in order to pass student teaching	Unsatisfactory Performance	Satisfactory Performance	Above Satisfactory Performance

Example - Do Not Use