

**Chapter 1 : Field Experiences and Student Teaching Handbook | NMU School of Education**

*The purpose of the student teaching handbook is to be a reference to everyone involved in the student teaching experience - student teachers, cooperating teachers, and university supervisors.*

It continues to work closely with schools to advance the goals of the profession and to promote the effective preparation of quality educators. Field experiences at Northern Michigan University have undergone many changes in the past few years. Field experiences in the undergraduate professional education curriculum at Northern Michigan University prepare students to work effectively as professionals in schools as elementary, secondary and special education teachers. Prospective teachers move from observation of students and classroom activities to full assumption of the role of the teacher. These formal field experiences begin in the first education course and progress through student teaching giving students opportunities to observe, plan and practice in a variety of settings appropriate to the professional roles for which they are being prepared. This handbook will briefly outline the skills students are expected to demonstrate related to field experiences. The skills are incremental and hierarchical to involve the student in the process of mastering all of the duties of a teacher. Through observation, planning and practice in the pre-methods, methods and student teaching phases, students apply educational principles in more demanding roles. The roles and responsibilities of the Director of Field Experiences, school coordinator, principal, college-based supervisor, field-based supervisor and the education student are clearly delineated in this handbook along with the philosophy, goals and policies of the field experience program, evaluation procedures and criteria, sequence of responsibilities and suggestions for orientation to help students have successful experiences. Teacher Education Conceptual Framework A conceptual framework for teacher education should begin with a definition of education. After all, assumptions about education sometimes explicit, but more often implicit pervade all teacher education programs. Israel Scheffler offered the following definition that informs our teacher education program: The dynamics of effective teaching occur in our program in the following concomitant ways: Teacher candidates form habits of judgment, develop character, taste and discrimination, elevate standards, facilitate understanding, stimulate curiosity and wondering, foster style and a sense of beauty and thirst for new ideas and a vision of the yet unknown. Teacher candidates learn how to foster these characteristics in their own classrooms with their own students. We teacher educators develop and embody these same qualities in ourselves and in our courses. In addition to a definition of education, three questions shape the development of our conceptual framework: Teaching is essentially axiological: Teaching ethically means addressing the full range of human diversity as it affects the learning of individual students and the class. It also means that our candidates and we have the right and responsibility to construct meaning within the diverse and common visions of the good. Teaching aesthetically requires imagination, passion and a strong grounding in the techniques and foundations of the genre. To define teaching aesthetically, we move beyond a language of competence to articulate a vision of the ideal. By articulating such a vision, we challenge many of the reified assumptions in the discourse of contemporary education, and thereby move our teaching and that of our candidates ever closer to enacting transformative educational practices. Our vision includes valuing collaboration, acknowledging that theory derives from practice and viewing the professor as one learner among many. The instructional strategies we model go beyond the didactic to include community building, candidate-directed group work and discussions, opportunities for feedback, coaching and individual criticism. Extensive opportunities for field experience in all phases of the program ensure relevant contexts for our practice and enable teacher candidates to learn from teachers and students in K settings. As learners ourselves, we are responsible for continual improvement of our courses, inviting candidate evaluation through discussion and critique so that candidates contribute to course design and revision. As a school, we are committed to a process of ongoing reexamination to improve all aspects of our program. The knowledge base that supports candidate performance in a variety of settings derives from candidate experiences in authentic educational settings, the best available research on what constitutes good teaching practices and that which is consonant with the Michigan entry-level standards for teacher candidates and continuing certification standards for

teachers, the Michigan subject matter content standards and the Michigan teaching and learning standards. What follows from taking these qualities seriously? For us as teacher educators, what most clearly follows is that the teachers we prepare must themselves be capable of making judgments and be in the habit of actually doing so and must be of good character. Given that schools are reflective of the society in which they exist and given that schools also help shape the future of our society, taking the development of character and judgment seriously also means that we develop in our candidates a commitment to social justice and the role schools have to play in its attainment. Moreover, taking this derivative seriously commits us as a faculty to developing both habits of mind and habits of the heart that will lead to a practice steeped in reflection and judgment and based in the ethics that define good character. The following actions serve to help our candidates and our program achieve these aims: Infuse into all courses the sense that teaching, at its heart, is an ethical practice that places ethical demands on the teacher. Professional competence and subject expertise are neither the only nor the least of these demands. Develop norms of practice for our candidates and us. Be particularly sensitive to issues of racism, sexism, homophobia and other forms of discrimination in our own teaching and in the professional development of our candidates. Hold as one of the standards in the methods courses and in teaching internships the extent to which the teacher candidates respond ethically and effectively to the diverse and individual needs of the students in their care. Place candidates only with teacher-supervisors who exemplify the highest standards of care and concern for their students habits of the heart as well as those who will model inquiry-centered and thoughtful pedagogy habits of mind. Because ends and means are related, consider the hidden curriculum embodied in particular techniques. Because a reductionist and algorithmic pedagogy inhibit the development of judgment, emphasize dialog and discussion in classes we teach, requiring candidates to exercise judgment and engage in intellectual work with their peers and their instructors as partners. Because the teacher preparation program is focused at least as much on what it means to be a teacher as it is on the skills and knowledge needed to teach, we must keep class sizes small enough so that we can interact personally with our candidates as we help them make the transformation from lay people to professionals with an understanding of the purposes of the profession. Remain aware of the dangers inherent in our profession. Examine our standards to prevent becoming overly narrow and didactic. While we seek to discourage our graduates from being technically proficient homophobes or racists, we must also avoid being excessively zealous or self-righteous. The effort to decide with sufficient specificity what we are looking for is a challenge to our professional community. Ultimately, such decisions will be part of what we are teaching: Teaching as Artistry A derivative that explores teaching as artistry centers on two related sets of propositions implicit in the definition of education as given in the conceptual framework: As an ethical activity, teaching requires, among other things, that teachers value their students. Valuing, as in appreciation, however, carries a connotation of the aesthetic. Thus to act in a fully ethical manner, teachers must also act aesthetically. Eliot Eisner supports this notion when he argues that becoming a connoisseur of excellent teaching is essential to becoming an excellent teacher. Because artistry and connoisseurship are best developed in the context of the studio, ethical teacher education must be field-based where candidates may observe master teachers and have increasing opportunities to practice their own teaching. Because teaching is also a rational activity, reasons must be given for judging a particular teaching performance as art. These reasons can be adduced by examining behaviors in the visual and performing arts and drawing parallels for teaching. The following list is suggestive only and in no way exhausts possible behaviors: Teachers deal with their students, colleagues and content respectfully. All cultures have their great artists, those who use their various media to reflect on the nature of reality and possibility. Ends as objects-in-view are valued only to the degree that the means for reaching them are valued. All great art contains an element of the unexpected. Artists approach their medium with a sense of humility, recognizing that they have it within them to either enhance the qualities of that medium through their art or to destroy them. Artists are passionate about their work. Parsimony of action characterizes aesthetic acts. Therefore, mastery of subject matter content, which receives so much attention in educational reform initiatives, is not the primary aim of education; rather, subject matter content is the medium through which teachers and students form habits of judgment, develop character and so on. By reconceptualizing the subject matter content metaphor from object to medium, we seek to expand the

possibilities of ways in which teachers and students engage one another in the daily practice of educating themselves. The artfulness of teaching is a fusing of pedagogy and content. Teachers make pedagogical judgments about what content to address and how to design classroom experiences that will assist students in engaging this content as a means to expand and deepen their own learning. The task of the teacher is to design learning experiences that will enable students to develop their own capacity for understanding. Students are not objects, either. As Patricia Hinchey and others point out, content is a matter of human interpretation and not something existing independently in the world just waiting for us to find. Instead, content becomes a dynamic medium through which human beings examine data facts, artifacts and so on and assign meaning to it. Knowledge arises from the sense that humans make through engaging the medium of content. The following characteristics suggestive and not comprehensive describe learning environments in which subject matter content is the medium for education: Students and teachers manipulate information and ideas by synthesizing, generalizing, explaining and arriving at conclusions that create new meanings, understandings, questions and capacities for them. Students and teachers thoroughly address central ideas of a topic or discipline to explore connections and relationships, thereby enacting a process of complex, deepening questioning and understanding. Students and teachers engage in extended conversations about subject matter in a way that develops an improved and shared understanding of ideas and topics. Students and teachers make connections between substantive knowledge and public problems and personal experiences. Students and teachers emphasize self-directed, lifelong learning through conveying high expectations, encouraging risk taking and creating a climate of mutual respect among all class members. Race, Culture and Social Justice A derivative that explores race, culture and social justice attempts to call into question the social and political agenda in this country that has long included and in some ways continues to be the myth of cultural assimilation and the practice of racial hegemony. A by-product of such a view has helped to create and sustain perceptual differentiations of some U. This derivative focuses on an explicit paradigm of teaching that reflects an inclusive view of diversity and of social justice. Given the social and political implications related to this part of the conceptual framework, the following perspectives constitute basic pursuits in teaching with a stance toward diversity: A teaching perspective that embraces diversity must demonstrate a willingness to acknowledge the credibility of cultural differences, particularly those that challenge comfortable, long-held assumptions about teaching and learning. A teaching perspective that embraces diversity must assist students in fostering a socially and politically reconstructed view of how knowledge is constructed around issues such as: A teaching perspective that embraces an inclusive and respectful view of racial and cultural pluralism must explore and integrate the following: Technology In exploring a derivative that addresses technology, we do not intend to imply that technology in and of itself is as fundamental to our conceptual framework as our other derivatives. Technology is a means to informing, and not necessarily to understanding or to knowing. Therefore, technology must speak to the present and future social realities and possibilities that impact the quality of life, learning and growth education we expound, model and seek to empower. How can technologies be employed to move our practice and that of our candidates ever closer to the ideal? How can technology be employed in the formation of habits of judgment, facilitation of understanding, development of taste and discrimination, stimulation of curiosity and the thirst for new ideas and vision of the yet unknown? How can the critical exploration of the use and misuse, culturally diverse and unequal use and access and costs and consequences of technology be addressed within our work with candidates and the future use of technology in their classrooms with their students? Technology as a knowledge base medium of instruction and communication and medium of research and professional development offers possibilities to educators at all levels. Yet, it must find an appropriate integration in our work, as a means to an end and not an end in itself. Technological knowledge must serve to promote and ensure collaborative and ethical work, must engage users in critical and creative thinking and problem solving that supports candidate construction of meaning, must be weighted in light of student diversity and cultural differences and most essentially social justice and equity of access and opportunity the digital divide. The increasing presence and power of technology to change all realms of our society mandates that educators strive to develop and maintain technological literacy in order to integrate various forms of technology within their instructional practice and as a means of modeling and

engaging students in critical and ethical analysis of emerging forms of global communication, interaction and research. Both skills and habits of critical literacy need to be integrated into educational experiences that prepare teachers for creative adaptation to change and as agents of transformation within schools. The following actions serve to move these goals along: Model the integration of technology as a means for communication and interaction with students, as a means for accessing and using multiple and diverse resources and as a means for professional interaction and growth within all courses.

### Chapter 2 : Student Teaching Handbook | University of Wisconsin River Falls

*The student teaching semester is a capstone experience in all teacher preparation programs at This Student Teaching Handbook includes a focused collection of guidance and forms, adapted from the Kentucky Teacher Internship Program (KTIP), in which.*

### Chapter 3 : Office of Field Experiences | Student Teaching Information

*Student teaching is the beginning of a career as a professional teacher. Teacher Candidates will have the opportunity to apply their knowledge of pedagogy and child development as they instruct students.*

### Chapter 4 : Student Teaching Handbook | University of Wisconsin River Falls

*Student Teaching Handbook This handbook is designed to provide student teachers, cooperating teachers, and principals with comprehensive information about student teaching in New York City.*

### Chapter 5 : Office of Field Experiences | Student Teaching Information

*Illinois Wesleyan University Student Teaching Handbook Page 2 of 40 INTRODUCTION The particular mission of the IWU Teacher Education Program and the state of Illinois requirements for.*