



ALMA COLLEGE

Education Department

Important Memo for Early Childhood Student Teachers

Dear Early Childhood Teacher Candidate:

As you know, you are required to complete an additional student teaching experience in an Early Childhood setting in order to obtain your ZS endorsement. Our records indicate that you are interested in or eligible to complete this student teaching requirement during the spring or summer of your Junior or Senior year (please see Dr. Thelen). The purpose of this letter is to provide you with information about this course and to request information from you regarding your anticipated Early Childhood student teaching site.

In order to participate in Early Childhood student teaching, you must have completed all other requirements in the Early Childhood program. You should plan to enroll in EDC 493. Directed Teaching in Early Childhood Education (5cr.).

You are able to complete your student teaching in a local site surrounding Alma or in your home area if desired. Whichever option you choose, we ask that you identify and contact the administrator of a potential placement site regarding their willingness to work with you as a student teacher. Your early childhood student teaching experience must occur over 7 weeks in an all-day program or 14 weeks in a half-day program. It also must take place in a pre-kindergarten program (e.g., Head Start, a child care program or preschool) licensed by the State of Michigan. Your supervisor must have a Bachelor's degree and must either be a certified teacher or have a major in Child Development. The degree must be entered on the Visitation sheet. Please share the attached packet with the Early Childhood administrator and/or teacher.

After you have obtained tentative agreement from a program or school to work with you, please complete the attached forms and return them to Dr. Thelen as soon as possible. The Education Department will then follow-up with the administrator. Your placement is not confirmed until Dr. Thelen has spoken with the administrator and approved your placement. Thank you.

Attachments:

- Course Description
- Requirements & Planning
- Early Childhood Student Teaching Evaluation examples: Mid-term and Final
- Medical Insurance/Name tags
- TB Test, Wellness Check, DHS Central Registry Clearance
- Visitation sheet
- Student Teaching Activity Report
- Early Childhood Student Teaching Contact Information

Alma College

Course Description: EDC 493

Directed Teaching in Early Childhood Education (5 cr.)

Directed teaching experience in an Early Childhood setting under the guidance of a professional Early Childhood Educator. Students will integrate their content area knowledge and knowledge of children's physical, cognitive, emotional, and social needs, including special needs, in designing and facilitating young children's learning. Students will apply their own knowledge of behavioral assessment and program evaluation, appropriate techniques for managing and guiding young children, nutrition, health, and safety standards, and characteristics of effective physical environments to their planning and teaching. Under the guidance of a cooperating teacher, students will work effectively with parents as partners in their children's education.

Students in the Directed Teaching course will regularly reflect on and evaluate their experience in the collaboration with their cooperating teachers and College Field Instructor.

Alma College
Requirements for Early Childhood Endorsement (ZS) Student
Teaching Experience

The Student teacher shall upload to Tk20:

1. Design and implement plans for a nutritional unit for students.
2. Develop plans and implement a parent involvement activity.
3. Maintain a reflective log of activities and experiences through the entire term. These log entries should be communicated to the college supervisor weekly.
4. Complete one of the following:
 - a. Create and administer, or
 - b. Administer an existing, appropriate assessment.Write a reflection of the results in your journal; include a copy of the assessment tool.
5. Maintain weekly contacts with your college supervisor through phone calls or e-mails.

The College Instructor will:

1. Complete an initial visit explaining the program and its requirements.
2. Complete at least 2 formal observations giving feedback to the student teacher and the cooperating teacher.
3. Provide weekly contacts through phone calls or e-mails to the student and cooperating teachers.
4. Be available to support the cooperating teacher and the student teacher helping resolve any issues that may arise.

Early Childhood Student Teaching

Elementary Education candidates seeking their Early Childhood Education (ZS) endorsement must complete an Early Childhood Directed Teaching experience in addition to Elementary Directed Teaching. This Early Childhood Directed Teaching should take place in a pre-kindergarten setting and consist of at least 280 hours of practice teaching under the supervision of a qualified Early Childhood Educator (approximately seven weeks full day, or 14 weeks half-day). Students should also complete Early Childhood Directed Teaching in a state-accredited early childhood setting (preschool or child care center).

Students may be able to pursue student teaching in their hometown areas (or at some distance from the college). If permission is given, it is the student's responsibility to find an appropriate program in which to teach. Programs must meet specific requirements which students will be provided in advance. Final program approval is given by the department.

Responsibilities of Personnel Involved in Early Childhood Student Teaching:

The Early Childhood College Field Instructor

The College field instructor will perform the responsibilities identified in the Handbook including visiting student teachers, conferencing with cooperating teachers, etc. However, because the experience is half the length of Elementary Directed Teaching, Early Childhood field instructors will make fewer visits. The College field instructor will visit and communicate additionally as necessary.

The Early Childhood Cooperating Teacher

Early Childhood Cooperating Teachers have the roles and responsibilities outlined previously in the Handbook including supervising and evaluating student teachers. However, the unique nature of Early Childhood student teaching implies somewhat different tasks for teachers.

Orientation

In addition to providing class lists, daily schedules, etc., the Early Childhood Cooperating Teacher should provide the student teacher with:

- a yearly and monthly schedule, including a schedule of themes used in the classroom
- an explanation of the physical layout of the classroom, of centers, their uses, and materials at each center
- information about parent involvement and education activities
- an explanation of any child observation, assessment and program evaluation activities conducted regularly by the program
- information about health and nutrition policies and activities carried out by the program

Planning

Early Childhood student teachers should gradually assume the responsibilities of a teacher within their setting. Specifically, Early Childhood student teachers should begin by assisting with the care and education of children, and progress to majority responsibility for planning and teaching by the end of their experience (see timetable below). Student teachers should participate in child observation and assessment activities as carried out by their program. In order to gain experience with the broad range of responsibilities of early childhood educators, student teachers should also complete some administrative tasks such as nutritional planning and coordinating with classroom aides. Finally, Early Childhood student teachers are expected to develop and implement one parent involvement activity, e.g., a parent newsletter, parent conference, or parent education activity.

Following is a suggested timetable for responsibilities during a 7-week student teaching experience.

Suggested Timetable for Early Childhood Directed Teaching

Week 1	Weeks 2-3	Weeks 4-6	Week 7
<ol style="list-style-type: none">1. Assist with individual children and small groups2. Assist with routine activities and instruction3. Begin co-planning two-three learning centers and/or activities4. Locate instructional materials for teacher use5. Assist with communication with parents6. Conduct one observation of an individual child	<ol style="list-style-type: none">1. Continue to assist in care giving and education of individual children and groups.2. Continue to assist with routine activities and instruction3. Plan and implement two-three learning centers and/or activities3. Begin initial planning of parent involvement activity4. Participate in observation and assessment activities	<ol style="list-style-type: none">1. Continue to assist in care giving and education of individual children and groups2. Assume responsibility for routines3. Plan and implement most-to-all learning centers and/or activities4. Implement parent involvement or education activity5. Participate in observation and assessment activities	<ol style="list-style-type: none">1. Begin returning responsibility for classroom activities to full-time staff

Evaluation

The Early Childhood cooperating teacher's responsibilities for evaluation include providing regular verbal and written feedback to contribute to the student teacher's development. Early Childhood cooperating teachers will be expected to complete a mid-term and final evaluation. Cooperating teachers are asked to complete this form, and, if possible, attach a letter describing the student's experience, strengths and any limitations.

The following evaluations are examples and should be reviewed as the student teacher progresses through the student teaching experience.

Alma College
Early Childhood Student Teacher MID-TERM Evaluation
 (for use with students taking EDC 493)

Student Name _____

Cooperating Teacher _____

Age Level Taught _____

School/Center _____

Dates of Student Teaching _____

College Field Supervisor _____

EXAMPLE ONLY

Please complete the assessment form by responding to each question in the manner that most nearly represents your opinion. Your comments are valuable in assisting the student in developing key teaching skills.

Proficiency Scale	Descriptor
4	Proficient: Work at this level exceeds the standard. It is thorough and consistently shows exceptional knowledge and use of skills and strategies
3	Competent: Work at this level meets the standard. It demonstrates mastery of many skills with a reflection of the commitment and care to continue to master more knowledge, skills and strategies.
2	Developing: Work at this level show basic, but inconsistent mastery and application of knowledge, skills and strategies. There are more weaknesses than strengths
1	Beginning: Work at this level is minimal. It may portray a lack of understanding and use of appropriate knowledge, skills and strategies
NA	Not Applicable: You have not seen this use of this skill or application of this knowledge attempted in your classroom

Becoming a Professional

Enthusiasm	1	2	3	4	NA	Dependability/Responsibility	1	2	3	4	NA
Creativity	1	2	3	4	NA	Professional Appearance	1	2	3	4	NA
Flexibility	1	2	3	4	NA	Keeps confidentiality	1	2	3	4	NA
Resourcefulness	1	2	3	4	NA	Ethical	1	2	3	4	NA
Initiative	1	2	3	4	NA	Self evaluation/reflection skills	1	2	3	4	NA
Confidence	1	2	3	4	NA	Cooperates/Collaborates	1	2	3	4	NA
Organized	1	2	3	4	NA						

Teaching and Learning

Appropriate Objectives/Goals	1	2	3	4	NA	Creates a Safe Learning Environ.	1	2	3	4	NA
Organized Materials	1	2	3	4	NA	Creates a Developmentally Approp. Environ.	1	2	3	4	NA
Appropriate Use of Time	1	2	3	4	NA	Monitors Environment	1	2	3	4	NA
Motivates Students	1	2	3	4	NA	Anticipates/Prevents Problems	1	2	3	4	NA
Skill in Giving Directions	1	2	3	4	NA	Uses Redirection	1	2	3	4	NA
Questioning Skills	1	2	3	4	NA	Uses Positive Guidance	1	2	3	4	NA
Appropriate Content	1	2	3	4	NA	Encourages Independence	1	2	3	4	NA
Knowledge of Subject Matter	1	2	3	4	NA	Provides Clear Rules	1	2	3	4	NA
Skills Assessing Students	1	2	3	4	NA	Manages Transitions	1	2	3	4	NA
System for Collecting Data	1	2	3	4	NA	Individual Guidance Skills	1	2	3	4	NA
Awareness of Individual Needs	1	2	3	4	NA	Group Guidance Skills	1	2	3	4	NA
Modifies and Extends Lessons	1	2	3	4	NA	Initiative in Guidance	1	2	3	4	NA
Awareness of Diversity	1	2	3	4	NA	Consistency in Guidance	1	2	3	4	NA
Teaching Strategies	1	2	3	4	NA						
Variety of Materials	1	2	3	4	NA						

Building Relationships

Communicates well with classroom teacher	1	2	3	4	NA
Works with classroom teacher to improve practice	1	2	3	4	NA
Participates and collaborates as a team member with other professionals	1	2	3	4	NA
Establishes and maintains positive, collaborative relationships with families	1	2	3	4	NA
Communicates appropriately with students working to build individual relationships	1	2	3	4	NA

Comments:



ALMA COLLEGE

Early Childhood Student Teacher FINAL Evaluation

(for use with students taking EDC 493)

Student Name _____

Program Supervisor Name _____

Age Level Taught _____

School/Center _____

District/City _____

Start Date of Student Teaching _____

End Date of Student Teaching _____

College Field Instructor _____

EXAMPLE ONLY

Please complete the assessment form by responding to each question in the manner that most nearly represents your opinion. Your comments are valuable in assisting the student in developing key teaching skills.

Proficiency Scale	Descriptor
4	Proficient: Work at this level exceeds the standard. It is thorough and consistently shows exceptional knowledge and use of skills and strategies.
3	Competent: Work at this level meets the standard. It demonstrates mastery of many skills with a reflection of the commitment and care to continue to master more knowledge, skills and strategies.
2	Developing: Work at this level show basic, but inconsistent mastery and application of knowledge, skills and strategies. There are more weaknesses than strengths.
1	Beginning: Work at this level is minimal. It may portray a lack of understanding and use of appropriate knowledge, skills and strategies.
NA	Not Applicable: You have not seen this use of this skill or application of this knowledge attempted in your classroom.

NO#	Guideline/Standard	Level of Proficiency
1.0	<p>Promoting Child Development and Learning</p> <p>Student uses his/her understanding of young children’s typical and atypical developing characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education’s Universal Education Vision and Principles.</p>	
1.1	Knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn;	
1.2	Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children’s individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media);	
1.3	Use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments through such areas as curriculum, interactions, teaching practices, technology, and learning materials;	
1.4	Knowledge and skills to promote young children’s physical and psychological health, safety, and sense of security including specifics about child abuse and neglect;	
1.5	Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child’s culture, home language, individual abilities or disabilities, family context, and community;	
1.6	Knowledge and skills to create a learning environment that supports young children’s ability to learn and to make meaning from his/her experiences through play, spontaneous activity, and guided investigations; and	
1.7	Application of their knowledge of theory and research to construct learning environments that provide achievable and challenging experiences for all children, including children with special abilities and children with disabilities or developmental delays.	

NO#	Guideline/Standard	Level of Proficiency
2.0	<p>Building Family and Community Relationships</p> <p>Student knows about, understands and values the importance and complex characteristics of children’s families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. S/he uses this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>	
2.1	Knowledge about and understanding of family and community characteristics and the critical role both play in children’s development;	
2.2	A variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships;	
2.3	Strategies that involve families in children’s developmental learning;	
2.4	An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP);	
2.5	An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws;	
2.6	Strategies for clarifying and communicating sensitive issues with appropriate parties including but not limited to child abuse, neglect, hygiene, and nutrition;	
2.8	Knowledge of signs of emotional distress, child abuse and neglect in young children, and follows appropriate procedures to report suspected abuse and neglect to authorities; and	
2.9	Knowledge of the teacher’s role in transitioning, including the creation of a required transition plan for children with disabilities.	
3.0	<p>Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Student knows about and understands the goals, benefits, use and misuse of assessment. S/he knows about and uses 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.</p>	
3.1	Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum;	

NO#	Guideline/Standard	Level of Proficiency
3.2	Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines;	
3.3	Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making;	
3.4	Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum);	
3.5	Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction;	
3.6	Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices; and	
3.7	Knowledge of the teacher's role as a participant and an advocate during the development and use of an IFSP and IEP.	
4.0	<p>Teaching and Learning</p> <p>Student integrates an understanding of and relationships with children and families; his/her understanding of developmentally effective approaches to teaching and learning; and his/her knowledge of academic disciplines to design, implement, and evaluates experiences that promote positive behavioral supports and technologies which promote appropriate development and learning for all children.</p>	
4.1	Use of individual and group guidance and problem solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem;	
4.2	An ability to model and affirm anti-bias perspectives regarding development and learning;	
4.3	Knowledge about the research and theory regarding early care and learning environments for all children (birth through age 8) that create optimal conditions which foster exploration and learning;	

NO#	Guideline/Standard	Level of Proficiency
4.4	Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges;	
4.5	Use of developmentally effective approaches which foster language and communication development embedded in every aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success;	
4.6	Knowledge and understanding of the central concepts, inquiry tools, and structures of each content area, (i.e., literacy, science, mathematics, social studies, the arts, world languages, technology, physical education and health);	
4.7	Implementation of the central concepts of core content areas in a developmentally appropriate manner drawing from a continuum of teaching strategies and multiple disciplines;	
4.8	Ability to formulate and use action plans based on IFSP and IEP;	
4.9	Understanding and skill in setting up and adapting all aspects of the indoor and outdoor environment to promote learning and development across all content-areas for all children. Understanding and skills must include adaptive and assistive devices for children with disabilities;	
4.10	Utilization of incidental teaching opportunities by identifying and taking advantage of informal experiences to build children's language, concept development related to core content-areas, and skills (i.e., diapering, meals, clean-up times, indoor and outdoor play, dressing, other routines, and transitions);	
4.11	Knowledge and skills to build meaningful learning environments and curriculum by focusing on children's characteristics, needs and interests; linking children's language, culture, and community to early childhood learning; use of social interactions during routines and play experiences; incorporating technology and integrative approaches to content knowledge;	
4.12	Understanding and developmentally appropriate use of content knowledge in early education environments which include community building and classroom management with intentional experiences to foster social competence, child initiated experiences, and plan interactions moving toward child's self-regulation and respect of peers, and pro social skills:	
4.13	Knowledge of Michigan's curriculum standards and age/grade level expectations and the appropriate implementation of those standards in the early childhood classroom, using and appropriately modifying a variety of instructional methods, and materials; and	
4.14	Knowledge of disabilities, including etiology, characteristics, and classification of common disabilities in young children and implications for development and learning in the early years.	

NO#	Guideline/Standard	Level of Proficiency
5.0	Becoming A Professional Student identifies and conducts himself/herself as a member of the early childhood profession. S/he knows and uses ethical guidelines and other professional standards related to practices in early childhood education. S/he is a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on his/her work, making informed decisions that integrate knowledge from a variety of sources. S/he is an informed advocate for sound educational practices and policies.	
5.1	An awareness of the value of life long professional development, participation in collaborative communities, and reflective informed practice;	
5.2	Knowledge and application of legal and ethical guidelines and professional standards related to children and families;	
5.3	Knowledge and utilization of integrated cross content and interdisciplinary personnel and resources for children who exhibit typical and atypical development and challenging behaviors;	
5.7	Knowledge and skills for informed advocacy for children, families, and early childhood education profession;	
5.8	Self-reflective practices integrating knowledgeable, reflective, and critical perspectives on early education;	
5.9	Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution; and	
5.10	Understanding and the application of various models of consultation in diverse settings.	
6.0	Field Experience	
6.3	Student demonstrates knowledge and involvement in partnering and communicating with families including participation in parent/guardian conferences	
6.4	Student demonstrates knowledge and understanding of positive working partnerships with other adults in the educational setting	
6.5	Student develops the knowledge, understanding, and competence in planning for and guiding the work with other adults in the classroom setting, i.e. paraprofessionals and classroom volunteers.	

Comments:

I have discussed this final evaluation with the student teacher. Yes _____ No _____

I recommend this student pass Early Childhood Student Teaching. Yes _____ No _____



ALMA COLLEGE

Education Department

Name Tags & Medical Insurance

Name Tags for Classroom Placements/Student Teachers

Area schools are requiring that Alma College students visiting or working in classrooms wear nametags. These nametags allow for instant recognition by school personnel and show that you have a legitimate reason to be in the building. Therefore, education students are expected to wear a nametag anytime they are in school buildings.

1. Students should plan on getting a nametag for their first Education placement and may use it until they have completed student teaching.
2. Students should go to the Financial Services office in the Student Services Center (lower level of Hamilton) and pay a **non-refundable** \$2.50 to receive a nametag.
3. If a nametag is lost, students may get a replacement by paying an additional **non-refundable** \$2.50 to the Financial Services office.

Medical Insurance

Medical Insurance is required of all students participating in an off-campus learning experience. This includes all EDC courses with a classroom placement.

Note: If you do not have medical insurance, you may not participate in a classroom placement. Students must buy into the college offered medical insurance policy. Make an appointment with Anne Lambrecht (in Counseling & Wellness-Wilcox) if you have questions about this college policy.

Classroom Placement Students

#1 Michigan Child Abuse & Neglect Clearance

Michigan school districts require anyone who has contact with children in their school buildings to provide the district with documentation that he or she has not been placed on the central registry for substantiated abuse or neglect. All students who have an Education course with a classroom placement must have a Michigan background check completed at the Department of Health and Human Services (DHHS) in Ithaca prior to beginning in their assigned classroom. No fee is charged. Department of Health and Human Resources records must be current within one year. See the Education Department for more details.

A representative from the Education Department will visit classes related to placement courses to collect completed "Request for Central Registry Clearance" forms and driver's licenses for photocopying. The information will be submitted to DHHS on students' behalf. Your original Child Abuse/Neglect Central Registry Check letter will be provided to you. You will need to provide a **COPY** of this letter to the principal's office at your placement site.

If you prefer to seek your own clearance, please do the following:

1. Take your driver's license to the MICHIGAN DEPARTMENT OF HEALTH AND HUMAN SERVICES at 201 Commerce Drive, Ithaca, MI 48847, Phone: (989) 875-5181, and complete a "Request for Central Registry Clearance" form. If they are not busy, it takes a short time to process. Please wait. **NO FEE FOR THIS SERVICE.**
2. Make two copies of your Clearance.
3. PLEASE **KEEP THE ORIGINAL** FOR YOUR PERMANENT RECORDS (where you can locate it if needed).
4. Place one **COPY** of your Central Registry Clearance form in the designated basket in the EDC bay, Kehrl basement.
5. Take the **SECOND COPY** with you to your placement site and turn it into the Principal's office, for their permanent records, whether they request it or not.

FOR HEAD START PLACEMENTS, STUDENTS WILL NEED THESE ADDITIONAL DOCUMENTS:

#2 TB TEST

#3 MEDICAL STATEMENT

The Wilcox Medical Center on campus will provide these services. Please call x7181 to make an appointment, Monday through Friday, between 8:30 a.m. and 5:00 p.m. The center is closed from 12:00 p.m. – 1:00 p.m. for lunch.

Please submit a **COPY** of your TB and Medical Statement to the designated basket in the Education bay. You will also be required to leave a **copy** of your TB test and Medical Statement with the child care provider, for their permanent records.

PLEASE KEEP ORIGINALS FOR YOUR PERMANENT RECORDS AND EASILY ACCESSIBLE FOR FUTURE PLACEMENTS. THE EDUCATION DEPARTMENT IS NOT RESPONSIBLE FOR LOCATING THIS INFORMATION.

ALMA COLLEGE
Visitation Sheet for
Early Childhood Student Teachers

Return as soon as possible to Dr. Thelen

Note: This information is required and must be completed and accurate for our records for the Michigan Department of Education, as well as for the ECE student teaching evaluation. Please notify Dr. Thelen of changes.

Student Teacher: _____ Date: _____

Possible Cooperating Teacher: _____

Cooperating Teacher's Degree(s) Teacher provides (please be accurate and specific):

Administrator's Name & Title: _____

Title of School/Site: _____

Street Address: _____

City: _____ State: MI Zip Code: _____

Phone: _____

Tentative Start date: _____ Tentative End date: _____

(If your start or end date changes, or any other information changes, it is very important to inform Dr. Thelen at Thelen@alma.edu; 989-463-7202. Placement information including the exact beginning and ending dates are included in your permanent record and must be accurate.

Directions to site:

I understand that student teaching requires full time, professional commitment. _____ Yes

I have visited with my supervising teacher. _____ Yes

(Placement is not final until you have met your teacher and Dr. Thelen has approved.)

I have completed the Student Teaching Term Activity Report and the Early Childhood Student Teachers Contact Information sheet and attached them to this sheet: _____ Yes

Signature: _____

Comments:

Activity Report

Student teaching is the most important part of your preparation for teaching. It is your opportunity to combine your understanding of content, pedagogy, and experience to demonstrate your ability to teach effectively. Student teaching confirms your personal career choice, builds your self-confidence in your ability to teach professionally and effectively, and provides the most authoritative source of your recommendations for teaching positions.

Student teaching demands your full attention. It requires quality and quantity time, physical stamina, emotional focus, intense personal interactions, attention to detail, and acclimating to a schedule and environment much different than that to which you have become accustomed on campus.

Because we want you to succeed, the Education Department has developed the guidelines for your participation in outside activities during student teaching. These guidelines are based on the experience of student teachers, cooperating teachers, principals and Field Instructors.

Guidelines for participation in non-teaching activities during teaching.

1. No practice (arts or sports), employment, volunteer tutoring or other work, or committee work may be scheduled **away from your school** if this requires your leaving before the end of the school day as stated in the Teacher Contract.
2. Student Teachers are expected to be available for parent teacher conferences and other school functions that teachers attend during the school day or in the evening.
3. Student Teachers who are absent more than three days during a term for any reason will be required to complete additional work in their classrooms. A day that you leave early will count as a whole day of absence.
4. Several college activities typically require heavy investments of time and negatively affect student teaching performance. Students are advised to avoid participating in the following activities during the student teaching term: chairing committees, serving as an officer for a fraternity or other group, employment, team sports, campus organizations, practice of any type, volunteer work. If student teachers desire to participate, they should restrict their participation to 8 hours during the week.
5. Assisting with an activity in the school where you are student teaching (i.e. with team sports, drama club, Odyssey of the Mind, cheerleading, etc.) can be a valuable experience for both you and the students. However, in order to ensure a successful student teaching experience, student teachers are asked to restrict these activities to 8 hours per week.
6. During the student teaching term, students are not allowed to take a class other than those required by the student teaching program.
7. Any practice, employment, volunteer, or other outside activities which interfere with your student teaching performance must be dropped immediately. The decision of the Cooperating Teacher and College Field Instructor is final.

Student Teaching Activity Report Form

I _____ have read and understand the guidelines for participation in non-teaching activities during Student Teaching. I certify that my non-teaching responsibilities will not affect my arrival time, departure time, or responsibilities during the school day.

Describe your activity. Provide times and dates that you will need to commit for this activity (Attach documents as necessary).

If you are seeking this approval for participation in sports, ask your coach to comment and sign below as an assurance that your sport will not interfere with Student Teaching

Education Department Chair's Comment: *Approve* *Not approve* *other*
Comment:

Department Chair Signature and Date: _____

Coach or Supervisor Signature and Date: _____

Student Signature and Date: _____

Cooperating Teacher's Comment: *Approve* *Not approve* *other*
Comment:

Cooperating Teacher's Signature and Date: _____

Note: Your Activity is approved after

1. It is approved by the Education Department Chair **and**
2. It is approved by the Cooperating Teacher **and**
3. It is returned to Mrs. Paul before the beginning of your Student Teaching term.

**ALMA COLLEGE
EARLY CHILDHOOD EDUCATION
STUDENT TEACHERS CONTACT INFORMATION**

FOR SPRING TERM (MAY) _____ + 3 WEEKS

OR

SUMMER _____



Name: _____

Are you planning to complete your Early Childhood ZS student teaching in
7 full-day weeks _____ or 14 half-day weeks _____ ?

Tentative beginning date: _____ and ending date: _____

What town are you going to be living in during your ZS student teaching? _____

Address during ZS student teaching: _____

City, State, Zip: _____

Phone: _____

E-mail: _____

Please provide current information as well if different than above.

Date: _____

Current Address: _____

City, State, Zip: _____

Phone: _____

E-mail: _____

**IF ANY OF THIS INFORMATION CHANGES BEFORE OR DURING STUDENT
TEACHING, PLEASE E-MAIL OR CALL DR. THELEN. THANK YOU.**