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**TEACHING PRACTICUM AND RUBRIC:  
Judaic Education Concentration**

# MJI Teaching Practicum and Rubric

## Purpose:

The purpose of student teaching is to help the Judaic Studies Education (JE) major become an effective, competent teacher of Judaic material, and a reflective decision maker in the teaching process. To accomplish these goals, the student will be placed in one or two Jewish school settings under the direction of one or two cooperating teachers and at least one MJI faculty supervisor. The cooperating teachers and the MJI faculty supervisor will monitor the student teacher's progress throughout the semester and assist in providing guidance and an environment conducive to professional growth.

## Course Descriptions:

**EDU 200 Teaching Practicum 1 credit = 45 hours of teaching (2 - 6 credits)**

**Prerequisite: Current teaching position and enrollment in EDU 151.**

Number of credits will be determined by the amount of teaching. Teaching must be under approved supervision. Students will submit their lesson plans for review. Students will also have to link the teaching experience to the methods and theoretical background studied in EDU 151.

**EDU 252 Principles of Learning and Instruction - Practicum 1 credit = 45 hours of teaching (4 credits)**

**Prerequisite: Current teaching position and enrollment in EDU 251.**

This course is designed to provide opportunities for teachers to apply the principles and methods discussed in the course: EDU 251 *Principles of Learning and Instruction*. Teachers will observe and assess student performance, create individualized learning opportunities, and implement lessons, units, and projects in their classrooms. Problem-solving strategies will be employed enhance learning and deal with difficult problems.

The MJI student teaching experience is required of all JE students who expect to teach professionally in a Jewish educational environment and who meet all other requirements for the JE Bachelor of Applied Sciences degree.

These student teaching experiences involve working in a school setting (restricted to Jewish school setting for JE students) with school age youth in the elementary, middle and/or high school levels. Student teachers earn up to ten semester hours of credit (with a minimum of 3 required in the JE program) and grades are recorded on a pass/fail basis.

### **Course Requirements:**

During the semester the student teacher will be required to observe, assist, teach, and evaluate classroom lessons and activities. The student teacher will be expected to attend teachers' meetings and perform some clerical duties.

Lesson plans are required for all forms of teaching whether a partial or full lesson. The student teacher should place a copy of the lesson plans and related materials they *personally* prepare in their student teaching portfolio (the portfolio is fully described below). Copies of these materials should be provided to the cooperating teacher(s) and MJI faculty supervisor. Student teachers are expected to be on time (required arrival time for teachers or earlier), prepared and ready. Professional dress is required.

### **Attendance Policy at Placements:**

Absences:

1. Illness of the student or serious illness of a member of the student's immediate family: Cooperating teacher(s) and the MJI faculty supervisor must be notified immediately of illness. Cooperating teacher(s) and/or MJI faculty supervisor have the right to request appropriate verification.
2. The death of a member of the student's immediate family: Cooperating teacher(s) and MJI faculty supervisor must be notified of the death. Cooperating teacher(s) and/or MJI faculty supervisor have the right to request appropriate verification.
3. Students are responsible for notifying the cooperating teacher(s) and MJI faculty supervisor in writing of anticipated absences due to their observance of major religious holidays by Friday of the first week of student teaching.

### **Course Grade:**

As previously indicated student teaching involves working in a school setting (restricted to Jewish school setting for JE students) with school age youth in the elementary, middle and/or high school levels and is graded on a pass/fail basis. In order to receive a passing grade, student teachers must demonstrate competency in teaching for a sustained period of time without the assistance of the cooperating teacher(s). A minimum of one solo week of teaching is required. In addition, the student teacher must satisfactorily complete: weekly journals, a work portfolio, other tasks as may be assigned by the cooperating teacher(s) and/or faculty supervisor and participate in exit interviews by the Principal of the student teaching site.

If the student teacher fails to complete ANY of these assignments or if assignments are performed in an unsatisfactory manner, a grade of "U" will be recorded for the assignment. All assignments must be completed in a satisfactory manner. Competency

will be determined by observations and evaluations from the cooperating teacher(s) and MJI faculty supervisor. Copies of all materials (journal and portfolio) are to be turned in to the cooperating teacher(s) and the MJI faculty supervisor at the conclusion of the student teaching practicum.

### **Evaluation Criteria:**

Using the attached forms, student teachers will be evaluated by their cooperating teacher(s), the teaching site school administrator and the MJI faculty supervisor. The following criteria will be used for evaluation purposes:

1. The Student Journal and Portfolio as a whole;
2. The specific Lesson Plans and Units prepared by the student teacher;
3. Cooperating Teacher(s)' observations;
4. School Principal's evaluations;
5. MJI Faculty Supervisor's evaluations;
6. Exit interview conducted by the MJI faculty supervisor within 5 business days after the conclusion of the placement; and,
7. Others as may be described by the cooperating teacher(s), school principal and/or MJI faculty supervisor

### **Student Teaching Journal:**

The student teacher will be required to make daily entries in a journal. The contents of the journal should reflect personal reactions and reflections about the student teaching educational experience. The student teacher will be required to e-mail his/her journal to his/her MJI faculty supervisor on a biweekly basis. The past two weeks' journal entries should be received by the faculty supervisor every other Monday morning.

### **Student Teaching Portfolio:**

The portfolio serves as an organizational format for work completed throughout the student teaching experience. It should contain all pieces of the student teacher's prepared work together with the assignments completed. A three-ring binder with pockets for additional storage should suffice as a container for the student teacher's portfolio. More elaborate binders or cases are not required.

The first page of the student teacher's portfolio should contain the student teacher's name, the name of the student teaching placement site, the names of the cooperating teacher(s), the name of the school administrator and the name of the MJI faculty supervisor. The dates of the student teaching contact should also be indicated. On the next page should be the portfolio's table of contents.

The next page(s) should list the semester-long teaching schedule with teaching unit descriptions (e.g., unit 1: bible, unit 2: holidays, unit 3: history, etc. Note: for younger classes, the teaching schedule may look quite different from this example. Talk to your cooperating teacher(s) or MJI faculty supervisor if you need help).

After that, the portfolio should be professionally prepared by you the student teacher and be ready for use in your ultimate job searches.

Please be sure to include at a minimum, the items listed below and copies of all your evaluation forms for each semester placement:

#### 1. Resume

Since this portfolio should be helpful in obtaining a full time teaching position (and may actually be a required part of a job application), a professional resume is required. MJI offers annual seminars in employment search and resume development. Student teachers should definitely avail themselves of these and other opportunities to learn about and develop a quality resume.

#### 2. Statement of Philosophy

In order to be an effective, reflective teacher, it is very important for the student teacher to express ideas concerning formal educational training and the student teacher's role in the teaching/learning process. This statement of philosophy should reflect the student teacher's personal convictions related to education.

#### 3. Lesson Plans and Units:

All lesson plans and units are to be typed on a word processor and shared with the cooperating teacher(s) before presenting the lesson. You should include one copy of all lesson plans developed for lessons you have had a major responsibility for teaching to the class. At the end of each lesson, a brief written reflection on possible ways to improve the plan must be included.

All lesson plans, supporting material (e.g., ALL transparencies, tests, hand-outs), and units should be included in the portfolio. Strategies and standards you have used for individualizing instruction should also be documented and should be included in your portfolio.

#### 4. Reports

Brief reports should be included in the portfolio for each of the following:

- a. Two or more formal visits to other classrooms (observations) for each placement.

b. One or more teachers' meetings (one should be a school base decision meeting) for each placement.

c. Intramural and Extramural activities, if any.

Reports should include a brief summary of the specific topic and the student teacher's impressions of the event. For instance, the student teacher may wish to share his/her observations or discuss ways he/she would use the ideas gathered in another teaching situation.

Reports may be in outline form with a brief description of the activities. All material from "Professional Development Activities" should be also reported and placed in a separate section of your portfolio.

#### 5. Student Behavior Management Plan

For each student teaching placement, describe your "student behavior management" plan. Briefly describe why the particular plan was selected, the rules that you set up for implementation, and an evaluation of your management plan's effectiveness.

#### 6. Assessment Measures:

Briefly describe the measures used to evaluate student performance used by each cooperating teacher and those used by you, the student teacher. Include sample quizzes, tests, rubrics and other measures. Be sure to provide criteria for evaluation and critique of the process (i.e. was this a good measure of learning? Why or why not?)

7. Other tasks assigned by the cooperating teacher(s) and/or the MJI faculty supervisor.

8. All evaluation forms and any letters of recommendation received.

### **Plagiarism**

The following information concerns plagiarism as described in the *MJI Academic Catalog and Student Handbook*.

The Michigan Jewish Institute has made a commitment to provide an academic community and learning environment based on honest inquiry and knowledge. The faculty and administration of the Institute have established the following acts as serious violations of personal honesty and academic ideals that jeopardize the quality of education within an institution of higher learning:

- Submitting material copied from a published source as one's own;

- Submitting another person's unpublished work or examination material as one's own;
- Submitting a rewritten or paraphrased version of another person's work as one's own;
- Purchasing, acquiring and using for course credit a pre-written paper;
- Allowing another to write or conduct research for a paper that is submitted for course credit; and,
- Copying electronic or printed materials from any source unlawfully, or without permission or licensing from appropriate publishers, or both.

Incidents of academic dishonesty may lead to the assignment of a failing grade for the course by the instructor. In the event of further instances of academic dishonesty, the Dean will convene a hearing board to consider the seriousness of the misconduct and the imposition of additional sanctions, including expulsion. Students may appeal the decision of the Dean and hearing board to the MJI President, whose decision is final.

## **Student Teacher Evaluation:**

The primary role of the cooperating teacher(s) is to facilitate the professional growth and development of the student teacher in a supportive, non-threatening atmosphere. It is important that the cooperating teacher(s) view this role as a “gatekeeper” of the teaching profession. It is incumbent upon the cooperating teacher(s) to honestly evaluate the degree to which the student teacher demonstrates the strengths and traits necessary to become a successful teacher. It should be noted that basic competence is assumed and continuing growth in the subject matter is expected.

Evaluation of a student teacher is a continuous process involving the student teacher, the cooperating teacher(s) and the MJI faculty supervisor. MJI anticipates that the student teaching experience includes continuous feedback from self-reflection, participation with the cooperating teacher(s) and the MJI faculty supervisor.

The aim of evaluating the student teacher is to:

1. Help the student teacher realistically view strengths and weaknesses as a classroom practitioner;
2. Provide the student teacher with guidelines for personal and professional growth; and,
3. Provide a realistic assessment for the prospective employer to consider the probable success of the individual as a beginning teacher.

The sources of evaluation of a student teacher include self-reflection by the student teacher, observation data from the cooperating teacher(s) and the MJI faculty supervisor, daily feedback from the cooperating teacher(s), and the midterm and final evaluations completed by the cooperating teacher(s), School Administrator and MJI faculty supervisor

### **Midterm and Final Evaluations.**

Student teachers are evaluated on their attainment of knowledge, skills, and dispositions as delineated in the evaluation form, attached.

The Midterm evaluation provides a checkpoint for the future growth and development as a professional. The cooperating teacher(s) review(s) the Midterm evaluation with the student teacher and the MJI faculty supervisor. The cooperating teacher(s) make(s) copies of the midterm evaluation for the student teacher and the MJI faculty supervisor. The cooperating teacher(s) also keep(s) a copy of the midterm evaluation for their files. The original midterm evaluation is placed in the student teacher’s MJI student record.

The Final evaluation serves to evaluate the student teacher’s end-of-semester performance. The cooperating teacher(s) review(s) the final evaluation with the student

teacher and the MJI faculty supervisor. The cooperating teacher(s) make(s) copies of the final evaluation for the student teacher and the MJI faculty supervisor. The cooperating teacher(s) also keep(s) a copy of the final evaluation for their records. The cooperating teacher(s) send(s) the original final evaluation, and final grade recommendation (pass/fail), signed by the cooperating teacher(s) and the student teacher, to the MJI faculty supervisor for final review and any additional comments/observations. The final evaluation form is placed in the student teacher's MJI student record with the final grade recommendation.

**Evaluation Form:**

To be completed by the cooperating teacher(s) and the school principal. See attached form.



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## EVALUATION OF THE STUDENT TEACHER MJI Institute

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_

School \_\_\_\_\_  
 Assignment \_\_\_\_\_ (grade or subject)

Midterm Evaluation: \_\_\_ midterm grade \_\_\_ : Final Evaluation: \_\_\_ Final grade \_\_\_

**Key:**

- 1 – Outstanding [exceeds expectations]**
- 2 – Satisfactory [meets expectations]**
- 3 – Unsatisfactory – [does not meet expectations]**

**Knowledge of Content and Pedagogy**

	1	2	3
1. Demonstrates knowledge of subject matter			
2. Demonstrates knowledge of teaching principles in designing instruction			

**Comments:**

**Knowledge of Learners and the Learning Process**

	1	2	3
1. Demonstrates awareness of students’ academic needs			
2. Adapts instruction to meet student needs			

**Comments:**

**Understanding of Diversity****1 2 3**

1. Demonstrates awareness of individual student differences			
2. Recognizes when to give help and when to encourage self-help			
3. Responds effectively to a diverse student population			

**Comments:****Curriculum and Instruction****1 2 3**

1. Designs effective instruction (lesson plans)			
2. Uses a variety of teaching strategies appropriately and effectively			

**Comments:****Use of Assessment/Evaluation Strategies****1 2 3**

1. Selects, constructs and uses assessment strategies appropriate to learning outcomes			
2. Provides for individual differences when evaluating student performance			
3. Maintains accurate and useful records			

**Comments:****Learning Environment****1 2 3**

1. Provides learning opportunities that support students' interests			
2. Provides learning opportunities that support students social and emotional needs			
3. Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation			

**Comments:**

**Classroom Management****1 2 3**

1. Demonstrate knowledge of principles of effective classroom management			
2. Manages classroom learning effectively			

**Comments:****Communication Strategies****1 2 3**

1. Communicates clearly through written and oral language			
2. Uses questioning and discussion techniques to foster purposeful learning			

**Comments:****Professionalism****1 2 3**

1. Takes appropriate responsibility for the learning and well-being of students			
2. Collaborates appropriately with colleagues, parents, and community			
3. Actively seeks opportunities to grow professionally through reflection, collaboration, and self-evaluation			

**Comments:****Use of Technology****1 2 3**

1. Understands current and emerging educational technologies			
2. Uses appropriate educational technology to enhance teaching and learning			

**Comments:**

**Personal and Professional Qualities (Teaching Dispositions)**

	<b>1</b>	<b>2</b>	<b>3</b>
1. Professional attire			
2. Friendliness and cooperation			
3. Poise and self-control			
4. Flexibility and creativity			
5. Initiative and dependability			
6. Punctuality and organization			
7. Interest in teaching and learning			

**Comments:**

**Observations and comments by School Administrator:**

**Observations and comments by MJI Faculty Supervisor:**

**Signatures:**

**Student Teacher** \_\_\_\_\_

**Cooperating Teacher(s)** \_\_\_\_\_

**School Administrator** \_\_\_\_\_

**MJI Faculty Supervisor** \_\_\_\_\_

With many thanks to:

Dordt College. *Evaluation of the Student Teacher*. Current form

Rhode Island College. *Student Teaching Handbook*. 2006-2007

University of Kentucky Education Program. *KHP 371 Student Teaching*. Fall 1999.

for making their educational materials available to the public, on-line.