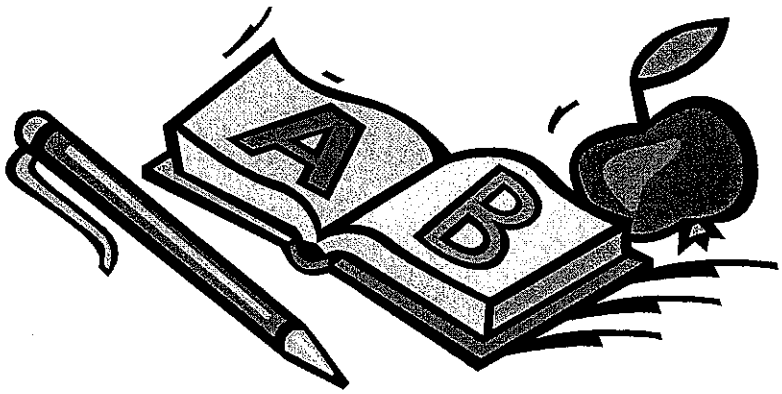
Mentor Handbook
for
Future Teachers Academy I
and
Future Teachers Academy II

cteworks

Career & Technical Education
Peoria Unified School District

2010 ~ 2011



Dear Mentor Teacher:

Welcome to the Future Teachers Academy! You are a vital part of our high school program that introduces the education profession to interested high school students. We thank you for your willingness to share your skills and insights as well as donate your valuable time to the next generation of teachers, parents, or taxpayers!

To assist everyone in making this partnership work smoothly, we have created this handbook for your reference. We have included a description of your responsibilities, important dates, suggested activities, and additional information about how we prepare our students for their field experience.

We will still contact you through the FTA student, e-mail, or in person, but we wanted to provide an additional resource and guide. You will also be receiving an electronic copy of this handbook for your easy reference.

We know this venture will be rewarding, and we are looking forward to a great year! This is a wonderful opportunity to show off our profession, grow our own Peoria teachers, and experience high school youth at its most positive.

Sincerely,

Mary Anne Berens – Centennial HS mberens@peoriaud.k12.az.us
Julie Binnicker – Cactus HS jbinnick@peoriaud.k12.az.us
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Future Teachers Serving Children

How is the FTA student preparing for field experience?

Students have been pre-screened before entering the class, verifying that they have a sincere interest in an education profession. Before the students appear on another Peoria campus, we have coached them on following check-in procedures, being a role model, and presenting positive attitudes and a willingness to learn. We have included for your information a copy of the syllabus for each course in the Future Teachers Academy and a copy of the Statement of Professionalism that the FTA student **and his/her parent** must sign, the Confidentiality Agreement and a field experience schedule for FTA I and II students.

How do I get my FTA student started?

We have listed the week number and the day of the field experience. Some of us think in terms of weeks; some of us think in terms of days. We have NOT listed specific months and days because each high school will determine the start date that works best for their students. Depending on the semester and the high school FTA instructor, most FTA students will be attending field experience for 12 to 13 weeks, two days a week.

WEEK #1 - 1ST DAY

- **FTA students will orally introduce themselves to the class, explaining why they are there and giving a little bit of background information about themselves. They will introduce themselves as "Miss or Mr. (first name and last name)". It is up to your judgment and preference as to how the FTA student will be addressed in the classroom.**

> ***Suggestion:*** *Miss or Mr. (FTA student's first name) is probably acceptable for lower grades, but Miss or Mr. (FTA student's last name) may be preferable for older grades. You are the judge; you know your students and situation best.*

- **Please give the FTA student a copy of your discipline plan or class guidelines or rules. Explain important procedures or rules you want them to reinforce.**

WEEK #1 - 2nd DAY

- **Give them a copy of your seating chart (blank or filled in). They should know all of the students' names by mid-term.**

- **Over the next 3 visits, the FTA student will be filling out an observation form for the high school FTA instructor, but they will not need more than 30 minutes to complete it.**

WEEK #2 - 4th DAY

- **By today, the FTA student should have interacted with students individually, in small groups OR as a whole class at least once.**

WEEK #3 - 5th DAY

- **A routine or regular interaction with students is established. This can include but is not limited to tutoring individual students, reading aloud to students, conducting bell work activities with students, giving instructions for recess, lining up or heading a paper, checking students' progress around the room on an assignment, etc.**

- **Provide the FTA student with an overview (can be informal) of the units taught during the semester.**

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WHAT OTHER KINDS OF ACTIVITIES CAN MY FTA STUDENT DO?

WEEK #4

- **The FTA student should be mastering student's names. You will assess if the FTA student knows all of the students' names in the class by mid-term. Please make allowances for extra time on this requirement if your FTA student interacts with more than one class and note it on the evaluation, i.e., P.E.**

WEEK #5 through the end of the semester

- **In addition to direct student interaction, FTA students may also complete activities like the following:**

✓ *Analyze the results of a quiz (questions most missed, most common mistakes, etc.).*
✓ *Create a bulletin board or post excellent student work.*
✓ *Record grades on a student roster (not in computer).*
✓ *Create the next day's bell work.*
✓ *Create comprehension questions for a reading selection and then grade the answers.*
✓ *Lead the students in a warm-up or team-building activity.*
✓ *Supervise recess (but not alone).*
✓ *Organize art materials or books.*

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HOW WILL MY FTA STUDENT BE EVALUATED?

WEEK #1 - 4

- **The high school FTA instructor will informally visit your classroom, introduce herself, and check to see if things are going smoothly.**

WEEK #4 or #5

- **The high school FTA instructor will send you an electronic mid-term evaluation form for the FTA student. You can complete the form electronically or copy it off and send it via district mail or via your FTA student. *The evaluation is due by October 6th.***

WEEK #5 - 12

- **The high school FTA instructor will observe the FTA student conducting a whole class or small group activity or lesson as a "final" evaluation of the student's presentation skills.**
- **Final evaluation is *due by December 8th.***

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HOW DO I KNOW THAT I HAVE HELPED MY FTA I STUDENT MEET THE STATE STANDARDS FOR THE FTA PROGRAM?

- ☐ My FTA student introduced him or herself to the class.
- ☐ I have reviewed the sample **"Statement of Professionalism"** that the FTA student is required to sign. This allows me to reinforce course requirements.
- ☐ I have given my FTA student a copy of my rules and procedures.
- ☐ I have given my FTA student a seating chart and reviewed the names of my students with him or her.
- ☐ My FTA student has interacted with students individually, in small groups, or as a whole class **nearly everyday** or **as often as possible.**
- ☐ My FTA student has created at least one product for me *(worksheet, activity, quiz, informational handout, game.)*
- ☐ I have discussed with my FTA student the demographics of my classroom.
- ☐ My FTA student presented a lesson to the **"whole"** class at least once before their final scheduled observation.
- ☐ I reviewed the sample evaluation forms (mid-term and final) for my FTA student. Please note: ***Mid-term Evaluation is due by October 6th and the Final Evaluation is due on December 8th.***

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STATE STANDARDS ALIGNMENT

Standards Met:	Future Teachers I Standards		Future Teachers II Standards	
			1.0	Examine the role of the education industry in the economy
			2.0	Recognize the financial policies and procedures of a school district
			3.0	Understand the history and structure of education in the United States
			4.0	Understand the roles of the governing board and the administration in relation to schools
			5.0	Explain the roles of support service personnel in schools
	6.0	Analyze the roles and characteristics of teachers and paraprofessionals	**6.0**	Analyze the roles and characteristics of teachers and paraprofessionals
	7.0	Comprehend the issues related to exceptional learners	**7.0**	Comprehend the issues related to exceptional learners
	8.0	Explain the issues relating to diversity and its impact on teaching and learning	**8.0**	Explain the issues relating to diversity and its impact on teaching and learning
	9.0	Analyze the impact of classroom management and discipline strategies on student learning	**9.0**	Analyze the impact of classroom management and discipline strategies on student learning
	10.0	Comprehend the stages of human development and their impact on learning and the classroom		
	11.0	Identify instructional methods for student learning	**11.0**	Identify instructional methods for student learning
	12.0	Create a lesson plan and related activities to meet the needs of learners	**12.0**	Create a lesson plan and related activities to meet the needs of learners
	13.0	Apply technology for instruction and management	**13.0**	Apply technology for instruction and management

***Please Note:** In addition to the standards and indicators identified in the 13 areas above, it is important for instruction to include the Crosswalk Academic Standards related to mathematics and language arts. These are in line with those required for Education Testing Services (ETS) assessment and are emphasized in No Child Left Behind (NCLB) federal legislation. Arizona has not yet adopted or developed a certification program for paraprofessional educators. These appear to areas that will be considered when this does occur. Therefore, consideration may need to be given to these areas to assist in the preparation of Education Professions students. This may not mean that these will be added to the standards above, but attention may need to be given to assuring that students in their total school program will have gained these cross-walked mathematics and language arts standards.

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COURSE SYLLABUS

Future Teachers I is an elective that allows students to explore teaching as a career option. This course provides an overview of the many facets of teaching. A major portion of this course is the field experience component where students do service learning. The students are required to participate in organized service that is coordinated with the elementary community. This course is a prerequisite to Future Teachers II. The following units will be taught in Future Teachers I.

1) **Communication Skills**
   - Writing
   - Reading Comprehension
   - Speaking and Listening

2) **The Learner**
   - Self Esteem
   - Exploring Learning Styles
   - Multiculturalism
   - Overview of Human Development
   - Overview of Special Education

3) **The Teacher**
   - Professionalism
   - Basic Lesson Planning
   - Professional Terms

4) **The School**
   - Current Events
   - School Personnel

5) **Field Experience**
   - 25 hours of Field Experience
   - Field Experience journal
   - Shadow Day

6) **Assessment**
   - Lesson Evaluation – Presentation & Written Plan
   - Mentor Teacher Evaluations
   - Portfolio

7) **Reflection and Celebration**

Grading Policy

30%	Daily work, Practices, Checks for understanding
50%	Major Projects, Tests, Essays
20%	Course Assessment: Portfolio

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Field Experience Schedule

Future Teachers Academy I

Fall, 2010 (time required = 25 hours)

Meet & Greet: Wednesday, September 8th

Week #1	Tuesday, September 14th ***Drop-in Visit***	Wednesday, September 15th ***Drop-in Visit***
Week #2	Tuesday, September 21st ***Drop-in Visit***	Wednesday, September 22nd ***Drop-in Visit***
Week #3	Tuesday, September 28th ***Drop-in Visit***	Wednesday, September 29th ***Drop-in Visit***
Week #4	Tuesday, October 5th ***Drop-in Visit***	Wednesday, October 6th ***Drop-in Visit (Mid-term Evaluation due)***
Week #5	Tuesday, October 12th ***Lesson Evaluation***	Wednesday, October 13th ***Lesson Evaluation***
Week #6	Tuesday, October 19th ***Lesson Evaluation***	Wednesday, October 20th ***Lesson Evaluation***
Week #7	Tuesday, November 2nd ***Lesson Evaluation***	Wednesday, November 3rd ***Lesson Evaluation***
Week #8	Tuesday, November 9th ***Lesson Evaluation***	Wednesday, November 10th ***All day!***
Week #9	Tuesday, November 16th ***Lesson Evaluation***	Wednesday, November 17th ***Lesson Evaluation***
Week #10	Tuesday, November 23rd ***Lesson Evaluation***	Wednesday, November 24th ***Lesson Evaluation***
Week #11	Tuesday, November 30th ***Lesson Evaluation***	Wednesday, December 1st ***Lesson Evaluation***
Week #12	Tuesday, December 7th ***Lesson Evaluation***	Wednesday, December 8th ***Last Day (Final Evaluation due)***

Professional attire required!

If FTA Student misses their field experience, they are responsible for making up the time required!

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Field Experience Schedule

Future Teachers Academy II

Spring, 2011 (time required = 35 hours)

Week #1	Monday, January 17th ***No School***	Tuesday, January 18th ***Meet and Greet***	Wednesday, January 19th ***Drop-in Visit***
Week #2	Monday, January 24th ***Drop-in Visit***	Tuesday, January 25th ***Drop-in Visit***	Wednesday, January 26th ***Drop-in Visit***
Week #3	Monday, January 31st ***Drop-in Visit***	Tuesday, February 1st ***Drop-in Visit***	Wednesday, February 2nd ***Drop-in Visit***
Week #4	Monday, February 7th ***Lesson Evaluation***	Tuesday, February 8th ***Lesson Evaluation***	Wednesday, February 9th ***Lesson Evaluation***
Week #5	Monday, February 14th ***Lesson Evaluation***	Tuesday, February 15th ***Lesson Evaluation***	Wednesday, February 16th ***Lesson Evaluation***
Week #6	Monday, February 21st ***No School***	Tuesday, February 22nd ***Lesson Evaluations***	Wednesday, February 23rd ***Lesson Evaluation***
Week #7	Monday, February 28th ***ALL DAY!!!***	**Testing Break for High School**	
Week #8	Monday, March 7th ***Lesson Evaluation***	Tuesday, March 8th ***Lesson Evaluation***	Wednesday, March 9th ***Lesson Evaluation*** ***(Mid-Term Evaluation Due)***

Spring Break March 14th – 18th

Week #9	Monday, March 21st ***Lesson Evaluation***	Tuesday, March 22nd ***Lesson Evaluation***	Wednesday, March 23rd ***Lesson Evaluation***
Week #10	Monday, March 28th ***Lesson Evaluation***	Tuesday, March 29th ***Lesson Evaluation***	Wednesday, March 30th ***No Field Experience- State Conf***
Week #11	Monday, April 4th ***Lesson Evaluations***	**Testing Break for High School**	

Testing Break for Elementary School April 5th – 15th

Week #12	Monday, April 18th ***Lesson Evaluation***	Tuesday, April 19th ***Lesson Evaluation***	Wednesday, April 20th ***Lesson Evaluation***
Week #13	Monday, April 25th ***Lesson Evaluation***	Tuesday, April 26th ***Lesson Evaluation***	Wednesday, April 27th ***Lesson Evaluation***
Week #14	Monday, May 2nd ***Lesson Evaluation***	Tuesday, May 3rd ***Lesson Evaluation***	Wednesday, May 4th ***Lesson Evaluation***
Week #15	Monday, May 9th ***Lesson Evaluation***	Tuesday, May 10th ***Lesson Evaluation (Final Evaluation Due)***	

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STATEMENT OF PROFESSIONALISM

Remember, you are a guest on the campus of _____ Elementary School. As a guest and a future teacher, you must conduct yourself professionally. Please read the following statements and sign and date this sheet. Ask your parents to read and sign this form, also. Your signature is your promise to uphold these standards of professionalism.

A Professional ...

1. Treats **ALL** children respectfully.

2. Serves as a positive role model for children, both in and out of school.

3. Treats **ALL** staff and colleagues respectfully.

4. Maintains professional relationships with **ALL** students at mentoring schools.

5. Dresses appropriately:
   - ***must*** *wear Future Teachers Logo collared shirt*
   - ***no*** *bare midriffs*
   - ***no*** *shorts—jeans are acceptable if not ragged or faded*
   - ***no*** *hats*
   - ***no*** *flip-flops*

6. Follows **ALL** campus rules at the high school, as well as state laws.

7. Follows **ALL** campus rules at the elementary school (no gum or cell phones).

8. Notifies the mentor teacher the morning of an absence.

9. Follows the check-in and badge procedures required at the elementary school.

10. Attends regularly, is punctual, and stays for the prescribed length of time.

11. Knows children are fragile—emotionally and physically.
    - ***builds up a child's self esteem***
    - ***treats children cautiously on the playground and in PE class***

_____ **Date** _____
(Student Signature)

_____ **Date**_____
(Parent Signature)

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CONSEQUENCES FOR
INAPPROPRIATE PROFESSIONAL BEHAVIOR

1. **If you are dressed inappropriately you will not be allowed to attend field experience.**

First Offense:

a) You will notify your mentor teacher immediately via email.
b) You will be assigned on-campus work for that period.

Second Offense:

Parent(s) will be notified by letter of this problem.

Third Offense:

Student will be removed from FTA class.

2. **Ditching field experience will result in the following consequences:**

First Offense

a) administrative action
b) apology letter to mentor teacher

Second Offense

Student will be removed from FTA class

3. **Possible consequences for NOT following the rules on the statement of professionalism may include:**

a) administrative action
b) written contract
c) parent/teacher/administrator conference
d) suspension from field experience
e) failing grade for FTA I or II class
f) removal from FTA 1 or II class

Please Note: Time cards will be checked periodically to make sure students are in the mentor teacher's classroom for the prescribed length of time. This is part of your professionalism grade.

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CONFIDENTIALITY AGREEMENT

I understand that I may have access to confidential patient/client information and confidential information about the business and financial interests of my employer (referred to as "Business Partner" in this Agreement). I understand that Confidential Information is protected in every form, such as written records and correspondence, oral communications, and computer programs and applications.

I agree to comply with all existing and future Business Partner policies and procedures to protect the confidentiality of Confidential Information. I agree not to use, copy, make notes regarding, remove, release, or disclose Confidential Information, unless it is permitted by the Business Partner policy.

I agree not to share or release any authentication code or device, password, key card, or identification badge to any other person, and I agree not to use or release anyone else's authentication code or device, password, key card, or identification badge. I agree not to allow any other person to have access to the Business Partner's information systems under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the Business Partner's information system or records.

I agree that my obligations under this Agreement continue after my employment or my time as a volunteer/employee/intern ends.

I agree that, in the event I breach any provision of this Agreement, the Business Partner has the right to reprimand me or to suspend or terminate my employment or volunteer status with or without notice at the discretion of the Business Partner, and that I may be subject to penalties or liabilities under state or federal laws. I agree that, if the Business Partner prevails in any action to enforce this Agreement, the Business Partner will be entitled to collect its expenses, including reasonable attorney's fees and court costs.

Elementary School: _____ Mentor Teacher: _____

_____	_____	_____
Printed Student-Learner Name	Student-Learner Signature	Date

If under 18 years of age, a parent or guardian's signature is also required.

_____	_____	_____
Printed Parent/Guardian Name	Parent/Guardian Signature	Date

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Lesson Evaluation Form for Future Teacher's Academy I and II

Standards 6, 11, 12, 13

FTA Student Name: _____ **Date:** _____

Mentor Name: _____ **Feeder School Name:** _____

Items being Assessed	Accomplished 3	Developing 2	Beginning 1	Points Rec'd
Objectives	Instructional goal and objectives are clear and State Standards are included.	Instructional goal and objectives are clear.	Instructional goal and objectives are vague. Did not use state standards or instructional goals and objectives are missing.	
Anticipatory Set	Focused student attention on the lesson objective, a 'grabber', connected prior knowledge and have active participation.	Did not include one of the three components for an effective anticipatory set.	Missing components or did not include an anticipatory set.	
Procedures (Task Analysis)	Contains detailed step-by-step procedural instructions and written from the point of view of the student (TSW)	Provides basic information needed for students to gain the knowledge or skill.	Instructional procedures are vague. Did not define the objectives of the lesson.	
Modeling	Contains **several** examples of how students are to go about completing the lesson, includes detailed step-by-step procedures.	Contains **limited** examples of how students are to go about completing the lesson, includes detailed step-by-step procedures.	Modeling the outcome is missing.	
Check for understanding	Checking for understanding, written and presented, throughout the lesson with **all** students.	Checking for understanding, written and presented, throughout the lesson with **some** students.	A check for understanding not written anywhere in the lesson plan or presented during the lesson.	
Closure	**All** students are participating in an overt activity that brings an aligned response to the lesson objective.	**Some** students are participating in an overt activity that brings an aligned response to the lesson objective.	Students not involved in the closure.	
Materials	All examples of worksheets or info attached with materials clearly stated and relevant to the lesson; books used are referenced.	Most materials are listed and directly related to the lesson format and content.	Materials are incomplete, partly described, or materials are missing altogether.	
Mechanics	Neat, organized, no spelling and/or grammatical errors are present	1-2 spelling and/or grammatical errors are present.	More than 2 spelling and/or grammatical errors are present.	
Delivery	Appropriate and effective eye contact, clarity and projection of voice, tone and pace, and gestures.	Inconsistent use of eye contract clarity and projection of voice, tone and pace, and/or gestures interrupt the flow of speech.	Lack of eye contact, clarity and projection of voice, tone pace, and/or appropriate gestures make the speech difficult to follow	
Overall lesson plan evaluation	Exceeds criteria. Lesson plan is well thought out, content is sensitive to the students' needs, and follows criteria in rubric.	Lesson plan exhibits satisfactory characteristics as described in rubric. Meets passing criteria.	Lesson plan needs to incorporate the missing criteria for a passing grade.	
Modifications for Students with Disabilities *(if applicable)*	Modifications and implementation procedures are clearly stated and appropriate to special needs students.	**Some** modifications and implementation procedures are clearly stated and appropriate to special needs students.	Modifications and implementations are not clearly identified (e.g., confusing, not sequential).	--
Technology Integration *(if* **applicable)**	**All** technology components and implementation clearly linked to the goals and objectives of the lesson.	**Some** technology components and implementation clearly linked to the goals and objectives of the lesson.	Technology components and implementation not clearly linked to the goals and objectives of the lesson.	--

Total Points: _____

Comments:

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Future Teachers Academy
MID-TERM EVALUATION FORM

FTA Student Name: _____

Participating Elementary School: _____

Mentor Teacher Signature: _____ Date: _____

Please check the appropriate boxes below:

My FTA student has:

- *tutored individual students* ☐
- *tutored in a small group setting* ☐
- *presented a whole class activity/lesson* ☐

Rating Scale:
Rate each item in accordance with the following scale. Circle the appropriate number.
4 - Performance/ability is excellent
3 - Performance/ability is good.
2 - Performance/ability is average
1 - Performance/ability is below average
0 - Performance/ability is lacking

Sample

Enthusiasm with students	4 3 2 1 0
Willingness to do tasks	4 3 2 1 0
Ability to follow directions	4 3 2 1 0
Acceptance of responsibility	4 3 2 1 0
Attendance	4 3 2 1 0
Proper attire	4 3 2 1 0
Appropriate behavior	4 3 2 1 0
Overall assessment	4 3 2 1 0

Thank you!

Total _____(32)

Comments: _____

_____

Thank you for taking the time to complete the evaluation!

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Future Teachers Academy
FINAL EVALUATION FORM

FTA Student Name: _____

Participating Elementary School: _____

Mentor Teacher Signature: _____ Date: _____

Rating Scale:
Rate each item in accordance with the following scale. Circle the appropriate number.

5 - Possesses an outstanding quality in this job expectation.
4 - Performance/ability is excellent
3 - Performance/ability is good.
2 - Performance/ability is average
1 - Performance/ability is below average
0 - Performance/ability is lacking

I. Personal Qualities:

a.	Attendance	5 4 3 2 1 0
b.	Punctuality	5 4 3 2 1 0
c.	Appropriate attitude is displayed at the workplace	5 4 3 2 1 0
d.	Dress and appearance are appropriate for the workplace	5 4 3 2 1 0
e.	Cooperation with other employees is appropriate	5 4 3 2 1 0
f.	Communication with staff and students is appropriate	5 4 3 2 1 0
g.	Integrity and honesty is displayed	5 4 3 2 1 0

Total _____(35)

II. Job Performance:

a.	Displays enthusiasm	5 4 3 2 1 0
b.	Motivation to finish a task is displayed	5 4 3 2 1 0
c.	Meets productivity expectations	5 4 3 2 1 0
d.	Shows initiative and self-motivation	5 4 3 2 1 0
e.	Willing to attempt various approaches to completing assignments	5 4 3 2 1 0
f.	Demonstrates willingness to accept responsibility for quality of work	5 4 3 2 1 0
g.	Willingness to participate in job-related activities and assignments	5 4 3 2 1 0
h.	Demonstrates progress in learning career-related skills.	5 4 3 2 1 0
i.	Follows directions – verbal and written	5 4 3 2 1 0

Total _____(45)

III. Career Preparation:

a.	Accepts guidance	5 4 3 2 1 0
b.	Displays interest in the career	5 4 3 2 1 0
c.	Displays abilities necessary for success in career field.	5 4 3 2 1 0
d.	Displays interest in continued learning of career field	5 4 3 2 1 0

Total _____(20)

Comments: _____

_____

_____

100-90 points = A; 89-80 = B; 79-70 = C; 69-60 = D; Less than 60 = F
Recommended Grade for the Student-Learner in Work Based Learning (circle one): A B C D F

Thank you for taking the time to complete the evaluation!

Sample

Peoria Unified School District
Career and Technical Education ~ Future Teachers Academy II
COURSE SYLLABUS

Future Teachers II is an elective that continues to prepare students to work in the field of education. It complements the prerequisite, Future Teachers I, by enabling students to investigate the profession on a deeper level. The students will continue to do service learning as a major component of this course. The students are required to participate in organized service that is coordinated with the elementary community. The students will be required to complete a portfolio as their course assessment. The following units will be taught in Future Teachers II.

1) **Communication Skills**
   - Continue FTA I Skills
   - Debate/Persuasive Speeches

2) **The Learner**
   - Personality Inventory
   - Human Development – Age Group Study

3) **The Teacher**
   - Professionalism
   - Lesson Planning
   - Classroom Management
   - Philosophy of Education
   - Professional Terms
   - Personal Wellness

4) **The School**
   - Shadow Activities
   - Research and Discuss Current Issues in Education
   - School of the Future
   - School and District Visitations

5) **Professional Development**
   Certification and College Applications
   Professional Workshop (Optional)

6) **Field Experience**
   35 hours of Service Learning with Elementary Schools

7) **Assessment**
   Portfolio
   Lesson Evaluations – Presentations & Written Plans
   Mentor Teacher Evaluations

8) **Reflection and Celebration**

Grading Policy

30%	Daily work, Practices, Checks for understanding
50%	Major Projects, Tests, Essays
20%	Course Assessment: Portfolio

- Students will continue with **FTA I expectations**
- 35 Hours of field experience
- Additional responsibilities will include:
    - *One additional lesson evaluation from FTA teacher*
    - *Increased interaction with students*
    - *FTA students creating original lesson plans and presenting them to the class (small or whole group)*
    - *Creating original work such as a manipulative, bulletin boards, or student worksheets.*
    - *Any work that can be included in the student portfolio to showcase the student's emerging teaching skills.*
    - *Students will show more initiative while doing field work.*