

Dear Student Teacher:

We are very excited to have you join us this year! You will really love the students and staff here. It is a great place to work and learn from each other.

I have been teaching for three and a half years. I just finished my first year at W last year teaching Foods, Fashion and Interior Design, Careers & You, Child Development and Advanced Fashion and Interior Design. Don't worry, this year I will be teaching only three different classes. They are Foods, Fashion and Interior Design, and Advanced Fashion and Interior Design.

Along with teaching, I love coaching a variety of sports. Last year, I coached Varsity girls' basketball at X High School and have coached other basketball and volleyball teams in the past. It has kept me very busy and sometimes tests my time management skills.

Before I came to W, I taught in inner-city Milwaukee at D High School. It gave me a great background in different cultures and I learned many lessons about diversity. It is the most diverse high school in the state! I left Milwaukee because I was married last year in June and my husband and I wanted to move back home to be near our families. We both are originally from Appleton and grew up here.

I went to college in Stevens Point and loved it there. I do believe that it prepared me a little for being a teacher, but nothing compares to what you learn when you step inside of the classroom. I look forward to making this experience worthwhile and educational for you. Please don't hesitate to ask me any questions or come to me with any concerns. You can reach me at home anytime at (920) 989-2226.

Sincerely,

M. H.

W

Family and Consumer Education

Philosophy on Education

I believe ...

- The rewards of teaching outweigh any material reward.
- Each child is different and we need to teach the individuals modifying the content accordingly.
- The purpose of schools is to promote social interaction, personal development and exploration, and to expand upon students' knowledge.
- Computer literacy is an important asset for our students to possess.
- Involving students will help them to truly understand what they learn and will motivate them to continue learning.

I believe that teaching is the most rewarding profession that exists. I have contemplated many fields of study, and my ambitions always lead me toward the art of teaching. Making a difference in the life of a child is more rewarding than any other career. Smiles of success are the means of payment in the life of a teacher. As a teacher, I can receive a paycheck everyday, not every two weeks as in most professions. Leaving each day knowing I have made a difference in the life of a child is the ultimate reward.

Each day in the life of a teacher is different. Working with children is spontaneous and unique. Children are such dynamic individuals, and as a teacher I can help to encourage and guide their development. I believe that it is not only important to teach the content, but to teach the individuals. Each student has different ways of learning and has had different experiences. It is my job to draw on their past knowledge and connect it to new concepts. I also need to be aware of and adapt to different learning styles and levels.

I think that the main goals of school are to encourage social interaction, personal development and exploration, and to expand upon students' knowledge. As a teacher, I cannot be there to help my students through each problem or question they may pose. My primary job is to teach my students to use critical thinking and problem solving to make decisions on their own. I can teach them skills that are essential for finding answers to their questions and solutions to their problems. All they will need to do is use these skills to come up with valued ends.

Efficient ways to teach these skills are through the use of technology, hands-on learning, and group work. Our society has become very dependent upon technology and ideas and concepts are rapidly changing. It is important once our students are on their own that they can make use of the technology that is available to them. I also believe that involving students is a very important element to teaching and learning. It promotes intrinsic motivation and interest rather than the teacher being the only source of information. As the Chinese Proverb says, "Tell me and I forget. Show me and I remember. Involve me and I understand."



Student Teacher Tentative Timeline

Phase	Classes Taught	Details
Week One	none	Observe and interact with students. Plan ahead for future lessons and become acquainted with materials and resources. Decide how you would handle discipline in each class.
Week Two	one class	Assume responsibility for teaching one group of students. Student teacher has the option to teach the first section of the class or to observe the teacher for a class and teach a subsequent section. During other classes, student teacher is to help students individually. Continue planning.
Week Three	two classes	Take on the responsibility of teaching two groups of students. Observe other teachers throughout the building. Attend faculty meetings. Continue planning.
Week Four	three classes	Assume responsibility of teaching three groups of students. Continue planning and attending meetings. Meet with cooperating teacher to discuss progress. Start grading some of the student work.
Week Five	four classes	Assume responsibility of teaching four groups of students. Continue planning and attending meetings.
Week Six	five classes	Assume responsibility of teaching all five groups of students. Continue planning and attending meetings.
Week Seven	five classes	Continue to assume responsibility of teaching all five groups of students. Continue planning and attending meetings.
Week Eight	three classes	Reduce class load to three groups of students. Continue to work with students individually. Continue helping the cooperating teacher with grades.
Week Nine	one class	Reduce class load to one group of students. Continue to work with students individually. Continue helping the cooperating teacher with grades. Participate in a final evaluation.

Statement of Expectations

The student teacher will be expected to...

Be punctual. Make sure to give yourself a few extra minutes in the morning to make sure everything is together and ready to go. When switching rooms, be sure to be there before the bell rings.

Be prepared. Gather all necessary materials ahead of time and have them in the appropriate room at least the day before.

Be professional. Wear appropriate clothing, no jeans. Establish a good relationship with the students, but make sure that there are boundaries and that you are not their “friend.”

Follow the teaching timeline. Changes to the teaching timeline can be made prior to the teaching experience or as we feel necessary. If you will be absent during a time when you are supposed to be teaching, make sure to have sub plans available.

Ask questions. Feel free to ask anything anytime! There is no such thing as a stupid question.

Communicate with parents. Depending upon the timing of your placement, you will be invited to attend a parent teacher conference. You will be expected to give input on the progress of the students when parents are there. Also, if you find that a student is misbehaving or falling behind, you will be expected to contact his/her parent.

Discipline students. Make sure you decide ahead of time how much misbehavior you will allow and decide on consequences. The students will test you!

The cooperating teacher will be expected to...

Provide you with materials and help when needed. Even if I am not directly in the room with you, you will always know where I am. Any materials that you find, you are welcome to use, and let me know if you need something that we don't have. We do have some money to buy materials.

Provide written and verbal feedback. In the beginning, I will give you verbal feedback and ask you how you thought things went. We will discuss the lessons and I will give written feedback when needed by your university supervisor.

Inform you of important information promptly. When I get information through e-mail, which is how we usually correspond at W, I will pass the information on to you ASAP.



W SCHOOL CHECKLIST

<u>PLACES</u>		<u>PEOPLE</u>	
Room 216 (Fashion classroom)		..... (principal)	
Room 220 (Foods classroom)		..... (associate principal)	
Room 250 (2 nd floor Copy Room)		..... (associate principal)	
Room 248 (Computer lab)		..... (activities director)	
Room 206 (LGI room)		..... (business secretary)	
Room 234 (Women's Lounge)		..... (Dean of Students)	
Room 144 (..... office)		..... (Police liaison)	
Room 149 (LD office)		..... (School nurse)	
Room 146 (Reception office)		..... (Student Services secretary)	
Room 155 (Student Services)		..... (Receptionist)	
Room 154 (EA Room/Staff Lounge)		..... (Facilities coordinator)	
Room 160 (Guidance)		..... (Guidance counselor)	
Room 151 (Business office)		..... (Guidance counselor)	
Room 110 (Media Center)		..... (Guidance counselor)	
Room 112 (LMC computer lab)		..... (School psychologist)	
Room 122 (Auditorium)		..... (Media Specialist)	
Room 164 (School store)		..... (Media Specialist)	
Room 182 (Commons)		..... (FCE teacher)	
Room 183 (A kitchen)		..... (PFM teacher)	
Room 191 (S gym)		..... (School Age Parents)	
Room 196 (E gym)		..... (FCE teacher)	

W Blue Book

Located behind the teacher desk you will find a blue binder. Every staff member has his or her own specific blue binder. Please review the binder to become better acquainted with W. In the binder you will find the following items:

1. Safety and security plans
2. Teachers Assignments
3. Evacuation drills
4. Phone extension lists
5. Faculty listing and job titles
6. Staff birthdays
7. Administrative phone numbers
8. Class schedule
9. Teacher evaluation schedule
10. Supervision schedule
11. Pledge of allegiance schedule
12. Team leaders schedule
13. School district calendar
14. Two hour delay schedule
15. List of homeroom students and combinations
16. General security and emergency information
17. Fire drill procedures
18. Tornado drill procedures
19. Lockdown procedures
20. Buddy system
21. Phone tree

Welcome to Foods

Mrs. H.
2005-2006



Description: This course provides an opportunity to look at personal food choices and habits. Students in the foods class are asked to take a look at their likes, dislikes, and attitudes about all types of food. Instruction includes units in meal planning, cost control, nutrition, safety and sanitation, and preparing regional and international foods. It includes demonstrations, labs, projects, inventories and reflective writing.

Grading Procedures:

A point value is designated to all work done for this class. In addition participation points are awarded each day. Grades are tabulated by a computer. Please keep all items returned until the grades have been posted on the grading sheet. Grades will be updated at least every other week. The following grading scale will be used.

100-97%= A+
89-87%= B+
79-77% = C+
69-67%=D+
59-0%= F

96-93%= A
86-83%= B
76-73%= C
66-63%= D

92-90%=A-
82-80%= B-
72-70%= C-
62-60%= D-

Expectations:

- Regular and punctual attendance with necessary supplies.
- Healthy food and drink are allowed. Each student is responsible for cleaning up his/her mess.
- Participation in all class activities.
- Completion of all assignments on time for full credit (note: late assignments earn ½ credit, no assignment accepted more than 1 week late.)
- Respect for classmates, instructor, guest speakers and school property.
- Payment of \$20.00 class fee, to help with cost of food.

Consequences:

- **Attendance** – Students are expected to be in class on time everyday. Unexcused absences will be handled in the attendance office. Students late for class without an excused tardy pass will have a discipline referral written up. The attendance office supports this policy. Students will receive a class participation grade of five points per day. To earn the full five points, the student needs to be on time, not be a disruption in any way to the class environment and participate fully in the classroom activities. Students will be allowed one emergency bathroom pass per month. Students are allowed three excused absences per quarter without the loss of participation points. After the third excused absence, participation points are not awarded for missed days. The exceptions to this policy are absences that are school related, such as field trips or other school activities. No participation points are awarded for unexcused absences or for days suspended.
- **Make-up Work** – It is the student's responsibility to ask for the make-up work following an absence. It is encouraged to obtain work prior to an absence if possible. Before or after school are the best times to do this. Any work assigned before the absence is due on the day of return to receive full credit. Missed videos, quizzes, and tests will be made up as soon as arrangements can be made. Work missed during an unexcused absence will be allowed to be made up, but no credit will be earned. All make up work is due one week after return to class for full credit.
- **Supplies** – Students are responsible for bringing a writing utensil and loose leaf paper or a notebook. Parents will be notified if students are continuously unprepared for class.

If there are any questions or concerns, please contact my by e-mail or by phone.

I have read and agree to the previous expectations and consequences. I understand the grading scale and procedure for make up work.

Student signature: _____ **Date:** _____

Parent signature: _____ **Date:** _____

Location of Pertinent Information

Hall Passes- Each room has an object that students use as a hall pass. They MUST sign in and out of a room if they leave. You may also use pink paper passes that you can write on.

Student Information – I usually have a print out of parent phone numbers in a binder on my desk in the office. All other information is kept on the computer, such as medical information, pictures, student ID numbers, addresses, grades and schedules. Let me know if you need to access any of this information.

Teacher Information – On my desk in my office, I have a list of staff schedules, room numbers and extensions.

Supplies – In each of the classrooms there are cabinets for supplies. Between the three Family and Consumer Education rooms, we share many of these, so check with the other teachers before you take them. There are: scissors, glue, markers, construction paper, art supplies, paint brushes, rulers, poster board, colored pencils, and crayons. If you are in need of anything else, just ask. Other teacher supplies are located in the mail room in a closet behind Trish's desk.

Copy Machines – Next to the room 248 computer lab, is the second floor teacher workroom. There are three copy machines there for you to use. I will provide you with a four digit code you will need to use them. Right before school starts tends to be very busy in there, so I would try to avoid that time. There is also a copy machine in the mail room that you can use.

Fax Machine- Located in the mail room. I will give you a code to use if you ever need to send a fax.

Phones – Each classroom has a phone in it, but you are not able to dial out of the building. To dial another classroom you will just need their four digit extension. In our office, there are two phones that you can use to dial out. You just need to dial “9” to make a local call.

Schedules – Each classroom should have a bell schedule posted. There is a different schedule for Monday, Wednesday, Friday than for Tuesday, Thursday. Tuesday and Thursday are homeroom days.

Technology- Every classroom has a TV and VCR. If you need a DVD player, you need to ask the other teachers in our department in advance to use it. If it is being used, the library has DVD players you can check out. Each of our three rooms has an infocus projector for you to use. All rooms also have an overhead projector. There are video cameras and digital cameras that the library will allow you to check out.