



SCHOOL OF EDUCATION
STUDENT TEACHER HANDBOOK
2017-18

A Guide for: Student Teachers, School Cooperating Teachers, University Supervisors of Student Teachers, School Administrators



SOE WEBSITE FOR STUDENT TEACHERS, COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS:

<https://sites.arbor.edu/soe>

Michigan Professional Educator's

CODE of ETHICS

Preamble: Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

Ethical Standards: The following ethical standards address the professional educator's commitment to the student and the profession.

1 *Service toward common good*

Ethical Principle: The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2 *Mutual respect*

Ethical principle: Professional educators respect the inherent dignity and worth of each individual.

3 *Equity*

Ethical principle: Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4 *Diversity*

Ethical principle: Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5 *Truth and honesty*

Ethical principle: Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.





THE SPRING ARBOR UNIVERSITY CONCEPT

Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world.

To our Student Teachers, University Supervisors and Cooperating Teachers,

The professional semester, also known as student teaching, is the capstone experience and celebration of several years of intense academic endeavor and commitment on behalf of our student teacher candidates. This culminating experience requires an extraordinary level of dedication from each of you with respect to the expectations of your role. The faculty and staff at the School of Education are here to provide our full and most fervent support to each as you work in your capacity and together make this the most successful experience of our candidates' academic program.

An auxiliary goal beyond the success of our teacher candidates is that the P-12 students that our candidates serve during this experience are the beneficiaries of the academic excellence expected throughout our teacher preparation program. This will happen through our combined efforts and exemplary performance of our functions.

May God's blessings be with us as we work together this coming semester.

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SPRING ARBOR UNIVERSITY RESPONSIBILITIES AND ROLES

Spring Arbor University Service to Students with Disabilities

Spring Arbor University, in compliance with Federal regulations and in support of our efforts to enable students to maximize their God-given talents and abilities, provides the Academic Student Connections (ASC) office to direct academic services for students with disabilities.

Students with disabilities may request accommodations as provided within federal law. Documentation and requests should be made to the Disability Services Coordinator as early in the semester as possible to prevent delays in accommodation. Students may contact the Academic Student Connections (ASC), at 517.750.6479 or 517.750.6481. Further information regarding policies and guidelines can be found on the ASC website: <http://www.arbor.edu/resources/offices/academic-student-connections/>.

Family Educational Rights and Privacy Act (FERPA)

Spring Arbor University complies with the Family Education Rights and Privacy Act. This act protects the privacy of education records. SAU does not release educational information on a student to anyone outside the institution without the permission of the student. Permission to release requires the written signature of the student. The only information SAU may release without a signature is directory information. Directory information includes the student's name, address including email address, telephone number, major field of study, participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, enrollment status, degrees and awards received.

The application for student teaching includes a form requesting the student teacher's signature for release of his/her educational record to a prospective placement.

SOE personnel cannot discuss a student's education program with members of their families, significant others, or other individuals without the student's written permission. Forms are available in the SOE office.



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Our Christ-centered mission is to develop and empower professional educators committed to student learning in a global society.

SCHOOL OF EDUCATION OBJECTIVES AND EFFECTIVE TEACHING MODEL

The Professional Semester Objectives

The Student Teaching Internship, EDU450, represents the culminating experience in the teacher candidate's professional preparation. This semester-long experience provides the opportunity to apply synthesized pedagogical skills and dispositions in a mentored experience in a P-12 classroom with a master teacher. The Student Teaching Seminar, EDU430, assignments provide valuable demonstrations of learning applications. By the end of the student teaching experience, candidates are expected to become "professional educators committed to student learning in a global society" and ready to be effective first-year educators.

The School of Education (SOE) Model for Effective Teaching

To accomplish our mission, the School of Education faculty has developed a conceptual framework, or Model for Effective Teaching, which is linked to the Michigan Interstate Teacher and Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The SOE Model guides our teacher education program and curriculum. The following pages shows this model and how it links to the InTASC Standards. This model is the focus of all undergraduate and graduate teacher preparation classes, evaluation tools and all self-examination of these programs.

The MI InTASC Model Core Teaching Standards



SAU SOE Model for Effective Teaching

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teachers understands and uses a variety of strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practices to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SAU Model for Teacher Education Alignment with InTASC Standards

| Standard | Pedagogy | Assessment | Diversity | Content and Knowledge | Management & Organization | Collaboration of Stakeholders | Technology | Global Perspective | Professional Skills & Dispositions | Leadership & Scholarship | Faith & Learning |
|--|----------|------------|-----------|-----------------------|---------------------------|-------------------------------|------------|--------------------|------------------------------------|--------------------------|------------------|
| Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | X | X | X | | | X | | | X | | X |
| Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | X | X | X | | | X | | X | X | | X |
| Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | X | X | X | | X | X | X | X | X | | X |
| Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | X | X | X | X | X | X | X | | X | X | X |
| Standard 5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | X | X | X | X | X | X | | X | X | X | |
| Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. | X | X | X | X | X | X | X | | X | | X |
| Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | X | X | X | X | X | X | X | | | X | |
| Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | X | X | X | X | | | X | | X | X | X |
| Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | X | X | X | X | X | X | X | X | X | X | X |

OVERVIEW OF THE PROFESSIONAL SEMESTER

Student Teaching Placement Procedures, Weeks, and Classroom Requirements

1. Placements are the result of an agreement between the host school's administration, the classroom teacher and the SAU Placement Director. The student teacher is required to arrange and complete a successful interview between him/herself and the host school's personnel before the placement is finalized.
2. Typical elementary and secondary placements are made for a 15 week experience. Based on their majors/minors, candidates may choose to pursue additional endorsements, which may require added student teaching placements, based on state requirements. Elementary candidates pursuing Elementary Special Education endorsement(s), or Early Childhood Education endorsement require an additional placement and additional weeks of student teaching. Candidates seeking TESOL/ESL endorsement are required to student teach in a setting where ELL students are present and in a school or district with a defined ESL/TESOL program. In addition to being registered for the required placements, each placement has a required graded seminar associated with it.
3. Each student teacher is a candidate for elementary or secondary certification, and is required to student teach in the area of his or her certification. *Student teachers are placed in a classroom with a mentor teacher who is recognized and experienced and holds the certification/endorsement(s) that match those the candidate is pursuing.*
4. *Elementary student teacher candidates are required by the MDE to teach in the Language Arts, Reading and Math and conduct a classroom experience in both science and social studies.*
5. *Secondary student teacher candidates must student teach in an appropriate subject area classroom related to their subject area major for at least 50% of the placement experience.* It is highly recommended, but not required, that candidates teach in both their subject area major and minor and that they have at least two subject area preparations when fully in charge of the classroom. The appropriate classes for each academic area can be found at: http://michigan.gov/documents/mde/Classes_Taught_396034_7.doc.
6. Candidates may request to student teach in a school/district where they attended as a student but they must comply with additional requirements: letter of agreement from the potential host school administration and petition approved by the SOE E-team.

Student Teaching Registration and Seminar Requirements

Student teacher candidates are registered for a combination of student teaching (known in the catalog as “Directed Teaching”) and seminar during the Professional Semester. Some may choose to do more than one student teaching experience which will be accompanied by a coordinating seminar. These combinations of courses are as follows:

EDU450E: Directed Teaching – Elementary and EDU430E: Seminar in Teaching – Elementary

- *Both EDU450E and EDU430E must be successfully passed to successfully complete the professional semester and be recommended for certification.*

EDU450S: Directed Teaching –Secondary and EDU430S: Seminar in Teaching – Secondary

- *Both EDU450S and EDU430S must be successfully passed to successfully complete the professional semester and be recommended for certification.*

ECE450: Directed Teaching – Early Childhood and ECE430: Seminar in Teaching – Early Childhood

- *Both ECE450 and ECE430 must be successfully completed in addition to EDU450E/430E to qualify for the Early Childhood endorsement.*

SED450: Directed Teaching - Special Education L. D. and SED430: Seminar in Teaching Special Education L. D.

- *Both SED450 and SED 430 must be successfully completed in addition to EDU450E/430E or EDU450S/430S to qualify for the Special Education L. D. endorsement.*

TESOL Student Teaching is included in the EDU450 E or S: Directed Teaching in Elementary or Secondary. TSL430: Seminar in Teaching English as a Second Language is the required course that accompanies student teaching.

- *TSL450 E or S is included in the EDU450 E or S Student Teaching Semester. It must include work with ESL student(s) in a general education or ESL classroom.*
- *TSL430 is taken simultaneously with EDU430E/S*
- *EDU450 E or S, EDU430 E or S and TSL430 must be successfully completed to qualify for endorsement in ESL.*

Student Teaching Placement Weeks and Credits Policy - *Initial Certification Only*

Student teachers will be required to register for the following credits and **SUCCESSFULLY** (as indicated by the final evaluations) complete a minimum of the following days or weeks in order to be recommended to the Michigan Department of Education for certification and/or endorsement by SAU.

| | |
|--|---|
| <u>Elementary/Secondary</u> Edu 450S or E EDU 430S or E | <u>15 weeks</u> 9 credits <u>3 credits</u> 12credits |
| <u>Early Childhood</u> EDU 450E ECE 450 EDU 430E ECE 430 | <u>18 weeks (10+ 8)</u> 6 credits/10 weeks (50 day minimum required) 5 credit/8 weeks (40 day minimum required) 3 credits <u>1 credit</u> 15 credits |
| <u>Elementary/SED</u> EDU 450E SED 450 EDU 430E SED 430 | <u>20 weeks (10 + 10)</u> 6 credits/10 weeks (50 day minimum required) 6 credits/10 weeks (50 day minimum required) 3 credits <u>1 credit</u> 16 credits |
| <u>Secondary/SED</u> SED 450 EDU 430S SED 430 | <u>15 weeks</u> 9 credits/15 weeks (if all student teaching is in SED) Or SED 450 8 credits and EDU 450 S 1 credit 3 credits <u>1 credit</u> 13 credits |
| <hr/> <u>TESOL Elem. Or Secondary</u> EDU450 E or S EDU430 E or S\ TSL430 | <hr/> <u>15 weeks</u> 9 credits 3 credits <u>1 credit</u> 13 credits |
| <u>Elem. + Middle School</u> EDU 450 E EDU 450 M EDU 430E | <u>18 weeks (10 + 8)</u> 6 credits/ 10 weeks (50 days) 5 credits/8 weeks (40 days) <u>3 credits</u> 14 credits |
| <u>Elem. + K-12 Endorsement 2nd Placement</u> EDU 450 E EDU 450 M EDU 430 E | <u>18 weeks (10 + 8)</u> 6 credits/ 10 weeks (50 days) 5 credits/8 weeks (40 days) <u>3 credits</u> 14 credits |
| <u>Elem. Or Sec. Certific + Endorsement at Opposite Level</u> EDU 450E OR 450 S (based on certification level) EDU 450 E OR 450 S (based on endorsement level) EDU 430 E OR 430 S (based on certification level) | <u>18 weeks (10 at certification level +8 at endorsement level)</u> 6 credits/10 weeks (50 days) 5 credits/8 weeks (40 days) <u>3 credits</u> 14 credits |

THE STUDENT TEACHER CANDIDATE'S PREPARATIONS FOR THE PROFESSIONAL SEMESTER

Qualifying for Student Teaching

Before the candidate will begin a student teaching placement the following requirements must be fulfilled:

1. Meet GPA, Dispositional, Observation Hour, Coursework and Admission to the School of Education requirements outlined in the appropriate *School of Education Handbook*. Annual meetings with the SOE student advisor will provide updated information and registration to guide the student through program process.
2. Be admitted to the School of Education and remain in good standing.
3. Attend a required *Pre-Student Teaching Meeting* two semesters prior to the professional semester. This meeting will concentrate on taking the needed steps to prepare for student teaching.
4. Complete a Placement Meeting at the beginning of the semester prior to student teaching.
 - meet with your academic advisor to:
 - review and sign the "Professional Semester Checklist"
 - present your plan for completing the outstanding requirements on this document.
 - meet with the placement director or coordinator to:
 - submit an application for the professional semester (available at <http://sites.arbor.edu/soe> -- Undergraduate Section, "Student Teaching Information.")
 - discuss the outstanding needs of the "Professional Semester Checklist"
 - submit the final Criminal History Self Disclosure form
 - review the liability insurance form
 - submit any needed petitions for student teaching at a distance, working or coaching during student teaching, taking a class during student teaching or other exceptions to placement protocols,
 - discuss and complete a checklist of how to meet the additional requirements for student teaching as listed in #5
 - discuss placement preferences and procedures
 - continue a checklist of professional responsibilities which must be met by the candidate during and after the placement process
 - receive and read a copy of the *Student Teacher Handbook*
 - register for the professional semester

5. Meet these additional requirements before student teaching can begin:
 - Submit proof of passing adult and pediatric CPR and First Aid classes from MDE approved provider.
 - Take the appropriate MTTC test at least two months before the placement.
 - Elementary candidates must take the Elementary MTTC test.
 - Secondary candidates must take the MTTC test in their major.
 - It is also highly recommended that other MTTC's that are needed to add the candidate's desired endorsements to the elementary or secondary certification be taken before student teaching begins.
 - Complete SAU's and the host school's background check requirements.
 - Become a registered substitute teacher for the host district to meet SAU's and most school requests.
 - Check with the administration well in advance of the placement to become aware of the specific requirements for the school where he/she is placed.
 - Petition and receive approval by a vote of the Eteam for any exceptions to meeting the "typical" student experience such as:
 - Student teaching at a distance (usually considered to be over 50 miles from campus)
 - Working during student teaching
 - Coaching during student teaching
 - Taking a class during or after student teaching
 - Asking for a temporary exception in meeting student teaching requirements
 - Successfully arrange and complete a professional interview with the prospective cooperating teacher and/or the school administrator or personnel director once a possible placement is arranged. Present a copy of the "Student Teacher Handbook" and a 15, 10 or 8 week overview of student teaching (presented at the Placement Interview)
 - Make arrangements for child care, coaching responsibilities and work hours that allow more than adequate time to be spent before and after school in order to be fully prepared to maximize student learning. (Coaching and working can only be done by petition approved by the School of Education Eteam. Definite limits are placed on the time and priority given to both coaching and working.)
6. Receive written approval from their major and minor departments and from the School of Education faculty indicating their agreement that the candidate is ready to student teach the next semester. Any issues that could cause the lack of a department or SOE approval will be part of the approval process by the SOE E-team.
7. Receive approval from the School of Education E-team to student teach. This approval will be based on:
 - The progress the student teaching candidate has made in meeting all student teaching requirements,

- The proper remediation of any dispositions,
- Departmental and SOE faculty approvals

The Student Teacher Candidate’s Professional Responsibilities

For the duration of the student teaching experience the candidate is considered to be a *professional mentored guest* in the classroom. Within this framework he/she will maintain the openness to mentoring, the appreciative attitude of a guest and the pedagogical and ethical professionalism that reflects his/her high regard for the vital role educators play in students’ lives and learning.

Professional behaviors have been modeled, practiced and evaluated in all education classes through a dispositional process. Thus, candidates are well aware of the expectations that are to be practiced and evaluated during the professional semester in order to hold SAU candidates to the standards that will make them highly qualified first year teachers. These standards are:

| |
|--|
| Academically Skilled: Candidates with this set of dispositions demonstrate foundational skills in communication, literacy, and critical thinking. |
| 1. Listening: Listens purposefully and attentively. Uses active listening skills in discussions, values responses of others, integrates and applies information to the teaching and learning process. |
| 2. Speaking: Uses language and grammar appropriately. Conveys ideas clearly and effectively. Voice and elocution create and maintain interest. |
| 3. Writing: Writing is well organized and developed. Relatively error free, clear, with vocabulary appropriate for the audience. |
| 4. Reading Fluency: Demonstrates ability to read aloud with appropriate expression. |
| Comprehension: Constructs meaning and articulates key ideas from readings. |
| 5. Research Skills: Provides reasoned evidence to support positions and opinions. Uses research/standards/data appropriately. |
| 6. Analysis and Evaluation: Exhibits ability to examine closely, to critique, and to ask questions; does not accept the status quo at face value but employs higher level thinking skills to synthesize, discern and/or apply in varying contexts. |
| 7. Independent Thinking: Displays the capacity to envision and craft meaningful and appropriate strategies to address situations. |
| Caring: Candidates with this set of dispositions demonstrate that they value and appreciate all aspects of others’ well-being. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors that characterize a set of caring dispositions. |
| 8. Empathy: Inclination to identify with, and see things from the perspective of others. |
| 9. Compassion: Sympathy, often with a desire to help relieve the suffering of others. |
| 10. Relationships: Ability to develop appropriate rapport with others. Relates to others in socially acceptable ways. |
| 11. Respect: Shows appropriate regard for the needs, ideas, and experiences of others. |
| 12. Passion: Demonstrates interest, enthusiasm and optimism for the people, content, and context of the teaching/learning process. Body language and vocalizations convey positive attitude and energy. |
| 13. Cultural Competence: Appreciates and values diversity; is aware of and acts to reduce the negative effects of personal biases. Learns from and works with diverse personalities, needs, learning styles, cultures, and backgrounds. |
| 14. Open-mindedness: Exhibits an ability to look at different sides of an issue; considers alternatives to one’s own beliefs and practices. |
| 15. Responsiveness: Attentive to others’ needs; makes an effort to meet the needs of others. |
| Competent – Candidates with this set of dispositions demonstrate prerequisite qualities for effective teaching. |

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| 16. Accepts Responsibility for Actions: Accepts consequences of decisions and actions without excuses; appropriately receives and uses feedback |
| 18 Attentive: Concentrates on others' communication; takes others' communication into account. |
| 19. Aware: exhibits "with-it-ness," which demonstrates awareness of others in the setting, acknowledges others' needs, and constructs knowledge from others' actions, questions, and responses to inform decisions. |
| 20. Collaboration: Can assume the role of either leader or equal member of a group and knows when it is appropriate to do so to accomplish goals of the group. Shares responsibility for group work. |
| 21. Efficacy: Nurtures high expectations for self and others, demonstrates self-direction and confidence, and empowers others. |
| 22. Flexible: Adapts, adjusts, and modifies practices to meet the needs of others; is comfortable with change. |
| 23. Resourceful: Utilizes resources in effective ways; adapts practices to unforeseen challenges; visualizes and implements novel ideas and practices. |
| 24. Initiative: Proactively pursues solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need; assumes leadership as necessary, responds to situations appropriately. |
| 25. Participation: Contributes positively to discussions, asks relevant questions, and values diverse opinions through tactful interaction. |
| 26. Reflection: Takes time to consistently evaluate effectiveness of personal behavior in terms of the larger goals of education; nurtures reflectivity in others; reflects on own growth and accountability. |
| Qualified – Candidates with this set of dispositions demonstrate attributes of a professional educator. |
| 27. Personal and Professional Ethics and Integrity: Adheres strongly to high moral principles and ethical standards as expressed in the Michigan Code of Ethics for Teachers. Encourages others to be equally ethical. |
| 28. Confidentiality: Complies with federal, state, and institutional policies relating to confidentiality. |
| 29. Presentation of Self: Exhibits appropriate dress, grooming, demeanor, punctuality, tact, discretion, courtesy, confidence. |
| 30. Work Ethic/Responsibility: Adheres to school policy for teachers; completes professional tasks in a thorough and efficient manner. Seeks feedback and makes changes as necessary. |
| 31. Persistence: Exhibits vigilance, stamina, and endurance; is goal-oriented and understands the willingness to do whatever it takes to create an environment for learning. |
| 32. Planning and Delivery: Work shows care and thoughtfulness, is organized and engaging, meets expectations, and creates a favorable impression. |

Contracts

Students for whom additional support is deemed necessary by the School of Education faculty will be expected to agree to a special contract as a condition to beginning and/or continuing the student teaching experience. A success team will formulate the contract and meet with the candidate prior to the beginning of the placement to discuss the special requirements which must be met for the candidate to continue in his/her placement. The university supervisor will be informed about the contract stipulations and inform the cooperating teacher and school administrator in keeping with the expectations listed in the contract. The student teaching program director will be kept informed of the candidate's performance by the university supervisor.

THE STUDENT TEACHER CANDIDATE'S ROLES AND RESPONSIBILITIES FOR THE PROFESSIONAL SEMESTER

Orientation

Student teaching orientation begins well before the candidate begins his/her classroom placement. It is a very important phase as it allows the student teacher to become acquainted with the cooperating teacher and his/her classroom materials and procedures. This provides a head start for everyone concerned in the placement. The student teacher candidate will do the following during orientation:

1. Set up and conduct a professional interview with the cooperating teacher and school administrator once a possible placement has been determined. This interview is necessary to finalize any placement. At this time a *Student Teaching Handbook* and an overview of an 8, 10 or 15 week student teaching placement should be presented to the cooperating teacher for discussion.
2. Visit the classroom as often as possible once the placement is finalized. During these visits the candidate should:
 - Take notes and participate as an active observer
 - Get as many textbooks or other classroom materials and a school handbook, if possible.
 - Observe and discuss classroom procedures
 - Clarify SAU's and the school's student teaching expectations, especially related to when the student teacher is to report.
 - Exchange contact information.
3. Check with the school administration to find out what needs to be done to meet the school's background check requirements.
4. Fall student teachers will report to the school with the teachers to participate in the professional development, meetings, open houses and classroom set-up that takes place before students arrive to begin the school year.

Induction

The first days of student teaching are generally spent actively engaged in observing the teaching/learning process in the classroom to which the student teacher has been assigned. The student teacher should make sure that his/her mind is engaged at all times; observation is not a spectator sport. He/she should be especially attentive to times when the teacher is providing guided practice. This is a time to assist students with assignments, help in decreasing discipline problems through proximity, become familiar with individual student learning styles and needs, and learn all student names. As in all cases, the student teacher's routine at this time should be discussed with the cooperating teacher.

Other suggested activities during the early days of the student teaching experience include the following checklist:

1. Internalizing the daily schedule, discipline and homework policies, transition patterns, work expectations and routines.
2. Taking notes about pedagogy, students, and instruction as well as asking questions and searching student records (as allowed) for differentiated needs.
3. Discussing other needed background information about students as allowed by the school.
4. Reading the cooperating teacher's lesson plans, reviewing the subject level curriculum, and clarifying expectations for the student teacher's daily and weekly planning.
5. Correcting and handing back student work as requested.
6. Using interactions analysis to ascertain how the students relate to one another as members of a groups.
7. Reading and becoming familiar with textbooks, instructional materials, curriculum guides, and any other materials which are important for planning and instruction.
8. Reviewing technology resources available for teaching and learning.
9. Exploring the school facilities for ease in moving through transitions.
10. Checking the school's resources (library, technology/media lab) for materials and services which will enhance student learning.
11. Becoming acquainted with the other teachers at the same grade/subject level/subject area(s), other teachers who are involved with the classroom students, the principal, secretaries, and custodial staff.
12. Arranging to be videoed in order to meet the media lesson requirement.
13. Keeping up with seminar assignments.

Co-Teaching/Independent Teaching and Phasing Out

The timing to determine when induction ends and teaching begins is a very individual matter determined jointly by the student teacher, cooperating teacher and university supervisor. The sequence of experiences generally occurs as follows:

1. Several days of observation and assisting in routine classroom activities such as grading papers, taking roll, assisting individual students, and leading small group instruction, in addition to activities already mentioned.
2. Assumption of co-teaching/independent teaching responsibility for one class, group or subject.

3. Assumption of co-teaching/independent teaching responsibility for more than one subject or class.
4. Assumption of co-teaching/independent teaching responsibility for additional classes, groups or subjects over a period of time until the candidate is responsible for the entire day. It is the goal for the candidate to have three weeks of being “in charge” of the classroom. Additional weeks at this level of responsibility are desirable.
 - *The definition of being “responsible for the entire day” or “in charge” means the candidate will do all of the planning and implementation of the classroom experiences based on lesson plans and student/teacher interactions approved in advance by the cooperating teacher. The cooperating teacher will use his/her judgment in determining how to best balance his/her presence and intervention in a way that allows for the best continuity of student learning and safety. The primary purpose for extensive independent practice is to prepare the candidate for his/her own classroom. Gradual reduction of full teaching responsibilities will be determined at the discretion of the cooperating teacher. In all cases the needs of the classroom students take priority.*
5. In the final week(s) of the professional semester candidates are expected to observe other teachers and classrooms to provide a well-rounded experience.

Again, please go to: <https://sites.arbor.edu/soe> -- Undergraduate Students Section “Student Teaching Information” to find suggested overview for 8, 10 and 15 week student teaching placements for details about each phase.

Evaluation and Grading

Evaluation will take place at two levels. Periodic evaluation (formative), daily and weekly, will aid the student teacher in making progress throughout the entire student teaching experience. Final evaluation (summative) will indicate the level of achievement which he/she has reached at the end of the experience. The cooperating teacher, the student teacher, and the university supervisor participate in the evaluative process. The goal is to measure the candidate’s growth and progress as a professional educator.

Formative assessments include:

1. The most important formative evaluations are those that involve the student teacher and cooperating teacher. The student teacher should reflect on classroom reaction to his/her presentations as well as those of the cooperating teacher.
 - The student teacher and classroom teacher should expect to develop methods of daily and weekly communication that will give a clear evaluation of the student teacher’s progress and suggestions for improvement.
 - Goal setting during the placement is vital. In addition, the visitations of the university supervisor provide periodic written formative evaluations.

2. The university supervisor will complete a “Report of Student Teaching Visitation” during each visit to the classroom. The candidate and university supervisor will meet immediately after the observation to discuss the student teacher’s strengths, areas for improvement and to set goals. The candidate must sign and keep a copy of each report. The university supervisor will include a copy of the report in the required final folder presented to the Program Director.
3. Candidates are required to conduct a minimum of one media-based documentation of a formal classroom lesson shortly before or after the mid-term evaluation. *A formal lesson observation by the cooperating teacher on the “Report of Student Teaching Visitation” form should be done in conjunction with the candidate’s video lesson.*
 - The candidate will review and self-assess the documented lesson using the “Video Taped Rubric”
 - The candidate and the cooperating teacher will review and analyze the documented lesson indicating areas of strength and setting goals for areas needing improvement.
 - *The cooperating teacher’s “Report of Student Teaching Visitation” form should be signed by the candidate and given to the university supervisor for inclusion in the final folder.*
4. At the midpoint of the student teaching experience, the candidate, cooperating teacher and university supervisor will evaluate the student teacher’s progress using the “Teacher Candidate Midterm/Final Evaluation” form provided by the university.
 - The purpose of this is to openly confer in order to indicate current level of performance and discuss areas of concern or needed improvements.
 - Questions about the candidate’s competence in unobserved areas and goals for the remainder of the placement should be discussed and decided at this time.
 - Each of the three *must be signed with copies retained by each participant.* The originals of each should be collected by the university supervisor for inclusion in the final folder.
5. The “Professional Disposition and Skills Instrument” (gold disposition form) is available at any time to indicate specific areas of improvement as noted on the form. Use of this form requires a conference between the candidate and the cooperating teacher or university supervisor. The candidate must sign the form which will then be presented to the university supervisor

Summative assessments will focus on the final evaluation and MDE and SAU survey. They include:

1. Final Evaluation
 - Completed in the final week of the placement by the cooperating teacher(s) and the university supervisor using the midterm/final evaluation form. The university supervisor and cooperating teacher will conference with the candidate regarding the evaluation.
 - Both the cooperating teacher’s and university supervisor’s evaluations will be part of the *required* final folder presented to the appropriate Program Director at the end of the placement. These forms will be part of the student teacher’s permanent record

and, thus, can be shared with outside agencies upon request.

- **The cooperating teacher's and university supervisor's final evaluations are the basis for the student teacher passing or failing the student teaching semester.**
 - **Checking the "recommend for certification" or "recommend with reservation" box will result in the candidate receiving an "S" grade, passing the class and possibly being eligible to be recommended for certification by SAU.**
 - **Checking the "do not recommend" class will result in the candidate receiving an "U" grade and failing student teaching with the result that he or she cannot be recommended by SAU for certification.**
 - *It is required that the university supervisor and Director of Student Teaching will work with the cooperating teacher (and school administrator, as needed) to complete the "Challenges" process (found in Appendix B) immediately upon noting or receiving any indication that the candidate is having difficulty. It is hoped this will allow all those involved in the placement to make the needed adjustments that can avoid a grade of "U." However, the SOE will not shy away from failing a student teaching candidate rather than allowing an unprepared teacher to be recommended for certification.*
 - A conference must occur between the cooperating teacher, candidate and university supervisor to review the evaluations and gather needed signatures.
 - If the student teacher wishes to respond to the evaluation or dispute parts of it he/she should contact the Director of Student Teaching to complete the next steps.
2. The student teaching candidate is required to complete *end of placement assessments as directed by the seminar (EDU 430) professor. The professional semester is not deemed to be successfully completed until these assessments are submitted to the seminar professor.*
- *The "Analysis of Learning"*
 - *The SOE "Student Teacher Survey"*
 - *A Michigan Department of Education Survey.*

Substitute Teaching Policy for Student Teaching Candidates (See Appendix A for details.)

Candidates are allowed to do limited substitute teaching in their own classroom(s) if they are registered to sub in their district, receive signed permission from their cooperating teacher, university supervisor, school administrator and sign it themselves. These signatures indicate that the important people in the placement agree that the candidate is able to provide an effective educational experience while serving as a substitute teacher and that the district policy allows them to act in this capacity.

BECOMING A MICHIGAN CERTIFIED TEACHER

All student teaching candidates are seeking either Michigan Department of Education elementary (K-5) or secondary (6-12) certification.

1. An elementary certificate is valid for teaching all subjects grades K-5, all subjects grades K-8 in a self-contained classroom. Endorsement areas (optional) added to the elementary certificate are valid for teaching in the subject area endorsement as listed on the certificate in grades K-8 and the subject area endorsement as listed on the certificate in grades K-8 and the subject area endorsement as listed on the certificate in grades 6-8..
2. A secondary certificate is valid for teaching subject area endorsements, as listed on the certificate, in grades 6-12.
3. Endorsements can be added to an elementary certificate in order to:
 - Become qualified for K-12 LD classrooms
 - Become qualified for ECE classrooms
 - Become qualified to teach subject area endorsements in grades 6-8.
 - Add areas of expertise to the elementary certificate.
4. Endorsements for secondary certification validate the areas in which the holder is highly qualified to teach in grades 6-12 (or in grades K-12 for LD, Music and Art)

Certification Requirements

The SOE will recommend those candidates for certification to the MDE who meet the following requirements:

1. Bachelor's degree from SAU or from a regionally accredited college or university.
2. Final "clearance" from the Office of Academic Registration and Records for students completing bachelor's degree with SAU
3. A minimum cumulative grade point average of **3.0** (GPA calculated only from courses taken at SAU, no transfer courses).
4. A minimum **3.0** grade point average in **each content area major and minor**.
5. A minimum **3.0** grade point average in either the Elementary Planned Program and the Elementary Professional Program and Reading courses **OR** the Secondary Planned and Professional Program and Reading course.
6. A minimum grade of **2.0** in each individual course in the sequence of Education courses (unless a higher grade for the course is specifically noted) and each individual course in the major and minor(s).

7. A satisfactory “recommendation for certification” or “recommended with reservations” from the cooperating teacher(s) and university supervisor on the student teaching final evaluation.
8. A satisfactory recommendation from the university supervisor for the student teaching final evaluation.
9. Presentation of a valid CPR (**Child and Adult**) card or certificate and valid First Aid card or certificate from one of the MDE’s approved providers. Visit <http://www.michigan.gov/teachercert> to locate this list. Cards or certificates must be valid at the time the candidate is recommended to the MDE for certification. The actual cards/certificates must be presented to the Student Teacher Placement Director, Coordinator of Teacher Education Certification and Undergraduate Program Compliance, SOE receptionist or SOE Academic Advisor.
10. Submission of completed request form including conviction disclosure statement. A candidate for certification must answer questions regarding conviction(s) or pending conviction(s) of a misdemeanor or felony on the Certification Request Form. Inaccurate responses can be considered fraud by the MDE and may be grounds for automatic denial or revocation of certification by the MDE.
11. Final “clearance” from the SAU Registrar’s Office
12. Final “clearance” of account from the SAU Business Office.
13. Successfully passing the appropriate subject area MTTC. To register for the MTTC, log onto <http://www.mttc.nesinc.com>. See the website for a detailed schedule of dates, times, and locations for the test of interest.
 - Students seeking **CERTIFICATION** in **Elementary Education** must pass the Elementary Education MTTC. Optional tests may be taken in the appropriate subject area(s) (major or minors) and, if passed, the student will be eligible to add subject area endorsements to the K-5 Elementary Provisional Certificate for grades 6- 8, K-8, K-12 depending on the major or minor. Students who pass the MTTC will receive a “passed” notification from the testing service 4-6 weeks after the test date. The minimum passing score is 220.
 - Students seeking **CERTIFICATION** in **Secondary Education** must pass the **subject area test in the appropriate major**. Students who successfully complete the MTTC will be eligible for a Secondary Provisional Certificate with endorsements in the appropriate subject area(s) (major or minors) for grades 6-12 or K-12 depending on the major or minor. Passing the MTTC subject area test in the minor is optional, but strongly recommended for increased marketability. Students who pass the MTTC will receive a “passed” notification from the testing service 4-6 weeks after the test date. The minimum passing score is 220.

- Students seeking **Secondary CERTIFICATION with a Learning Disabilities major** are highly encouraged to take the Elementary Education MTTC in addition to the subject area test in the major. Passing the test in the area of the minor is optional, but is highly recommended for marketability. Passing the Elementary Education MTTC will help to make the student more highly qualified. There may be additional requirements depending on the teaching assignment secured after completion of the program. Students who pass the MTTC will receive a “passed” notification from the testing service approximately 4-6 weeks after the test date. The minimum passing score is 220.

14. Submission of the Michigan Online Educator Certification System (MOECS) application. This online application should be completed once **all** requirements (including passing required MTTC tests) have been successfully completed.

Recommendation to Michigan Department of Education

Recommendation for certification must be made within five years of completing the program requirements and successfully passing the required MTTC official scores (with official scores on file at SAU). The five-year window begins with the date of completion of the requirement noted above - whichever date occurs first. Endorsements that are not added at the time of initial certification are subject to the same five-year window. **Students must access the Certification PowerPoint on the SAU Blackboard site for their EDU 430 Seminar to receive specific instructions and forms for initiating the certification process. Access to this blackboard site will be provided to students during the Professional Semester.**

A recommendation from SAU to the MDE for certification does not guarantee that the applicant will be certified. If the aspiring teacher fails to pay the certification fee to the MDE, or has convictions or pending convictions of certain felonies and/or misdemeanors, or fraudulently covers up such convictions, this may result in denial of certification by the State. The MDE reserves the right to change or update certification requirements at any time. All MDE requirements supersede policies stated in this School of Education Undergraduate Student Handbook and the Spring Arbor University catalog.

Teaching certificates may be transferred from one state to another, if the two states have completed a reciprocity agreement. The National Association of State Directors of Teacher Education and Certification (NASDTEC) has helped broker an agreement between most of the states in the US and provinces in Canada. For more information about transferring a license, please consult <http://www.nasdtec.net/?page=Interstate> and then contact the agency that handles teacher certification in the state or province to which you intend to move. The Michigan Department of Education will not necessarily have the latest information about transferring certificates to another state.

THE COOPERATING TEACHER'S ROLES AND RESPONSIBILITIES FOR THE PROFESSIONAL SEMESTER

Overview

Spring Arbor University recognizes the importance of the classroom teacher (or mentoring teacher) in assisting the student teacher in the development of professional skills and dispositions and evaluating the progress of the student teacher. The cooperating teacher is the vital factor in this process.

The information below is intended to assist the classroom teacher from the point the student teacher first enters the classroom to the end of the student teaching experience. In addition to the following descriptions a *Student Teacher Handbook* and suggested 8 week, 10 week and 15 week guides will be provided by the student teacher during the placement interview.

Orientation

The orientation period occurs before the placement begins and continues during the first days of teaching. The purpose is to acquaint the student teacher with the classroom, school, school district, and the community. The cooperating teacher should do the following and any more activities which will enhance the smooth transition of the candidate into the classroom.

1. Meet with the student teacher prior to the beginning of the placement to get to know one another on a more personal basis. It is the responsibility of the student teacher to initiate this meeting.
2. Clarify when student teaching begins and any expectations to be met before that date.
3. Discuss school and classroom philosophy, mission, practices and policies/procedures and schedule of phasing in teaching duties.
4. Introduce other faculty members and support staff.
5. Provide a guided tour of the school.
6. Familiarize the student teaching candidate with his/her work space and provide space for personal belongings in the classroom.
7. Provide textbooks, curriculum guides, school policy handbooks, bulletins and other appropriate information or material that will help the student teacher gain understanding of the expected operations within the school.

Induction

Spring Arbor University advocates multiple approaches to the induction phase of student teaching which is part of the first days and weeks of the placement. During Induction cooperating teachers will demonstrate and answer questions about class schedules, lesson planning and presentation, classroom procedures and/or rules, integrating technology and other available school equipment, hallway and other school expectations, working with individual and groups of students, evaluation procedures and a general desired classroom philosophy.

During the induction period the candidate often takes charge of some daily tasks and works with small groups or individuals as an introduction to working with students. The cooperating teacher and university supervisor should work closely together to ease the student teacher into their teaching responsibilities at an appropriate pace. Additional specific expectations for this period include:

1. Introduce the student to students and families as a colleague who will share new ideas and approaches within your classroom.
2. Provide seating charts, various school forms (for example accident, attendance, tardy, lunch count, hall passes) emergency procedures.
3. Allow the student to assume responsibility as soon as possible for the classroom routines, such as greeting the students and becoming acquainted with them, taking attendance and lunch counts, checking papers, mentoring reading and small groups and monitoring class movements between activities.
4. Expect the candidate to know the names of all students within two weeks of the placement.
5. Model the role of a reflective professional by promoting discussions of why situations are dealt with in a certain way and possible alternative choices.
6. Encourage the student teacher to make comments and ask questions for continuing discussion of all aspects of teaching.
7. Model a firm, fair and friendly rapport with pupils by using growth-oriented management techniques and discuss these openly with your student teacher.
8. Share and analyze experiences and communications, as possible, with classroom families.

This is an important time in establishing communication practices. Instant and ongoing suggestions or positive reinforcement will occur, daily meeting times will be establish and a weekly analysis of the classroom experience and goal setting for the next week are vital for student teacher growth.

Increasing Independence

As the candidate becomes more independent it is vital that the cooperating teacher assist and guide the student teacher's classroom instruction, management and assessments through the following:

1. Understand that the shared teaching process is a gradual procedure. The cooperating teacher will probably want to begin the student teacher's instructional responsibilities with a specific subject or class and weekly add another class or subject leading to the student teacher accepting the complete responsibility and management of the classroom.
 - Elementary student teachers are required to teach in the core curriculum areas (Language Arts, Math, Science, Social Studies) during their placement. The candidate may need to assume responsibilities in a partnering grade level classroom to be able to teach at least one unit in every curriculum area.
 - Secondary candidates must spend at least one-half of their teaching day in their subject major classroom.
 - TESOL and K-12 endorsement candidates will have specific requirements which will be the responsibility of the TESOL seminar instructor to communicate and reinforce.
2. Require and review complete lesson plans for all lessons taught. All the elements of SAU lesson plans must be included. These elements will typically be found in the lesson plan formats used by the cooperating teacher's school. Ask your student teacher for a SAU lesson plan template.
3. Model, discuss and require the use of a variety of instructional strategies and assessments which promote the optimal learning experiences for diverse students.
4. Mandate that the candidate integrate technology in lessons to enhance student learning.
5. Model and share management techniques which provide the desired learning environment for all students.
6. Share his/her lesson plans which demonstrate the use of objectives (to reflect local and state curriculum objectives), materials needed, time frames, procedures and activities, and closure/assessment.
7. Demonstrate the need for thoroughly planning and anticipating "issues" for each activity and each week well in advance. Offer guidance and serve as a model for becoming a reflective professional.
8. Help the student teacher become aware of weaknesses, suggest strategies for growth in those areas of concern, and provide reinforcement, praise and continual feedback.

9. Assist the student teacher with videoing of an appropriate lesson (required for all elementary or secondary placements, optional for all second placements). The cooperating teacher must formally assess this lesson using the SAU visitation form as explained by the university supervisor. This form will be collected by the university supervisor for his/her final folder.
10. Monitor all student teacher communication with classroom families.
11. Require the student teacher's attendance at faculty meetings, family meetings, parent-teacher conferences and other class or school events when appropriate.

Student Teacher Candidate Led Classroom

The candidate is expected to be "in-charge" of the classroom for at least three weeks during the placement.

The definition of being "responsible for the entire day" or "in charge" means the candidate will do all of the planning and implementation of the classroom experiences based on lesson plans and student/cooperating teacher interactions approved in advance by the cooperating teacher. The cooperating teacher will use his/her judgment in determining how to best balance his/her presence and intervention in a way that allows for the best continuity of student learning and safety. The primary purpose for extensive independent practice is to prepare a candidate for his/her own classroom.

During this time the cooperating teacher should:

1. Require the candidate to submit complete weekly lesson plans by the Thursday night of the week before the plans are to be implemented.
 - Review these plans and suggest adjustments as needed to implement the strategies, management, curriculum and the necessary assessments that reveal daily student learning.
2. Maintain enough of a presence in the classroom to ensure student learning and safety while allowing the candidate to still be independent.
3. Encourage in-depth reflection, questioning and discussions between the candidate and cooperating teacher.
4. Expect *supervised* student teacher communication with families. Especially encourage the use of positive communication strategies.
5. Involve the candidate in the day-to-day student evaluation process and the culminating student grades as possible.

6. Gradually phase the candidate out of being independently in charge.
7. Provide the student teacher the opportunity to visit other classrooms during the student teaching experience, and especially during the final week, if possible.

Gradual reduction of the candidate's full teaching responsibilities will be determined at the discretion of the cooperating teacher. In all cases the needs of the classroom students take priority.

Evaluation and Grading

Evaluation will take place at two levels. Periodic evaluation (formative), daily and weekly, will aid the student teacher in making progress throughout the entire student teaching experience. Final evaluation (summative) will indicate the level of achievement which he/she has reached at the end of the experience. The cooperating teacher, the student teacher, and the university supervisor participate in the evaluative process. The goal is to measure the candidate's growth and progress as a professional educator.

Formative assessments include:

1. The most important formative evaluations are those that involve the student teacher and cooperating teacher, with the student teacher reflecting on classroom reaction to his/her presentations as well as the cooperating teacher's presentation.
 - The student teacher and classroom teacher should expect to develop methods of daily and weekly communication that will give a clear evaluation of the student teacher's progress and suggestions for improvement.
 - Goal setting during the placement is vital.
2. The university supervisor will complete a "Report of Student Teaching Visitation" during each visit to the classroom. The candidate and university supervisor will meet immediately after the observation to discuss the student teacher's strengths, areas for improvement and goals. The student teacher must sign and keep a copy of each report. A copy should be made and given to the cooperating teacher.
3. Candidates are required to conduct a required minimum of one media-based documentation of a formal classroom lesson shortly before or after the mid-term evaluation. *A formal lesson observation by the cooperating teacher on the "Report of Student Teaching Visitation" form should be done in conjunction with the candidate's video (media-based) lesson.*
 - The candidate will review and self-assess the documented lesson using the "Video Taped Rubric" presented to him/her during the initial visit.
 - The candidate and the cooperating teacher will review and analyze the documented lesson indicating areas of strength and setting goals for areas needing improvement.

- *The cooperating teacher's "Report of Student Teaching Visitation" form should be signed by the candidate and provided to the university supervisor.*
4. At the midpoint of the student teaching experience, the candidate, cooperating teacher and university supervisor will evaluate the student teacher's progress using the "Teacher Candidate Midterm/Final Evaluation" form provided by the university. (A sample is found in Appendix C.)
 - The purpose of this evaluation is to openly confer in order to indicate current level of performance and discuss areas of concern or needed improvements.
 - Each of the three evaluations *must be signed, copies made and retained by each evaluator, and the originals presented to the university supervisor for his/her final folder.*
 5. The "Professional Disposition and Skills Instrument" (gold disposition form presented to you during the initial visit with the university supervisor) is available at any time to indicate specific areas of needed improvement as noted on the form. Use of this instrument requires a follow-up conference between the candidate and the cooperating teacher. The candidate must sign the form which will then be presented to the university supervisor.

Summative assessments will focus on the final evaluation, MDE survey and SAU survey. They will include:

1. The *final evaluation* in which both the cooperating teacher and university supervisor will evaluate how the candidate meets SAU and INTASC requirements using the "Teacher Candidate Midterm/Final Evaluation." The final evaluation should be:
 - Completed in the final week of the placement by the cooperating teacher(s) and the university supervisor. Each must *confer with the student teacher to review the documents and get the candidate's signature indicating he/she reviewed the document.*
 - Both forms will be collected by the university supervisor's for inclusion in the *required* final folder. These forms will be part of the permanent record of the student teacher and, thus, can be shared with outside agencies upon request.
 - **The cooperating teacher's and university supervisor's final evaluations are the basis for the student teacher passing or failing the student teaching semester.**
 - **Checking the "recommend for certification" or "recommend with reservation" box will result in the candidate receiving a "S" grade, passing the class and possibly being eligible to be recommended for certification by SAU.**
 - **Checking the "do not recommend" class will result in the candidate receiving a "U" grade and failing student teaching with the result that he or she cannot be recommended by SAU for certification.**
 - *It is required that the university supervisor and Director of Student Teaching will work with the cooperating teacher (and school administrator, as needed) to complete the "Challenges" process (found Appendix B) immediately upon noting or receiving any indication that the candidate is having issues. It is hoped this will allow all those*

involved in the placement to make the needed adjustments that can avoid a grade of "U." However, the SOE will not shy away from failing a student teaching candidate rather than allowing an unprepared teacher to be recommended for certification.

- *If the student teacher wishes to respond to the evaluation or dispute parts of it they should contact the Director of Student Teaching to complete the next steps.*

2. A Michigan Department of Education Survey. The address for this required survey will be emailed mid-way through the placement through the semester. The survey will be completed and verification of the cooperating teacher's participation in this very important program evaluation will be provided by the MDE.
3. An additional survey may be requested by SAU to allow the cooperating teacher to reflect on both the School of Education program and the placement experience.

Important Evaluation Notes

1. ***On both the midterm and final evaluations using a "N/A" or leaving a ratings line blank is not acceptable.***
 - *If the standard to be rated has not been observed please ask the student teacher to demonstrate his/her knowledge of the area by producing evidence of having successfully worked with the standard in another setting, i.e., in other site-based, job related or classroom experiences and/or ask for a detailed answer about how the student teacher will deal with the standard in the future. If a clarification of the standard is needed, please ask the university supervisor or Program Director for a definition and/or examples.*
2. Most SAU student teachers progress very well and are ready to be first year teachers by the end of the placement. However, at the first sign that a student teacher is not making adequate progress, the cooperating teacher should:
 - Document any observations, meetings and recommendations that reflect the issues involved. A "Professional Dispositions" (gold) form has been given to you to help in your documentation, but your notes are equally vital in this process.
 - Communicate with the university supervisor to develop specific steps to correct deficiencies along with expected time frames for correcting these problems
 - If issues continue to exist, a complete policy for dealing with "Challenges" during student teaching can be found in Appendix B. The purpose of this policy is to provide a fair means of alleviating any classroom situations that can interfere with student learning.

THE UNIVERSITY SUPERVISOR'S ROLES AND RESPONSIBILITIES FOR THE PROFESSIONAL SEMESTER

Timeline for The Supervision of the Student Teacher

During the student teaching placements of 8, 10 or 15 weeks in length, the university supervisor must:

1. *Conduct an initial meeting* with the student teacher and cooperating teacher,
 - a. This meeting should happen before the placement begins or in the first week of the placement so pertinent information and forms can be provided.
 - b. This meeting can be arranged through the student teaching candidate or by contacting both the cooperating teacher and candidate directly.

2. *Make 3-5 visits* to the student teaching placement and complete lesson evaluations on the appropriate "Report of Teacher Visitation Form" during each visit.
 - Generally, each supervisory visit includes the following:
 - Formal observation of the student teacher using the "Report of Visitation" form.
 - Conference with the student teacher based on the observation.
 - Conference with the cooperating teacher to answer questions and resolve issues.

3. *Communicate weekly with each student teacher.*
 - A "Weekly Report Form" is usually used to do this but the university supervisor might choose to use a different format that allows the same information to be exchanged.

Suggested guides for 8, 10 and 15 week placements are available at <http://sites.arbor.edu/soe> -- go to the "Faculty" tab and look for the university supervisor section for this and more information.

University Supervisor as a Liaison, Mentor, Evaluator and Communicator

The university supervisor serves three vital roles during the student teacher placement:

- Acting as a liaison between the university's programs and policies and the classroom and school community of the placement.
- Mentoring the student teaching candidate.
- Guiding the evaluation process during the placement.

Serving as a Liaison

The university supervisor is a liaison who bridges the campus-to-school experiences by:

1. Informing the school of the university program and interpreting it to the involved school

personnel beginning with an initial visit before or in the first week of the placement using the correct form.

- The timing and scope of the university supervisor's initial meeting with the student teacher and cooperating teacher makes this an extremely important aspect of serving as a liaison. During this visit the university supervisor;
 - Introduces him/herself to the cooperating teacher and often meets the student teacher for the first time.
 - Pays a protocol visit to the school administrators and other school personnel to acquaint them with the university policies, answer questions and say "thank-you."
 - Uses the "Initial Visit Form" to guide an overview of the student teaching experience.
Distributes the forms to be used during the placement at the initial visit. All forms will be provided in the supervisor's folder for each student teacher.
 - Reviews the "15, 10 and 8 Week" student teaching overview to provide a guide to scheduling during the placement.
 - Works with the cooperating and student teacher to establish daily communications and schedule expectations.
 - Reinforces contact information and the ongoing communication that will involve the supervisor, cooperating teacher and student teacher throughout the placement.
- 2. Being available throughout the placement to answer questions or concerns of anyone involved in the placement.
- 3. Immediately addressing verbally and in writing any concerns the first time they become obvious and reporting these issues to the Program Director.
 - Gold professional disposition forms are provided to both the university supervisor and cooperating teacher to aid in documenting issues.
 - Anecdotal documentation is equally as valuable.
- 4. Working with the cooperating teacher to establish the timing of each of the major phases of the student teaching experience, i.e., orientation, induction, increasing independence, the student teacher led classroom and returning the classroom to the cooperating teacher.
- 5. Making 3-5 future visits throughout the placement at different times of the day and days of the week to be evaluate and ensure that classroom students' learning and well-being are always the focus of the placement.

Serving as a Mentor

The university supervisor's main mentoring role is to support and expand on the advice the candidate receives from the cooperating teacher and other school personnel. This can happen at any time, but mentoring always takes place during:

- The reply to the "Weekly Reports" from the student teaching candidate.
- Formal classroom visits.
- Evaluation conferences.
- At any time when questions or concerns arise.

While observing, the university supervisor is not looking for perfect teaching, but for:

- Evidence of a number of professional and pedagogical practices as reflected in the "Midterm/Final Evaluation," "Report of Student Teacher Observation" and "Professional Disposition and Skills Instrument."
- Evidence of clear objectives, adherence to local and state curriculum, daily assessments, student-focused teaching and correlation with previous learning and experiences appears in each lesson plan.
- The student teacher's awareness of and ability to meet diverse group and individual learning, emotional, behavioral and cultural needs.
- Use of a variety of differentiated instructional strategies.
- Appropriate integration of technology.

In other words, the university supervisor will base his/her mentoring on good teaching that promotes student learning. The university supervisor is chosen because he/she has had successful experience as a teacher and/or administrator in all areas of the "Curriculum Framework Model" and his/her Christian faith promotes those habits and beliefs that enhance student teacher learning.

Serving As An Evaluator

The University Supervisor must complete the following forms and *must guide the cooperating teacher and student teacher in completing the appropriate forms*:

1. "Report of Student Teaching Visitation" form during each classroom evaluation visit for a total of 3-5 evaluations.
 - To be followed up by a conference with the student teaching candidate who will receive a copy of this report.
 - *The candidate must sign the form.*
 - These evaluations will be part of the *required* final folder presented to the appropriate Program Director at the end of the placement.

2. Mid-Term Evaluation:

- Completed mid-way through the placement by *the student teacher candidate, cooperating teacher and university supervisor* as a plan for improvement and goal setting. It is not made available to sources outside of the School of Education.
- Followed up by conferencing with the cooperating teacher and candidate to seek mutual agreement on where the candidate's current strengths and weaknesses are and to set goals for improvement. The purpose of this is to openly confer in order to indicate current level of performance and discuss areas of concern or needed improvements.
- Questions about the candidate's competence in unobserved areas and goals for the remainder of the placement should be discussed and decided at this time.
- Each of the three *must be signed with copies retained by each participant*.
- All three forms will be part of the *required* final folder presented to the Program Director at the end of the placement.

3. Final Evaluation

- Completed within one week of the end of student teaching by the cooperating teacher(s) and the university supervisor.
- *The university supervisor must conference with the student teacher to review the documents and get the candidate's signature.*
- Both final evaluations will be part of the *required* final folder presented to the Program Director at the end of the placement. These forms will be part of the permanent record of the student teacher and, thus, can be shared with outside agencies upon request.

4. A letter of recommendation on SAU letterhead must be presented to the student teaching candidate and included in the end-of-placement folder presented to the Director of Student Teaching.

5. A required Michigan Department of Education exit survey any elementary and secondary student teacher supervised only. (Second placements are not part of this survey.)

- The survey's address will be provided by the SOE mid-way through the placement.
- It must be done online and proof of completion provided in the end-of-placement folder provided to the Director of Student Teaching.

6. A "Professional Dispositions and Skills Instrument" is also an optional evaluation form that can be used to report and reinforce issues the university supervisor might have with the candidate during the placement, i.e., not completing the "Weekly Reports" on time, or accepting responsibility for actions, etc.

- The use of this form should immediately be shared with the Program Director for remediation of unprofessional behavior.

Important Evaluation Notes

- 1. On both the midterm and final evaluations using a “N/A” or leaving a ratings line blank is not acceptable.**
 - *If the standard to be rated has not been observed please ask the student teacher to demonstrate his/her knowledge of the area by producing evidence of having successfully worked with the standard in another setting, i.e., in other site-based, job related or classroom experiences and/or ask for a detailed answer about how the student teacher will deal with the standard in the future. If a clarification of the standard is needed, please ask the university supervisor or Program Director for a definition and/or examples.*
- 2. The cooperating teacher’s and university supervisor’s final evaluations are the basis for the student teacher passing or failing the student teaching semester.**
 - **Checking the “recommend for certification” or “recommend with reservation” box will result in the candidate receiving a “S” grade, passing the class and possibly being eligible to be recommended for certification.**
 - **Checking the “do not recommend” class will result in the candidate receiving an “U” grade and failing student teaching with the result that he or she cannot be recommended by SAU for certification.**
 - *It is required that the university supervisor and Director of Student Teaching will work with the cooperating teacher (and school administrator, as needed) to complete “Challenges” process(found in Appendix B) immediately upon noting or receiving any indication that the candidate is having difficulty. It is hoped this will allow all those involved in the placement to make the needed adjustments that can avoid a grade of “U.” However, the SOE will not shy away from failing a student teaching candidate rather than allowing an unprepared teacher to be recommended for certification.*

Serving as a Communicator

The importance of the university supervisor as a communicator cannot be overemphasized. Even though much of this role has already been stated in other sections, a summary of the responsibilities as a communicator should be helpful. In this role it is expected that he/she will:

1. Review and clarify, if needed, the placement information and folder for all student teaching candidates being supervised. This will be furnished by the Director of Student Teaching.
2. Communicate with the candidate and the cooperating teacher before the placement begins to reassure both of them that the university supervisor is ready to support the placement.
3. Hold an initial visit, preferably before the placement begins.

4. Introduce him/herself to the building administrator and office personnel to reflect the presence of a SAU professional representative who is available if questions or concerns arise.
5. Communicate weekly with the candidate through the “Weekly Report” or other method and to enforce the importance of his communication.
6. Be available to address concerns or questions at any time during the placement—or, if not available, make sure the Program Director is aware and ready to communicate with those involved in the placement.
7. Be very proactive in communicating any concerns immediately in order to avoid or deal with major difficulties in the placement.
8. Guide the responsible parties through the evaluation process.
9. ***Gather all the needed forms in order to present a complete folder for each student teacher to the Program Director as soon as possible after the placement is completed. Grades and the onset of the certification process cannot be done until this completed folder is available.***

THE SCHOOL ADMINISTRATOR'S ROLES AND RESPONSIBILITIES FOR THE PROFESSIONAL SEMESTER

Coordinating Student Teaching Placements

The school administrator's first role is to work with the SAU Placement Coordinator or Placement Director to secure optimal placements for student teaching candidates. This process involves:

1. An initial communication from the placement coordinator or director requesting a placement in the administrator's building.
2. A determination by the administrator and his/her staff if an optimal placement is available with an excellent and experienced classroom teacher who meets MDE and SAU qualifications as a cooperating teacher.
3. A reply to the placement coordinator or director regarding a decision about a possible placement.
4. Possible participation in an interview with the potential student teaching candidate before a placement is finalized.
5. A formal decision that is communicated to the placement director regarding whether to accept the student teaching candidate. Information about the cooperating teacher(s) should also be provided.
6. Responding to the candidate's request for information about meeting the school's requirements for student teachers, including a background check that meets district expectations.

Providing Feedback to the Student Teaching Candidate

As time permits, the administrator can provide valuable pointers to the student teaching candidate by:

1. Interacting informally with the candidate in various settings and offering feedback.
2. Conducting informal or formal classroom visits with feedback.
3. Conducting a mock interview near the end of the placement with advice about interview techniques.

Monitoring the Placement

As the person in charge of student learning school community safety and staff support, it may be necessary for the administrator to become involved if distinct difficulties arise in the placement.

1. The administrator should contact the university supervisor or, if the situation requires immediate attention, the Program Director and/or the Director of Student Teaching if there is any indication from anyone in the school community of difficulty in a placement.
2. Spring Arbor University will work with the classroom teacher, student teacher and administrator to resolve the situation as soon and as fairly for everyone concerned based on the “Response to Challenges” policies found in Appendix B of this handbook.

Managing Substitute Teaching By The Student Teaching Candidate

During the student teaching experience it may be possible for a student teacher to substitute teach if the building principal, cooperating teacher, and university supervisor all agree to allow the student teacher to do so and sign off on the Substitute Teaching Permission form.

1. Substitute teaching may only be done if:
 - a. The district allows student teachers to serve as a substitute
 - b. The student teacher candidate has met the district/school criteria for substitute teaching.
 - c. The substitute teaching **only** takes place in the classroom they have been assigned to and on a **limited** basis of no more than **four times** during the course of the student teaching.
2. Longer periods of time beyond four days must be requested to the appropriate Program Director. In situations where the student teacher shares time in more than one classroom substitute teaching is not advised.

The necessary form which must be signed and retained by the student teaching candidate is found in Appendix A.

A copy of the “Student Teacher Handbook” is available at <https://sites.arbor.edu/soe>. Go to the “Faculty” section and you’ll find the handbook listed there.

Appendix A

SUBSTITUTE TEACHING POLICY FOR STUDENT TEACHERS

The School of Education at Spring Arbor University is sensitive to the need for substitute teachers in schools. However the purpose of the student teaching experience is for the student teaching candidate to be observed and mentored in the classroom by the cooperating teacher. In response to the need for student teachers to substitute teach, the School of Education at Spring Arbor University has developed the following policy:

1. Spring Arbor University student teachers are permitted to substitute teach on a limited basis (4 days), provided that the substitute teaching does not compromise the intent or quality of the student teaching experience and the student teacher has met the district/school criteria for substitute teaching.
 - a. It is required by the MDE standards that student teachers spend at least 12 weeks (60 days) of supervised student teaching. Spring Arbor University's program requires a single placement of 15 weeks (75 days) for the student teaching period.
 - b. Unless the student teacher has a significant history of substitute teaching in advance of their student teaching the SOE recommends that a reasonable period of exposure and adjustment to the student teaching experience is expected before occasional day-to-day substitute teaching is done. The amount of time will be determined by the cooperating teacher and the university supervisor.
 - c. Substitute teaching is allowed ONLY in the classroom(s) the student teacher is assigned to. Schools are advised to use the cooperating teacher to cover substitute teaching needs elsewhere in the school.
 - d. Availability for any SAU student teacher to substitute teach on an occasional day-to-day basis must be determined case-by-case. It will involve the approval of the SAU supervisor, the cooperating teacher at the host school, the principal of the host school, and the student teacher involved before substitute teaching is initiated.
 - e. If all concerned parties agree, then permission can be granted to substitute teach by signing the "Permission to Substitute Teach During Student Teaching" form which will be provided by the University Supervisor during the initial visit.
2. If a student teacher is given permission to substitute teach on an occasional day-to-day basis, it is with the following provisions:
 - a. It is assumed that the school district will operate within the laws and statutes of the state and location the student teacher is assigned regarding substitute teachers, including proper registrations and payment according to the school district's substitute teaching policy.
 - b. Permission to participate in extended student teaching can be granted by having all appropriate parties sign the "Permission to Substitute Teach During Student Teaching" form in the appropriate places.

- c. Substitute teaching involvement is not intended to be part of the student teaching experience by design. Therefore, it should not be given priority of a mentored classroom experience.
- d. Any substitute teaching should be done within the confines of periodic relief circumstances and priority should be given to place the student teaching in his/her assigned classroom or with his/her teaching team first, then to other classrooms within the campus where the student teacher is placed.
- e. Because Spring Arbor University supervisors plan unannounced visits to their student teachers, it is important that both the supervisor and the cooperating teacher be notified in advance if a student teacher is scheduled to substitute teach on any given day.
- f. The student teacher will be expected to keep an accurate record of all substitute teaching (both occasional day-to-day and extended) on the "Report of Absences and Other Absences During the Professional Student Teaching Semester" form the university supervisor will present during the initial visit. The cooperating teacher will be expected to validate the dates listed through his/her signature. This should be kept up to date so to make any adjustments in the length of student teaching necessitated by prolonged substitute teaching.
- g. If at any point during the student teaching experience, the Spring Arbor University supervisor, the cooperating teacher of the host school, or the principal of the host school deems that expected student teaching competencies and/or behaviors are not being accomplished, then permission to substitute teach will be revoked.

NOTE: When serving as a substitute, the student teacher will not be operating within the mentored environment intended for student teaching. Therefore, the school district assumes all legal liability for a Spring Arbor University student teacher serving as a substitute. Spring Arbor University's policy is in compliance with the current laws of the State of Michigan for use of student teachers as substitute teachers.

Appendix A Con't.

Permission To Student Teach Required Form

Student Teacher' Name (printed)_____

ID#_____

Cell Phone: _____

Home E-Mail_____ School E-Mail_____

Student Teacher's Signature_____ Date_____

- Requesting Permission for day-to-day substitute teaching_____
- Requesting Permission for extended substitute teaching _____

Cooperating Teacher's Signature_____ Date_____

- Requesting Permission for day-to-day substitute teaching_____
- Requesting Permission for extended substitute teaching _____

SAU's University Supervisor's Signature_____ Date_____

- Requesting Permission for day-to-day substitute teaching_____
- Requesting Permission for extended substitute teaching _____

Principal's Signature_____ Date_____

- Requesting Permission for day-to-day substitute teaching_____
- Requesting Permission for extended substitute teaching _____

RESPONDING TO “CHALLENGES” TO SUCCESSFUL STUDENT TEACHING COMPLETION

Introduction

Spring Arbor University’s (SAU) School of Education (SOE) has a record of producing excellent teachers whose content knowledge, management expertise and sense of mission are valued by those who employ them. Capping off the preparation of these teacher candidates is the student teaching experience. Because of the thorough preparation and nature of SAU student teachers, they find this opportunity to be an professional time of growth and reflection that readies them for being a first-year teacher. Almost all student teachers are successful in their original placement and are recommended for certification and/or endorsement to the State of Michigan.

Occasionally challenges arise during the professional student teaching semester. Most of these can be resolved within the context of the original placement with the student teacher being recommended for certification. If the issues cannot be resolved, however, the student teacher will have his/her placement interrupted or terminated. When this happens it is the desire of the School of Education that the circumstances surrounding the situation be explored and documented so support can be offered to all the parties involved.

The SOE recognizes the time, effort and money that have gone into a student teacher’s preparation and has a definite desire to see all student teachers be given the opportunity to work with the department and the school(s) involved to successfully complete student teaching in a timely fashion. This desire always must be tempered by SAU’s need to maintain its reputation for excellence. The standards exemplified by past and current SAU graduates in the education profession, as well as those dictated by the SOE and the State of Michigan Department of Education (MDE) must be upheld. In addition, SAU must be aware of its obligations to the students, teachers and administrators of those schools that welcome our student teachers when making any decisions.

It is, therefore, necessary that a policy for the interruption or termination of student teaching be in place which allows decisions to be based on documentation and feedback from the parties involved, by as timely and transparent decisions as are possible. These decisions are intended to be supportive of the student teacher and classroom students, especially. The following is that policy.

Policy for Student Teachers Whose Placement is Interrupted or Terminated without Being Recommended for Certification

Any student teacher who encounters challenges requiring intercession by the School of Education or who has been removed or is being considered for removal from student teaching will participate in the “Determination of Status” procedure. Following the decisions made during this procedure, the student teacher will either*

- 1. continue in his/her original placement, or*
- 2. be regarded as interrupted prior to successful completion or before recommended for certification is granted, or*
- 3. be regarded as terminated from student teaching due to unsatisfactory or unacceptable performance.*

Based on this determination the following procedures and policies will be applied.

**Determination of Status”* is an ongoing process which is done when it becomes apparent that some challenges arise during a student teaching placement.

- **Step 1** happens when the challenges are of a nature that the Director of Student Teaching has been informed of the issues involved by the student teacher, university supervisor, cooperating teacher and/or an administrator of the host school. Generally, the university supervisor, cooperating teacher, Director of Student Teaching and student teacher are able to resolve the problems with an action plan, improved communications and the increased ability of the student teacher to meet student teaching expectations. This student teacher is continued in the original placement without interruption. The results are almost always a “recommendation for certification.”

In this case, the status of the student teacher doesn’t change.

Step 2 should involve a contract developed for the student teacher. Input from the student teacher, cooperating teacher, and university supervisor (and possibly from the host principal) is compiled by the Director of Student Teaching in contract form. A meeting is held involving the student teacher, university supervisor, Director of Student Teaching (and often the cooperating teacher) to discuss the expectations for the student teacher and the extra support offered by SAU. This is then presented to the Dean of the School of Education and cooperating teacher (if either was not present for the first meeting) for his/her approval. Signatures are required of the student teacher and those present in the meeting(s). Adherence to the terms of the contract is a necessity in order for consideration for a “recommendation for certification” to be granted. However, adherence to the contract doesn’t ensure that a student teacher will be recommended if other issues arise.

In this case, the status of the student teacher will not change because of the contract. It may change if the contract is not followed or if other areas of concern arise. In that case step 3 will be implemented.

Step 3 will take place when the seriousness of the situation involving the student teacher cannot be resolved by either Step 1 or Step 2 or when a sudden and/or major issue and/or a pattern of minor issues occurs which causes one of the parties involved in the placement to request that the placement be ended. The following procedures will be followed in Step 3:

1. The university supervisor, cooperating teacher and/or principal of the placement school will inform the Director of Student Teaching of difficulties.
2. The Director of Student Teaching *may* need to immediately remove the student teacher from the placement or the student teacher may need to be immediately and voluntarily removed from the placement while further information is gathered.
3. **Whether the student teacher was removed or not, the Director of Student Teaching will immediately communicate, preferably in person, with the student teacher, cooperating teacher, university supervisor and host school's administration. Pertinent information and expectations will be discussed so steps can be taken to maintain relations and meet the immediate needs of all the parties involved.**
4. The Director of Student Teaching will require documentation from the cooperating teacher, university supervisor, student teacher and, as possible, the host principal.
5. A meeting will be called by the Director of Student Teaching in as timely a fashion as possible to present the documented information, discuss the issues involved and determine whether the student teaching placement is considered to be "interrupted" or "terminated." Involved in this meeting will be the student teacher, the university supervisor, the Director of Student Teaching, the Dean of the School of Education (plus the cooperating teacher and host principal—if their presence is advisable).
6. The decision concerning the status of the student teacher will be a majority decision of the Director of Student Teaching, the Dean of the School of Education and the university supervisor.

In this case, the student teacher will be regarded as "interrupted" or "terminated" and will be required to fulfill the policy for "interrupted" student teaching or "terminated" student teaching. (Those policies follow.)

Policy Applicable to Student Teachers Whose Placement is "Interrupted" Before "Recommended for Certification" Is Received on the Final Evaluation

Interrupted is defined as:

The result of an "act of God" (ex. severe accident, major illness of the student teacher or of his/her immediate family or the cooperating teacher, unfortunate circumstance(s) in the school or district that unavoidably prohibits successful completion of the requirements of student teaching

Circumstance(s)/condition(s) which occur that the student teacher's university supervisor deems significant enough to prevent the student teacher's successful completion of all requirements at the current placement, but which should not prevent the student teacher from being successful in another placement.

Interruption will only be considered if the university supervisor, Director of Student Teaching and Dean of the School of Education consider that the student teacher has been making satisfactory progress toward being recommended for teacher certification in the current placement and successful completion is probable in an appropriate second placement.

Appropriate documentation which shows evidence of the occurrence of an "act of God" should be provided by the student teacher and/or university supervisor upon request of the Director of Student Teaching. This documentation must then be presented, along with other information, in a Determination of Status meeting.

The student teaching placement will be regarded as interrupted only following a decision during the "Determination of Status" meeting.

For student teachers whose placement is regarded as *interrupted* the following circumstances will apply:

1. The student teacher will be placed with the same cooperating teacher(s) as soon as the reasons for the interruption are resolved. This should only be done with clear documentation that this is the desire of the cooperating teacher, university supervisor, student teacher and Director of Student Teaching. The amount of weeks to be completed after the interruption and any action plan needed to meet SOE and state requirements for student teaching will be decided during the "Determination of Status" procedure.

OR

2. The student teacher will be placed in a new setting as quickly as possible after the "Determination of Status" meeting takes place. The amount of weeks and any action plan needed to meet SOE and state requirements for student teaching will be decided during the "Determination of Status" procedure.
3. **The second student teaching placement should be completed within the semester or term in which it was originally scheduled, if possible. If not, an IP might be granted, and the SAU university policy as stated in the catalog will apply as to the time allowed to complete the IP. *If student teaching is not completed in a timely manner, there may be financial repercussions as determined by the SAU Business Office in following university policy.*** It is the responsibility of the student teacher to investigate how the additional time involved in student teaching will affect him/her financially. This should involve contacts with the Registrar, Business Office and Financial Aid Office.

4. Seminar(s) should be completed within the semester in which it was begun, if at all possible. If not, an IP for seminar(s) might be granted so the finish of seminar(s) could coincide with the finish of the appropriate student teaching placement(s).

Spring Arbor University Policy Applicable For Student Teachers Who Are “Terminated from Their Placement

Terminated from student teaching is defined as:

Appropriate personnel from the hosting school and/or Spring Arbor University request that the student teacher be removed from current placement

AND

The student teacher receives a “Not Recommended for Certification” rating on the midterm or final evaluation from the assigned cooperating teacher and/or the university supervisor.

A student teacher cannot be regarded as “terminated” until a “Determination of Status” meeting and vote has been held.

For any student teacher who is regarded as “terminated” the following circumstances will apply:

1. No credit will be applied to the student’s transcript for the EDU 450 or SED 450 course from which he/she was removed.
2. It is highly unlikely that the student teacher will be placed in a second setting for student teaching during the same semester due to the need for remediation.
3. The student teacher may be denied the opportunity for a second student teaching placement by decision during a “Determination of Status” meeting.
4. The student may continue to participate in the EDU 430, ECE 430 or SED 430 course in which he/she is currently enrolled.
5. **There will be registration and financial repercussions** which will be determined according to Spring Arbor University financial policy for tuition rebates effective on the date of course withdrawal. **Financial aid might also be affected.**

- It is the responsibility of the student teacher to investigate how the additional time involved will affect him/her financially. This should involve contacts with the Registrar, Business Office and Financial Aid Office.

6. A remediation plan may be constructed during the “Determination of Status” meeting.
7. It will be required that the student teacher who wishes to have a possible second placement sign and fulfill the remediation plan under the tutelage of SOE faculty members.

The terminated student teacher may petition the SOE for a second placement. A second placement can only occur if the following conditions have been met:

1. There is documentation that the remediation plan has been successfully completed.
2. The student teacher has submitted the updated documents needed for the new placement.
3. The School of Education E-Team has approved the student teacher for a second placement.
4. The student teacher, by signature, agrees to complete the second placement under contract.
5. The student teacher, by signature, acknowledges that failure to successfully complete a second placement will result in removal from the Spring Arbor University School of Education.
6. The student has completed the required registration process.

| |
|---|
| 7. The student teacher will pay for ALL the credits and course fees for the new student teaching placement. |
|---|

Appendix C



SPRING ARBOR UNIVERSITY

Teacher Candidate Midterm/Final

Evaluation Form

Date: Teacher Candidate:

Candidate Student ID: Term/Year:

Evaluated by:

Teacher Supervisor Other _____

Evaluation (**Check One**):

Mid-Term Final

School Name: Grade Level: Subject(s):

- Rating Scale:**
- 4** = The teacher candidate exceeds expectations in this area.
 - 3** = The teacher candidate meets expectations in this area.
 - 2** = The teacher candidate needs some improvement in this area.
 - 1** = The teacher candidate needs much improvement in this area.

Comments: Please feel free to give specific comments or examples about how the student did or did not demonstrate each target standard.

Proficiency Standards: Standards are based upon the School of Education’s Effective Teaching Model, and are correlated with the Professional Standards for Michigan Teachers

This form is for informational purposes only. It is not to be copied and used for the actual evaluation.

TEACHER – INSTRUCTOR

Rating

Comments

| | | | |
|----|---------------------------|---|--|
| 1. | Content Knowledge | a) Teaches the core concepts of assigned subject areas with correct understanding. b) Appropriately integrates subject matter with other content areas. c) Helps students develop and use critical thinking skills (analysis, problem solving, decision making). d) Uses knowledge from the liberal arts (e.g. humanities, social sciences, natural sciences) to enrich teaching practices. | a) ___ b) ___ c) ___ d) ___ |
| 2. | Pedagogy | a) Adapts learning to individual student needs through a variety of teaching methods. b) Facilitates rich discussions of content. c) Differentiates instruction to learners with varied abilities and learning styles. d) Effectively plans instruction, including appropriate use of state and local student learning standards e) Uses school and district and other resources to enrich instruction. | a) ___ b) ___ c) ___ d) ___ e) ___ |
| 3. | Assessment | a) Appropriately develops and uses the results of a variety of assessments to guide instructional decisions. b) Provides constructive feedback to students and their caregivers. c) Adapts assessments appropriately for special needs learners. d) Analyzes student work in order to modify teaching strategies. | a) ___ b) ___ c) ___ d) ___ |
| 4. | Management & Organization | a) Ensures a safe and orderly classroom environment. b) Develops curriculum that builds on students' experiences, interests, and abilities. c) Helps students become self-motivated and self-directed. d) Appropriate designs and implements direct transitions between classroom activities. | a) ___ b) ___ c) ___ d) ___ |
| 5. | Technology | a) Appropriately Integrates available educational technology into classroom instruction. b) Uses technology tools to organize and manage student records. c) Supports student learning using a variety of technology tools. | a) ___ b) ___ c) ___ |
| 6. | Global Perspective | a) Enhances students' awareness, understanding, and appreciation of global cultures and events. | a) ___ |

**PROFESSIONAL
Rating**

TEACHER -

Comments

| | | | | |
|----|---------------------------------|---|--|--|
| 7. | Diversity | <ul style="list-style-type: none"> a) Creates a classroom environment that values and is inclusive of student and community diversity. b) Appropriately challenges gifted and talented students. c) Actively motivates discouraged learners for improved academic performance. d) Appropriately adapts instruction for students learning English as a second language. | <ul style="list-style-type: none"> a) ___ b) ___ c) ___ d) ___ | |
| 8. | Collaboration with Stakeholders | <ul style="list-style-type: none"> a) Communicates effectively and sensitively with students and caregivers (face-to-face, whole group, phone calls, email, newsletters, notes, report card comments, conferences). b) Actively and appropriately collaborates with colleagues on professional issues. c) Appropriately creates opportunities for students to make connections within their community. | <ul style="list-style-type: none"> a) ___ b) ___ c) ___ d) ___ | |

TEACHER - LEADER

Rating

Comments

| | | | | |
|-----|------------------------------------|--|--|--|
| 9. | Leadership & Scholarship | <ul style="list-style-type: none"> a) Actively participates in professional growth opportunities (membership in professional organization, inservices, outside professional reading, conference attendance, etc.). b) Fulfills a leadership role within or outside of the school in one or more aspects of professional teacher education. | <ul style="list-style-type: none"> a) ___ b) ___ | |
| 10. | Professional Skills & Dispositions | <ul style="list-style-type: none"> a) Builds appropriate relationships with and relates well to all students. b) Communicates effectively in several forms of writing. c) Demonstrates proper use of oral language (Standard English). d) Behaves ethically in a variety of situations faced as a teacher. | <ul style="list-style-type: none"> a) ___ b) ___ c) ___ | |

| | | | | |
|-----|------------------|--|------------------|--|
| | | 45 | d) ___ | |
| 11. | Faith & Learning | a) Expresses genuine care and respect for all students. b) Demonstrates an attitude and desire to serve others. | a) ___ b) ___ | |

Check the appropriate box as your recommendation for this teacher candidate to become a certified teacher.

- I recommend this teacher candidate for certification.
- I recommend with reservation this teacher candidate for certification.
- I do not recommend this teacher candidate for certification.

Comments:

Signature Date

Please check one: Classroom Teacher University Supervisor University Professor

.....
Student Teacher Signature

I have received a copy and reviewed this Midterm/Final evaluation with the person noted above.

(circle one) _____
Student Teacher Signature Date

Feel free to add any comments regarding the evaluation in the space below: