



SPRING ARBOR
UNIVERSITY

SCHOOL OF EDUCATION

STUDENT TEACHER HANDBOOK

2015-2017



School of Education
Model of Teacher Education

A Guide for: Student Teachers • School Cooperating/Mentoring Teachers
• University Supervisors of Student Teachers • School Administrators



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.

Please direct inquiries to:

Reuben A. Rubio, Ph.D.
Dean, School of Education
Phone: 517.750.6419
Fax: 517.750.6629
[E-mail: rarubio@arbor.edu](mailto:rarubio@arbor.edu)

Student Teacher Application/Interview Information & Forms:

<http://sites.arbor.edu/soe/student-teaching-application/>

Student Teacher Seminar Orientation & Placement Overview:

<http://sites.arbor.edu/soe/student-teacher-seminar-orientation-placement-overview/>

Cooperating/Mentoring Teacher Information & Forms:

<http://sites.arbor.edu/soe/mentoring-a-spring-arbor-university-student-teacher/>

University Supervisor Information & Forms:

<http://sites.arbor.edu/soe/university-supervisors/>



School of Education

RE: Student Teaching Handbook

Prior to student teaching all student teacher candidates are expected to read the Student Teaching Handbook and direct any questions to the EDU 450 Instructor.

The form below is to be signed and dated by the student teacher candidate then printed off and turned in to the Coordinator of Student Teaching Placements or her/his designee.

I have read the Student Teaching Handbook and understand the roles and responsibilities of all parties, including myself, associated with the successful completion of the student teaching experience. I have also read and reviewed the various policies related to the student teaching experience. I also understand that it is my responsibility to direct any questions regarding the student teaching handbook and student teaching experience to the Coordinator of Student Teaching Placements or her/his designee.

Candidate's Signature

Date

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.



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SPRING ARBOR UNIVERSITY

SCHOOL OF EDUCATION OVERVIEW

The School of Education's Purpose

Teacher education is a major professional function of Spring Arbor University, and one in which the principles of service to humankind as expressed in the Christian ethic have primary influence. The Teacher Education Program is designed to prepare teachers for the public and private schools through a curriculum that encompasses a broad foundation in Christian liberal arts education, specialization in a particular field or fields of knowledge, and a comprehensive Professional Education sequence.

The School of Education's Conceptual Framework

The School of Education has identified as its conceptual framework the Model of Teacher Education. Contained within the circle are six domains for effective teaching.

The Model of Teacher Education for the Organization of the School of Education Curriculum



Introduction

The student teaching experience is the culminating experience in teacher preparation. It provides opportunities for student teachers to synthesize and apply the theoretical learning from previous courses within realistic, planned, professional situations. It develops the students' competencies in specific fields and, along with other course requirements, makes them eligible for teacher certification, although completion of student teaching does not necessarily result in certification.

To maximize the success of each student teacher, the School of Education requires at least a semester long 15-week experience for a typical elementary or secondary placement. Multiple placements are required for student teachers pursuing Elementary/Early Childhood or Elementary/Special Education combinations. TESOL student teachers are required to student teach in a setting where ELL students are present and in a school or school district with a defined ESL/TESOL program.

Student Teaching Objectives

The Spring Arbor University Teacher Education Program, whose Christ-centered mission is to develop and empower professional educators committed to student learning in a global society, has been granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years (September 30, 2011 to September 30, 2016) and is an approved teacher preparation institution in the state of Michigan by the Michigan Department of Education (MDE).

To this end, the InTASC and Professional Standards for Michigan Teachers (PMST) are reflected in the student teaching objectives. A successful teacher within the State of Michigan must initially possess and be able to demonstrate continued growth in:

1. Subject matter knowledge-base in general and liberal education.
2. Instructional design and assessment.
3. Curricular and pedagogical content knowledge aligned with state resources.
4. Effective learning environments.
5. Responsibilities and relationships to the school, classroom, and student.
6. Responsibilities and relationships to the greater community.
7. Technology operations and concepts.

For a more complete discussion of the Michigan PSMT or InTASC Standards visit:

PSMT: www.michigan.gov/documents/mde/Item_S_233488_7.pdf

InTASC: http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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), 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 her/his 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.

Tuition Charges for Placements Outside SAU Defined Semesters

Students in one or more student teaching placements that begin or end one week prior to, or one week after the official starting/ending date, of the initial semester of the scheduled student teaching experience will be charged accordingly with some credit hours assessed in the previous or following semester(s). Tuition will be charged for all credit hours in each semester which may negatively affect the “full time” status of the student and their financial aid eligibility. The School of Education is responsible for placement dates and locations which are reflective of state guidelines, SAU policies, and offer the best possible opportunity for excellent preparation for a teaching career.

Registration and financial decisions are made by the appropriate university officials in other departments depending on the placement dates and locations provided by the School of Education. Student teachers are advised to check with the Business Office, Financial Aid, and insurance plans, etc., regarding changes to their student status.

Michigan Teacher Certification and Endorsements

Receiving initial teacher certification from the State of Michigan is an accomplishment to be proud of. It means that the individual has fully satisfied the requirements of Spring Arbor University (SAU), as well as the state licensure process approved by the Michigan Department of Education (MDE). All student teaching placements are governed by specific Michigan Department of Education requirements. In addition, the Spring Arbor University School of Education (SOE) has established practices and policies associated with student teaching experiences. When placing student teachers the School of Education adheres to the program approvals and guidelines dictated by the Michigan Department of Education. This ensures each candidate’s future certification fully meets the criteria outlined by the MDE. Therefore, no deviation or exceptions to student teaching requirements or practices can be granted by the SOE.

The State of Michigan issues two types of teacher certification: Elementary and Secondary. Elementary Teacher Certification specifies that the candidate is approved to teach ALL SUBJECTS in a self-contained classroom (K-8). Elementary Teacher Endorsements (added to the certification after successful completion of all associated course work, successful elementary student teaching, and passing the associated MTTC) allows candidates to teach in the areas and grade levels specific to the endorsement(s). For instance, the Early Childhood Education (ZS) endorsement allows elementary certified teachers to teach at the pre-K level. The Special Education – Learning Disabilities (SM) endorsement allows elementary certified teachers to teach Special Education – Learning Disabilities – in grades K – 12. Elementary TESOL candidates may engage in teaching TESOL for grades K-12. Elementary endorsements in other subject areas (English/Language Arts, Math, World Language, Social Studies, Integrated Science, etc.) allows certified elementary teachers to teach that subject at the middle school level – Grades 6 – 8.

Secondary Teacher Certification specifies that a candidate is approved to teach their subject area concentrations (Majors/Minors) in grades 6-12 (Middle School & High School). Exceptions to this are specialized areas such as Special Education – Learning Disabilities (SM), Art and Music which are K-12 concentrations.

Click here for the listing of [Michigan Department of Education Approved Endorsements](#).

The U.S. Department of Education has clearly defined the specific courses associated with subject-area endorsements or subject area concentrations considered as meeting the teacher qualification of “Highly Qualified” under No Child Left Behind (NCLB). The MDE provides a Quick Reference outlining what courses can be taught within specific endorsement (course major & minor) areas: http://michigan.gov/documents/mde/Classes_Taught_396034_7.doc.

The Michigan Department of Education has likewise clearly identified rules and regulations governing student teaching experiences to align with NCLB regulations. Student teaching placements must adhere to such policies and regulations guiding the level of certification, additional endorsement(s)/subject areas, and grade level restrictions pertinent to the certification level and endorsement(s) the student teacher is pursuing. In addition, Spring Arbor University’s School of Education has, with the approval of the Michigan Department of Education and the national Teacher Education Accrediting Council (TEAC), developed policies and practices governing student teaching placements.

Upon receiving their Michigan Department of Education teacher certification, Spring Arbor University teacher candidates, are considered “Highly Qualified” teachers.

The Professional Semester

The Professional Semester, also known as the semester in which you student teach, consists of EDU 450, Directed Teaching, and EDU 430, Seminar in Teaching. Directed Teaching is a minimum of 12 week student teaching experience, complemented by the weekly seminar meetings. These courses are taken concurrently and the successful completion of both experiences (EDU 450 and EDU 430) is required to be recommended for teacher certification. Student teaching experiences for specific Elementary Education endorsements (Early Childhood, Special Education, or a Middle School subject area) will include additional weeks of student teaching. Early Childhood, Special Education, and TESOL endorsements also require the enrollment in an additional 430 Seminar course. Elementary certification candidates seeking an additional student teaching endorsement experience must be 100% successful in their elementary student teaching experience before they will be allowed to begin a second placement.

Student Teaching Requirements Related to Becoming Recommended for Initial MDE Teacher Certification

There are multiple requirements leading to recommendation for initial teacher certification. Below is a sample of those deemed most important for student teaching candidates to be aware of:

1. Satisfactorily completion of coursework associated with teacher certification programs.
 - Spring Arbor University offers a variety of majors and minors approved by the MDE for teacher certification. The specific coursework associated with such programs has been approved through an evaluation process established by the MDE. The required program coursework contains information aligned with the objectives related to associated teacher certification tests (MTTC).
2. Self-Disclosure of criminal convictions (Misdemeanors and Felonies).
 - The School of Education frequently requires student teachers to “self-disclose” any and all criminal convictions (juvenile and adult). Teacher education candidates are reminded that they must continually exhibit high standards and qualities of civic action in keeping with the professional expectations associated with receiving and maintaining teacher certification. Failure to accurately “self-disclose” criminal convictions is considered fraudulent activity by the MDE and grounds for rejecting teacher certification recommendation and/or revoking previously obtained teacher certification.
3. Approval to student teach.
 - The School of Education maintains the right to determine the readiness of candidates for the student teaching experience. The requirements and processes associated with the SOE formal approval process are detailed under *Preparing for Student Teaching* in this handbook.
4. Required classroom settings and teacher certification/endorsements.
 - Student teachers are required to student teach in a classroom setting directly related to their approved program for certification and under the direction of a cooperating/mentoring teacher possessing the same certification level and/or endorsements on their teacher certification the student teacher is pursuing.
5. Length of student teaching placements.
 - Single elementary or secondary student teaching placements must meet the MDE minimum requirement of at least 12 weeks (60 days). The typical single elementary or secondary placement is defined by SAU as a 15 week – semester long experience.
 - Elementary student teaching candidates pursuing the early childhood endorsement (ZS) are required to be enrolled in two separate student teaching placements in an approved general elementary classroom (Kindergarten - Grade Three) which is followed by a second student teaching experience in an approved early childhood educational setting. The requirement for the candidate to complete two separate student teaching placements extends the overall student teaching requirement beyond one semester and into a second semester. Elementary certification candidates seeking a second student teaching experience must be 100% successful in their elementary student teaching experience before they will be allowed to begin their second placement.
 - Elementary student teaching candidates pursuing the special education – learning disabilities endorsement (SM) are required to be enrolled in two separate student teaching placements in a general elementary classroom followed by a second student teaching experience in an approved K-8 grade level special education setting. The requirement for the candidate to complete two separate student teaching placements extends the overall student teaching requirement beyond one semester and into a second semester.
 - Elementary student teaching candidates pursuing the addition of a secondary endorsement onto their future elementary teaching certificate are required to add an additional student teaching experience in the

secondary subject area. The requirement for the candidate to complete two separate student teaching placements extends the overall student teaching requirement beyond one semester and into a second semester. Elementary certification candidates seeking a second student teaching experience must be 100% successful in their elementary student teaching experience before they will be allowed to begin their second placement.

- Elementary student teaching candidates pursuing endorsements in subject areas taught at the middle school level may elect to student teach in a second placement to gain experience teaching the endorsement subject area(s) in the middle grades (6-8). The election by the candidate to complete two separate student teaching placements will extend the overall student teaching requirement beyond one semester and into a second semester.
6. Preparations within student teaching placements.
- Elementary student teaching candidates are required by the MDE to teach in three of the four core content areas (Language Arts, Math, Science, Social Studies). The SOE highly recommends all elementary student teachers to teach in all four core content areas. In placements where the student teacher's cooperating/mentoring teacher partners with other teachers to share the core content teaching the student teacher will be required to teach the additional content areas in the partnering teacher(s) classrooms.
 - Secondary student teachers must student teach in an appropriate subject area classroom related to their subject area major for at least 50% of the placement experience. The SOE highly recommends and seeks to place all secondary student teachers within placements where they can teach classes associated with their subject area minor(s). Secondary student teachers should be required to plan for and teach multiple preparations and avoid being placed in settings where they would be responsible to only teach one subject area. The MDE provides a Quick Reference outlining what courses can be taught within specific subject content & endorsement areas: http://michigan.gov/documents/mde/Classes_Taught_396034_7.doc
7. Satisfactory completion of student teaching placement(s) and recommendation for certification.
- All student teachers are required to satisfy the requirements associated with the student teaching experience. The final evaluative process (Final Evaluation) must demonstrate satisfactory performance with appropriate levels of recommendation for teacher certification by the cooperating/mentoring teacher(s) and university supervisor associated with each student teaching placement.
8. Satisfactory completion of related student teaching seminar courses.
- All student teachers (elementary & secondary) are required to be enrolled in and pass, with a grade of "C" or above, the required seminar course (EDU 430E/S) associated with the teacher certification program. Additionally, early childhood, special education, and TESOL student teachers are required to enroll in a seminar course related to their endorsement area.
9. Satisfactorily complete an MDE approved First Aid & Adult/Child CPR training.
- All student teachers are required to verify they have successfully completed First Aid and Adult & Child CPR training from an MDE provider. A list of approved MDE providers can be found at: https://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf
10. Passing related certification tests (MTTC).
- All student teachers are required to pass the appropriate subject area MTTC that is associated with their program before they will be recommended for teacher certification by the SOE. Information regarding the MTTC is available through NES: <http://www.mttc.nesinc.com/index.asp>
 - i. Candidates for an elementary-level teaching certificate must pass the Elementary Education test. Candidates who want to teach specific subject areas in grades 6–8 must also pass the corresponding subject-area tests in order to qualify for the endorsements. Elementary candidates may become certified MI teachers by passing the Elementary Education MTTC. It is not a requirement for teacher certification in the state of Michigan for Elementary candidates to take and pass subject area tests associated with their teacher education major or subject area minors at SAU. However candidates will not be considered "Highly Qualified" to teach classes related to their teacher education major or subject area minors by not taking and passing the related certification tests.
 - ii. Candidates for secondary-level teaching certificates must pass the corresponding subject-area test associated with the major subject area. Candidates who wish to teach classes related to their subject area Minor must pass the related test for that/those area(s) as well. Secondary candidates may become certified MI teachers by passing their subject area major certification test. It is not a requirement for teacher certification in the state of Michigan for secondary candidates to take and pass subject area tests associated with their teacher education minor at SAU. However candidates will not be considered "Highly Qualified" to teach classes related to their minor

subject area concentrations by not taking and passing the related certification tests.

11. Successful completion of student teaching does not insure that a candidate will be recommended for teacher certification.
 - All related student teaching documentation required of the SOE must be received and approved before candidates for teacher certification are cleared for recommendation to the MDE for teacher certification.
 - Candidates for teacher certification must clear all financial obligations with the SAU Business Office in order to be cleared for recommendation to the MDE for teacher certification.
 - The SAU Registrar Office must clear all teacher education candidates for graduation/program course requirements before the candidate is cleared for recommendation to the MDE for teacher certification.
 - The candidate for teacher certification is required to submit related paperwork to the SAU School of Education Certification Officer, as well as, create an account with the Michigan Online Education Certification system (<https://mdoe.state.mi.us/MOECES/Login.aspx>) before they will be recommended to the MDE for teacher certification.

The Student Teacher's Responsibilities and Roles

Sequence of Experiences

The School of Education at Spring Arbor University is committed to ensuring a quality experience for all of its students during the capstone experience of student teaching. Provision is made for student teachers to progress from orientation and gradual adjustment into full teaching responsibility. Full teaching responsibility begins with routine tasks performed under supervision and proceeds to greater responsibility and autonomy.

Preparing for Student Teaching

Before student teaching can begin, the following steps must be taken by the student teacher:

1. Meet with the Coordinator of Student Teaching Placements or her/his designee to discuss the placement process and any necessary petitions, submit the *Application for Professional Semester*, and meet with a SOE advisor/assistant to review your SOE audit.
2. Meet the requirements for student teaching:
 - a. Successfully complete all program course work associated with the student's future teacher certification with the appropriate GPA for student teaching approval (2.7 minimal GPA)
 - b. Pass MTTC: Elementary student teachers must pass the MTTC Elementary certification test; Secondary student teachers must pass the MTTC in their major content area.
 - c. Receive positive recommendations from major and minor departments and Student Development.
 - d. Satisfactorily remediate any negative dispositions.
 - e. Complete an appropriate Criminal History Background Check for the School of Education.
 - f. Successfully complete a MDE approved First Aid/Child & Adult CPR course.
 - g. Submit any required petitions.
 - h. Join a professional education association, especially one that provides liability insurance (highly recommended).
3. Be approved for student teaching by a vote of the SOE Executive Team. This is based on a review of your qualifications and the recommendations of your major/minor departments.
4. Fulfill any additional requirements deemed necessary by the SOE executive team.
5. Register for student teaching. **Please be aware that if you have MULTIPLE PLACEMENTS during your student teaching assignment(s), your registration will most likely be adjusted across multiple semesters with tuition credits allocated appropriately. Any such decision will be made by the Registrar's Office with adjustments passed to the Business Office for billing purposes. Student teaching candidates are highly advised to discuss their enrollment for student teaching with their Financial Aid advisor and the SAU Business Office.**
6. Student teachers planning to live on SAU's main campus are responsible to make the Director of Campus Housing of such plans. Note: student teaching beginning or end dates may not coincide with SAU move in or departure dates. Permission must be obtained to live in student housing over scheduled breaks in which the student teacher does not participate in.
7. Meet the criminal history background check requirements of the school/district where they will student teach and provide verification to the School of Education. Verification of having completed an acceptable criminal

history report is required by the School of Education prior to the starting date of the student teaching experience. Student teaching candidates are responsible for the costs associated with any required criminal history report. (See: Appendix>Policies>Criminal History Record Check in this handbook)

8. Read for understanding and be responsible for knowing the information in the Student Teacher Handbook
9. Contact and visit all mentor teachers once placement(s) has/have been made.
10. Clarify the expectations, times and dates for the first day of student teaching.

Pre-Student Teaching

Student teachers should prepare themselves for student teaching by:

1. Contacting the cooperating/mentoring teacher as soon as placement is confirmed.
2. Visiting the mentor teacher's classroom as much as possible prior to student teaching to become familiar with routines and materials.
3. Submitting a brochure or letter of introduction to the classroom teacher to be made available to parents and other staff members.
4. Collecting and reviewing materials for student teaching.
5. Complete any pre-student requirements associated with the student teaching seminar course they are enrolled in.

Orientation and 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 her/his mind is engaged at all times; observation is not a spectator event. 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 mentor teacher.

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

1. Internalizing the daily schedule, discipline and homework policies, transition patterns and work expectations and routines.
2. Taking notes about pedagogy, students, and instruction as well as asking questions and/or searching student records for clarification.
3. Reading the mentor teacher's lesson plans, reviewing the subject level curriculum, and clarifying expectations for the student teacher's planning.
4. Correcting and handing back student work as requested.
5. Using interactions analysis to ascertain how the students relate to one another as members of a group.
6. Reading and familiarizing yourself with textbooks, instructional materials, curriculum guides, etc. important for planning instruction.
7. Reviewing technology resources available for teaching and learning.
8. Checking the school's resources (library, technology/media lab) for materials and services which will enhance student learning.
9. 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.
10. Exploring the school facilities.
11. Arranging to be videotaped by date set during the initial visit.
12. Completing beginning assignments from the Student Teaching Handbook.

Co-Teaching and Independent Teaching

When observation ends and teaching begins is a very individual matter determined jointly by the student teacher, cooperating/mentoring 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 student teacher is responsible for the entire day. It is the goal for the student teacher to have total responsibility over as much of the entire day, or as close to it, as is possible to prepare them for successfully performing as a the solo teaching responsibilities of new teachers. Additional weeks at this level of responsibility are desirable.
5. Gradual reduction of the teaching responsibilities is encouraged during the final days of the student teaching assignment. Student teachers are encouraged to visit other classrooms and conduct observations during this time.

Throughout the student teaching experience several forms of evaluation will be completed. Please see the section on evaluations for details. It is the student teacher's responsibility to seek clarification regarding the feedback they receive on such evaluations.

Professional Responsibilities

For the duration of the student teaching experience, the student teacher is considered to be a professional mentored guest in the school system to which he/she has been assigned. Within this framework, the student teacher will maintain the openness to suggestions and cooperative attitude that being a guest implies. It is also vital that the student teacher be completely professional in all dealings with students, parents and fellow staff members.

1. The student teacher is expected to be punctual and arrive at school well in advance of the official start of the school day and remain after school for an appropriate length of time necessary for proper planning and preparation. This may require the student teacher to arrive before their cooperating /mentoring teacher arrives in the morning to remain after school later than their cooperating/mentoring teacher does. The actual arrival and departure time should be determined by agreement between the student and cooperating/mentoring teachers. These times should allow ample preparation time for each day's activities and for reflection and communication.
2. The student teacher is expected to follow the calendar of the school to which he/ she has been assigned. This means that if Spring Arbor University has a scheduled vacation or break and the local schools do not, the student teacher must be in attendance at their student teaching assignment.
3. Absence from student teaching should be avoided if at all possible. It is the student teacher's responsibility to inform the mentor teacher, host school and university supervisor as early as possible in advance of an absence. **Excessive absences, for any reason, may result in an extension or termination of the student teaching experience.** Absences will be made up at the discretion of the EDU 450 instructor in collaboration with the university supervisor and cooperating teacher. The student teacher will be responsible for recording all absences and substitute teaching days on a standard form found in the "Student Teaching Notebook."
4. Like a regular teacher, a student teacher is expected to do more than teach. In addition to classroom instruction, other responsibilities usually assumed by student teachers include the following:
 - a. Completing requirements in the Student Teaching Notebook.
 - b. Communicating weekly with the university supervisor in the agreed on manner.
 - c. Preparing complete lesson plans for instructional activities prior to teaching.
 - i. Lesson planning should be coordinated with approved school or school district curriculum.
 - ii. Written lesson plans are expected for every lesson taught by the student teacher. As the student teacher progresses in their placement and they begin teaching more subjects or classes they will abbreviate the detail included in their lesson plans. However, all lesson plans are to include the basic elements found in the SAU lesson plan template. (Appendix)
 - iii. All lesson plans should be submitted to the cooperating/mentoring teacher by Thursday the week before the lessons will be taught. This allows the cooperating/mentoring teacher time to evaluate their effectiveness in meeting curriculum, pacing and student needs and suggest changes to the student teacher. It also gives the student teacher time to prepare and have all needed materials well in advance of teaching.
 - iv. Provide a written lesson plan to individuals formally observing and evaluating the student teacher.
 - d. Assessing the lesson and instructional success while making appropriate adjustments during teaching. Reflection on the lesson and the instructional success of the lesson should take place after it is taught.
 - e. Providing students with the means to self-assess their learning through various methodologies and

- promptly return graded student work.
- f. Using a variety of appropriate best teaching instructional and management procedures, techniques, materials of instruction, and organizational strategies.
 - g. Confirming that students have learned what was taught through a variety of continual formal and informal assessments.
 - h. Adapting teaching, management and evaluation to allow for multiple learning abilities and preferences of students.
 - i. Maintaining of:
 - i. The physical surroundings in the classroom (i.e., bulletin boards, learning centers, displays, organization of materials and supplies and seating charts, etc.)
 - ii. Effective pupil/teacher relationships.
 - iii. Pleasant, collegial relationships with all staff members
 - iv. Communication with families.
 - v. School policies and procedures.
 - vi. A safe and positive learning environment
 - vii. Appropriate and professional conduct, appearance and dress.
 - j. Asking pertinent questions, receiving suggestions and reinforcement in a positive and professional manner and making use of the feedback in all future experiences.
 - k. Offering ideas and services with enthusiasm.
 - l. Speaking and writing using acceptable standard English.
 - m. Ethical and professional behavior at all times.
 - n. Learning about and applying local curriculum standards.
 - o. Interacting appropriately and working collaboratively with parents and other stakeholders.

Student teachers do not have the final responsibility for what occurs in the classroom during their teaching experience; however, student teachers must assume professional responsibility for what happens during the time the cooperating/mentoring teacher assigns them various classroom responsibilities and teaching roles.

Student teachers must never leave a class or group of students, for whom they are responsible, unsupervised. The student teacher or an employee of the district must be physically present with the class or group at all times. The student teacher is *not* to administer corporal punishment to a student, in accordance with the laws of the State of Michigan.

Since the classroom/cooperating/mentoring teacher is ultimately responsible for the classroom and student performance, the student teacher must accept and work in accordance with the policies, practices, and decisions of the cooperating/mentoring teacher relative to curriculum and classroom management during the student teaching experience.

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 student to discuss the special requirements and support. The cooperating/mentoring teacher, university supervisor and school administrator will be informed the contract stipulations. The student teaching program director will be kept informed of the student teacher's performance through the university supervisor and/or cooperating/mentoring teacher.

Procedures When "Challenges" Arise During Student Teaching

Spring Arbor University's (SAU) School of Education (SOE) has a record of producing excellent teachers whose content knowledge, management expertise and a 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 enjoyable time of growth and reflection which 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. These "challenges" are normally first reported to the university supervisor who works with the student teacher and cooperating/mentoring teacher to resolve them. If further action is needed or if there is a serious incident, the EDU 450 Instructor should be contacted by the university

supervisor, the cooperating/ mentoring teacher and/or an official of the host school.

Most “challenging” situations have been and will continue to 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. This exploration will be followed by informal and formal meetings aimed at resolving the identified issues.

To make the procedures for dealing with “challenges” consistent, thorough, transparent and timely, a policy has been adopted by the SOE called “Spring Arbor University School of Education Policy Regarding Student Teaching: *Student Teachers Whose Placement may be or is “Interrupted” or “Terminated” Without Being “Recommended for Certification.”* It is a policy that promotes resolving “challenges” without student teaching being “interrupted” or “terminated” if at all possible. The policy also makes it clear what the procedures are when an “interruption” or “termination” is necessary. It is available in the appendix of this handbook.

Recommendation for Certification

Student teaching candidates are responsible for knowing and satisfactorily completing all program requirements in advance of the student teaching experience known as the Professional Semester. An exception by petition is sometimes granted for student teaching candidates to postpone the taking and satisfactory completion of Core 400 until after the Professional Semester. In addition, all additional related certification requirements must be satisfied before the School of Education will recommend the candidate to the MDE for initial teacher certification. Such requirements include the passing of program related MTTCs, validation of having completed an MDE approved First Aid and Child and Adult CPR training, the completion of a satisfactory criminal history self-report, and the completion of certification paperwork and the related information on the Michigan Online Educator Certification system (MOECS). In addition, the School of Education is unable to make final recommendation for teacher certification to the MDE until the student teacher has met the clearance requirements of the Spring Arbor University Registrar and Business Office.

Completion of the student teaching experience may not necessarily result in a recommendation from Spring Arbor University to the Michigan Department of Education (MDE) for teacher certification. The student teacher must receive a satisfactory recommendation for certification on the final evaluation from both the cooperating/mentoring teacher and the university supervisor in order to be recommended by Spring Arbor University for certification to the MDE. In the case a satisfactory recommendation is received prior from only one of the evaluators, the Dean of the School of Education (or her representative) will decide if the student teacher will be recommended for certification following a hearing involving the EDU 430 instructor and supervisor.

Furthermore, recommendation for certification from Spring Arbor University to the MDE may not necessarily result in certification from the MDE for the following reason: Convictions or pending convictions of certain felonies and/or misdemeanors or fraudulent cover-up of such may result in denial of certification by the MDE.

Coursework and Employment During Student Teaching

The normal course load during the professional (student teaching) semester includes two courses: seminar in teaching (3 credit hours) and directed teaching experiences (9 credit hours). Students with two or more placements can expect additional credit hours to be added to their registration. **Any deviation from the normal course load during the professional semester shall require approval of the School of Education’s Executive Team (E-Team), and be initiated by petition from the student.** Criteria that shall be considered for approving a deviation shall include the following:

1. The applicant’s grade point average (a GPA of at least 3.25 is recommended.)
2. It is determined by the SOE that the required course is not offered or cannot be completed prior to the start of student teaching.
3. The course is offered at a time that will not conflict with the full-day student teaching responsibilities or the seminar course responsibilities.
4. The applicant is not engaging in any other activity that requires significant regular attendance or time: i.e., work, athletic team membership or other organization responsibilities, etc.
5. The course will meet a graduation requirement or will significantly enhance the applicant’s academic or professional qualifications.
6. The applicant provides an acceptable written rationale for taking the course on an official petition form obtained from the registrar’s office.

The normal practice during the professional semester does not permit engaging in any regular work, athletics or coaching. Participation in athletics, coaching, work, or any other activities involving a significant time commitment shall require approval of the School of Education's Executive Team (E-Team).

Individuals seeking to work while student teaching should consider a work schedule that does not take place during the school week, nor should it occur into Sunday evening. The total weekly work hours should be limited to no less than 20 hours with an understanding that many student teachers find working 10 hours a week to be challenging.

Athletic participation during student teaching requires a letter of support and with the stated understanding from the coach that the successful completing of the student teaching experience is the priority for the individual and that the student athlete's availability for team practice and/or participate in athletic events will probably be limited at best. A schedule of athletic events is to accompany the letter and determination will be made by the SOE representatives as to what events do not conflict with the student teaching experience.

Coaching during student teaching is highly discouraged. Individuals should consider stepping aside from their coaching roles to concentrate solely on the successful completion of the student teaching experience. Individuals desiring to coach while student teaching must provide a letter from the school's Athletic Director outlining their duties with the stated understanding that the successful completing of the student teaching experience is the priority for the individual. In addition, the letter should include an alternative plan detailing how the school will provide coverage for the coach when they are unable to attend practices and/or athletic events that conflict with their student teaching responsibilities. An athletic schedule of events should be attached to the letter. Student teachers approved to coach are not allowed to leave their classrooms early to attend practices or team travel. They are expected to finish out the day in a normal manner before leaving the school.

The student teaching candidate must initiate the approval process by submitting a School of Education petition. Criteria that may be considered for approving a petition include the following:

1. The applicant's grade point average (a GPA of at least 3.25 is recommended.)
2. The work/activity schedule does not conflict with the full-day student teaching responsibilities or with the seminar class responsibilities.
3. The applicant is not engaging in any other activities that require significant regular attendance or time.
4. The work/activity is essential for the applicant to meet her/his financial obligations or part of their financial aid package.
5. The applicant provides an acceptable written rationale for engaging in work/ activity on an official School of Education petition form.

Failure to limit work or other activities as specified above without first receiving permission to do so through petition may result in the suspension or removal of the student from the student teaching experience.

If any of these activities interfere with or compromise the success of the professional semester, the student teacher will be required to remove her/himself from the activity. All outside activities requiring a significant time commitment are discouraged during student teaching.

Student Teachers and Child Care Needs

Student teachers with children are expected to plan for suitable child care that provides coverage for the student teacher so they can fulfill the responsibilities of the Professional Semester. This includes making sure the student teacher is able to report to the classroom at an appropriate time in the morning before school starts and remain after school for an appropriate amount of time and/or attend school related events. The plan should also include an understanding of how sick children will be attended to while the student teacher reports to school for their duties. The School of Education certainly understands that parental responsibilities include caring for sick children and/or taking them to doctor appointments. The SOE does request that planned doctor/dentist appointments be made so they do not require the student teacher to miss time away from their classroom. All absences during student teaching require the student teacher to communicate early with both their classroom teacher(s) and university supervisors, as well as, record absences on the form provided in the Student Teaching Notebook. The EDU 450 Instructor may request a copy of student teacher child care plans in advance of, or during, the student teaching experience.

Student Teaching at a Distance

It is highly recommended that student teaching be conducted in the area local to the education candidates SAU site (Main Campus, Lansing, Gaylord, Petoskey). However, under certain circumstances the School of Education may support student teaching at a distance where:

1. A suitable classroom placement is made available which meets all of the criteria of student teaching

expectations/requirements.

2. A qualified university supervisor is available that meets the criteria for this position and agrees to the responsibilities of it.
3. The school agrees to provide additional levels of active supervision and formal documented lesson/teaching evaluations.
4. The placement is officially formalized within the timeframe of the semester prior to the starting date of the student teaching. Student teaching candidates are encouraged to build relationships in advance of their student teaching with teachers and building principals which enhances their opportunity to have a student teaching experience made available to them in the location they wish to student teach in.

Permission to student teach at a distance (usually more than 50 miles) for an education candidate's site location requires the approval of representatives of the School of Education. The student teaching candidate must initiate the approval process by submitting a petition. Criteria that shall be considered for approval will include the following:

1. The applicant's grade point average (a GPA of at least 3.25 is recommended.)
2. The applicant has no outstanding or concerning dispositional issues.
3. The applicant has demonstrated qualities which allow her/him to operate at a distance with a high probability of success.
4. The applicant provides an acceptable written rationale for student teaching at a distance.
5. The services of an SAU qualified supervisor can be obtained.
6. The student teacher accepts responsibility for additional costs beyond those typically related to the supervision of student teachers. The student teacher will be responsible for costs incurred by the School of Education beyond those normally associated with a student teacher located within a 50 mile radius of their respective SAU site. Such additional costs may include mileage, meals, and lodging of SAU personnel.

In the event that a student teacher who is at a distance is progressing in an unsatisfactory manner, determination will be made within the School of Education whether to:

1. Changing the student teaching placement so it can be completed in a placement in the vicinity of the education candidate's site location.
2. Extend the student teaching experience.
3. Discontinue the student teaching experience.

Student teachers who do not complete their student teaching in a satisfactory manner and wish to repeat the student teaching experience will not be allowed to student teach at a distance.

Note: The School of Education does not guarantee that a student teaching placement will occur within a specific school, school district, with a specific teacher, and/or specific geographic location per the stated desire of the student teacher. Furthermore, the School of Education has final say as to where the student teaching experience(s) will take place. Student teaching candidates are encouraged to provide possible placement ideas, however they are advised to remain flexible and accept the placement that is secured for them.

Student teaching candidates are reminded that they are also responsible for establishing positive rapport and confidence with schools and their personnel prior to, and during the placement process. It must be understood that schools are not required to host student teachers. Thus, every effort should be made on the part of the student teaching candidate to present themselves professionally in a manner that enhances a school/teacher to view the candidate with confidence and invite them into the classroom as a student teacher.

Student teachers are also reminded that there is no such thing as a "perfect placement" and unless the student teaching candidate provides compelling reasoning and/or concerns are noted with the placement, they are obligated to move forward and/or continue in it. In the event that a student teaching placement is found or secured and the student teaching candidate rejects the placement, then a determination will be made whether to seek a new placement or postpone the student teaching experience for an entire semester.

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/mentoring 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/mentoring 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/mentoring teacher at the host school, the principal of the host school, and the student teacher involved before substitute teaching is initiated.
 - i. 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 should be available in the "Student Teacher Notebook." (A copy of this form is found in the back of this handbook - Appendix B)
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 statues 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.
 - i. Substitute teaching involvement is not intended to be part of the student teaching experience by design. Therefore, it should not be given priority over a mentored classroom experience.
 - ii. Any substitute teaching should be done within the confines of periodic relief circumstances and priority should be given to place the student teacher in her/his assigned classroom or with her/his teaching team first, then to other classrooms within the campus where the student teacher is placed.
 - c) Because Spring Arbor University supervisors plan unannounced visits to their student teachers, it is important that both the supervisor and the cooperating/mentoring teacher be notified in advance if a student teacher is scheduled to substitute teach on any given day.
 - d) 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 available in the "Student Teacher Notebook." The cooperating/mentoring teacher will be expected to validate the dates listed through her/his signature. This should be kept up to date so to make any adjustments in the length of student teaching necessitated by prolonged substitute teaching.
 - e) If at any point during the student teaching experience, the Spring Arbor University supervisor, the cooperating/mentoring 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.

Student Teacher Seminar

The student teaching seminar class (EDU 430) is held in association with student teaching via an online format. Specific topics and assignments in the seminar class are designed to enhance the student teacher's professional growth and increased understanding of the operational knowledge related to the various roles and responsibilities of teachers. The seminar class is designed with a collaborative approach (peer-to-peer and student-to-instructor) with the goal of blending the student teaching classroom experiences with a focus of preparation for presentation as "the candidate of choice" in a job interview. Occasional "seminar work days" are scheduled during the student teaching experience and are optional for students to attend in person or via internet conferencing.

EDU 430 is a three-hour course resulting in a letter grade at the end. It is requirement of the Michigan Department of Education for all student teachers to be enrolled in the student teaching seminar and successfully pass it with an approved grade set by the School of Education. Failure to pass seminar will result in a student teacher having to retake **and successfully pass** the course before they will be recommended for certification. An additional student teaching seminar is required for all special education and early childhood student teachers (Early Childhood – ECE 430, Special Education – SED 430, and TESOL 430).

The Cooperating/Mentoring Teacher's Responsibilities and Roles

Informational Website

Cooperating/Mentoring teachers are encouraged to visit this website: <http://sites.arbor.edu/soe/mentoring-a-spring-arbor-university-student-teacher/>. This website provides important information pertinent to the student teaching expectations along with important documents and forms.

Information regarding evaluating student teachers at a distance has been added to the handbook (Appendix A).

Classroom Supervision

The classroom teacher or mentoring teacher is the cog around which the student teaching revolves. Much of the growth of the student teacher in developing into an effective teacher comes from working with the guidance of the classroom teacher. The cooperating/mentoring teacher helps to cultivate the "feel" of teaching for the student teacher. Even though the student teacher is given assistance by university personnel, it is the coordination of efforts between the university supervisor and the cooperating/mentoring teacher that will help determine the student teacher's degree of competency in teaching. The important role of helping this inexperienced team member gain the skills and insights to be effective is extremely gratifying and rewarding. Primarily, the cooperating/mentoring teacher performs a dual role:

1. Assisting the student teacher in the development of teaching skills and classroom operations.
2. Evaluating the progress of the student teacher.

There should be frequent informal and periodic formal conferences between the student teacher and classroom teacher. It is important for all persons to keep clearly before them the strengths and weakness of the student teacher, progress which has been made, and areas on which to concentrate efforts for improvement. The student teacher can provide the classroom teacher with a copy of Expected Elements for Student Teacher Lessons Checklist from the Student Teacher Notebook to guide the conferences throughout the placement. In addition, the University Supervisor will provide the classroom teacher at least one copy of the formal lesson evaluation form, *Report of Student Teaching Visitation*. **Spring Arbor University requests classroom teachers to complete one formal lesson evaluation on the student teacher using this form.** This evaluation should come after the mid-point of the placement when the student teacher is close to, or in full control of all teaching and classroom duties. The university supervisor will provide a copy of the lesson evaluation form or one can be obtained from the cooperating/mentoring teacher website: <http://sites.arbor.edu/soe/mentoring-a-spring-arbor-university-student-teacher/>.

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.

Orientation

Acquaint the student teacher (prior to the beginning of the experience, if possible) with the school, school district and the community.

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. Discuss school and classroom philosophy, mission, practices and policies/ procedures and schedule of phasing in teaching duties.
3. Introduce other faculty members and support staff.
4. Provide a guided tour of the school.
5. Familiarize your student teacher with her/his work space and provide space for personal belongings in the classroom.
6. Provide 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.
7. Clarify when student teaching begins and any expectations to be met before that date.

Induction

Spring Arbor University advocates multiple approaches to the induction phase of student teaching. Cooperating/Mentoring teachers are encouraged to guide the student teacher through demonstration of lesson instruction and sharing in co-teaching activities before allowing the student teacher to independently teach lessons. The Cooperating/Mentoring teacher and University Supervisor should work closely together to ease the student teacher into their teaching responsibilities at an appropriate pace.

1. Introduce the student 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), fire drill and other emergency procedures.
3. Involve the student in reflective classroom observations.
4. Discuss daily activities and situations in the classroom and why these events occurred.
5. Encourage the student teacher to make comments and ask questions and then respond to those comments and questions.
6. Model a firm, fair and friendly rapport with pupils by using growth-oriented management techniques and discuss these openly with your student teacher.
7. 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, reading groups, and monitoring small groups.

Co-Teaching and Independent Teaching

Assist and guide the student teacher's classroom instruction, management and assessments.

1. Model, discuss and encourage the use of a variety of instructional strategies and assessments which promote the optimal learning experience for diverse students.
2. Model and share management techniques which provide the desired learning environment for all students.
3. Share lesson plans which demonstrate the use of objectives (to reflect local and state curriculum objectives), materials needed, time frames, procedures and activities, and closure/assessments.
4. Demonstrate the need for planning each activity and each week well in advance. Students should use the approved district lesson plan format. Samples of detailed and weekly lesson plan formats used in SAU methods classes are part of the "Student Teacher Handbook." These are meant to clarify the student teacher's background in lesson planning. The final decision for the formats to use and the time frame for daily and weekly plans is to be determined by the cooperating/mentoring teacher and student teacher. Encourage planning to be done in units.
5. Understand that the shared teaching process is a gradual procedure. The cooperating/mentoring 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 three of four main curriculum areas (Language Arts, Math, Science, Social Studies) during their placement.

6. Offer guidance and serve as a model for becoming a reflective professional.
7. Help the student teacher become aware of weaknesses, suggest strategies for growth in those areas of concern, and provide reinforcement, praise and continual feedback.
8. Encourage and assist the student teacher with videotaping of an appropriate lesson.
9. Require the student teacher's attendance at faculty meetings, family meetings, parent-teacher conferences and other class or school events when appropriate.
10. Provide the student teacher the opportunity to visit other classrooms during the last week of the student teaching experience.

Evaluation

Lesson Evaluation

The cooperating teacher is expected to provide numerous informal lesson observations and evaluations during the student teaching placement. In addition, they are to complete one lesson evaluation (preferably the videotaped lesson) on the student using the SOE Report of Teacher Visitation Form (Appendix E) and meet with the student teacher to discuss their evaluation and the student teacher's videotaped lesson analysis.

Midterm/Final Evaluation

The School of Education uses THREE DIFFERENT midterm/final evaluations for student teachers depending on whether the student teacher was enrolled in EDU 100, EDU 140, or is being evaluated in a special education placement. All evaluations can be found at <http://sites.arbor.edu/soe/mentoring-a-spring-arbor-university-student-teacher/>. Please make sure you are using the correct evaluation. The EDU 140 Midterm/Final Evaluation is found in Appendix F of this handbook.

Cooperating teachers should provide ongoing formal and informal evaluation of the student teacher's growth and development in the classroom. Below are a number of suggested ways the cooperating teacher can do this:

1. Give feedback to the student teacher through daily informal communication and frequently planned conferences, weekly observation notes, and examination of self-evaluations and/or checklists.
2. Work closely with the university supervisor and, if appropriate, the school administrator to give feedback on progress.
3. If a student teacher is not making adequate progress, be sure to document any observations, meetings and recommendations. Work closely with the university supervisor to develop specific steps to correct deficiencies along with expected time frames for correcting these problems. If needed, a contract can be developed by the university supervisor and placement director to list steps the student teacher must take and the time frame for them if student teaching is to be completed in good standing. The input of the cooperating/mentoring teacher in developing the contract is vital.
4. Model and support the image of a reflective educator.
5. Ensure the student teacher continues to use a wide variety of informal and formal assessment techniques to evaluate her/his teaching in terms of student mastery of objectives and outcomes.
6. Monitor that evaluations are used by the student teacher to shape lesson plans which meet the needs of diverse students.
7. Complete a formal lesson evaluation using the SAU Report of Student Teacher Visitation Form. Conference with the student teacher regarding the evaluation and provide the School of Education a copy of the formal evaluation signed by the student teacher.
8. After midterm, complete a formal lesson observation using the SAU lesson evaluation form while the student teacher videotapes a lesson and completes an analysis of the lesson (Student Teacher Notebook Assignment).
9. Collaborate with the university supervisor to complete the midterm and final evaluation forms by the dates specified.
 - a) The midterm evaluation is a time for the student teacher, cooperating/ mentoring teacher, and university supervisor to work collaboratively and assess the student teacher's progress. The midterm/final evaluation uses a 4-point rating system with a target rating being a "3". At midterm, all parties are to complete the evaluation followed by a meeting between the student teacher and cooperating/mentoring teacher and student teacher and university supervisor. This meeting may involve all parties meeting at once or separately. Ratings should be conservative and discussed with specific goals identified in writing for continued improvement in the second half of the placement.

It is important for all parties to sign and date their evaluations and copies should be made with the original documents being held by the university supervisor.

- b) The final evaluation is to be completed by the cooperating/mentoring teacher and university supervisor within one week of the completion of student teaching. The final page must be signed with one of the three boxes checked indicating which recommendation for certification the cooperating/mentoring teacher feels is appropriate. It is important for all parties to sign and date their evaluations and copies should be made with the original documents being held by the university supervisor.

The School of Education of Spring Arbor University respects the philosophy of the cooperating/mentoring teacher who has been selected to help direct the learning experiences of the student teacher. As a “guest” in the classroom, the student teacher must be adept at and sensitive to human relations. Naturally, a high level of cooperative analysis of teaching situations is desirable, with the best educational interests of the pupils in mind. The University may make a change in a student’s assignment or an adjustment in her/his program if this is deemed advisable.

Preparing to Exit the Student Teaching Experience

In most situations it is best for the cooperating/mentoring teacher to strategically begin resuming their role as the primary teacher for areas under control of the student teacher. The full transfer of responsibility back to the cooperating/mentoring teacher should take place during the last week of the student teaching placement. During the last week of the placement the student teacher should be afforded opportunities to visit and observe in other classrooms. This will be valuable and allow the student teacher to view classroom instruction with more experienced eyes.

The University Supervisor’s Responsibilities and Roles

Supervision of the Student Teacher

University supervisors are reminded to review important information and access documents and forms from the university website: <http://sites.arbor.edu/soe/university-supervisors/>. Information regarding supervising student teachers at a distance has been added to the handbook (Appendix A).

During the student teaching placements of 10 or 15 weeks in length, the university supervisor is responsible to conduct an initial meeting with the student teacher (Appendix D) and cooperating/mentoring teacher, as well as four lesson evaluations (Appendix E). Note: Student teachers in 8-week placements are required to be supervised three times with midterm and final evaluations completed by both the cooperating/mentoring teacher and university supervisor. In addition, the cooperating teacher is expected to complete one lesson evaluation (preferably the videotaped lesson) on the student using the SOE Report of Teacher Visitation Form (Appendix E).

Generally, each supervisory visit includes the following:

1. Observation of the student teacher.
2. Conference with the student teacher.
3. Conference with the cooperating/mentoring teacher.

While observing, the university supervisor is not looking for perfect teaching, but for evidence of a number of professional and pedagogical practices associated with successful teaching. In lesson plans, the supervisor will look for clear objectives and for correlation with previous learning and experiences. The supervisor will be concerned with the student teacher’s awareness of and ability to meet group and individual needs. Use of a variety of differentiated instructional strategies and appropriate integration of technology will also be noted.

At both the mid-point and toward the end of the student teaching experience the university supervisor is required to complete a formal evaluation using the Midterm/Final Evaluation form. The School of Education uses THREE DIFFERENT midterm/final evaluations for student teachers depending on whether the student teacher was enrolled in EDU 100 or EDU 140 for elementary, secondary and early childhood placements or if the candidate is placed in a special education setting. All evaluations can be found at <http://sites.arbor.edu/soe/university-supervisors/>. Please make sure you are using the correct evaluation. The EDU 140 Midterm/Final Evaluation, which is most frequently used, is found in Appendix F of this handbook.

The University Supervisor as a Liaison

The university supervisor is a liaison who bridges the campus to school experiences. The university supervisor informs the school of the university program and interprets it. The university supervisor is predominantly concerned with the maximization of the student teacher’s professional growth. He or she is the support person for the student teacher and the mentor teacher.

The university supervisor of student teachers will do the following:

1. Conduct the initial meeting with the student teacher and cooperating /mentoring teacher before the placement to schedule to begin or no later than the first week of student teaching. This visit should include the mentor teacher, student teacher for the purpose of the university supervisor to introduce themselves and provide an overview of the student teaching experience. Any pertinent forms, such as evaluation forms, will be provided in the university supervisor's packet and should be presented to the cooperating/mentoring teacher at this time or provide instructions for obtaining such forms from the mentoring teacher website (<http://sites.arbor.edu/soe/mentoring-a-spring-arbor-university-student-teacher/>). The form for the initial visit is included at the end of the handbook. Instructions for its dispersal are on the bottom of the form (Appendix D).
2. Communicate regularly with the student teacher and cooperating/mentoring teacher.
3. Include a protocol visit to the school administrators and other school personnel and acquaint them with the policies of the University during the initial visit, if possible, or during one of the subsequent visits.
4. Make at least four observations of the student teacher in a teaching experience (10-15 week placements) or three observations (8 week placements). The first of these visits is arranged. Subsequent observations may or may not be announced. During these visits complete the "Report of Student Teaching Visitation" form based on observations of the student teacher and conduct a conference with the student teacher over the observation. The student teacher is to sign and date the form used to record the lesson observation and be given a copy of it. The university supervisor is to keep one copy for their records and retain the original copy for the student teacher's records. This form can be found at: <http://sites.arbor.edu/soe/university-supervisors/> and has been included at the back of the handbook (Appendix E).
5. Assist and support the cooperating/mentoring teacher in working with the student teacher in order to facilitate the development of the student teacher's full potential. Follow the list below:
 - a. Be sure that the cooperating and student teachers agree on a phase-in plan that is realistic and timely.
 - b. Provide verbal and written feedback to the cooperating/mentoring teacher following classroom visitations and observations.
 - c. Share the student teacher goals for the next visit with the mentor teacher.
 - d. Assist the cooperating/mentoring teacher in the evaluation of observations as needed.
 - e. Make sure the cooperating teacher understands how and when to evaluate the student teacher using the midterm/final evaluation form. Provide the teacher with hard copies of the midterm and final evaluation forms and provided the webpage address where they are digitally stored (<http://sites.arbor.edu/soe/mentoring-a-spring-arbor-university-student-teacher/>).
 - f. Confer with the cooperating/mentoring teacher and student teacher about the midterm evaluation and future goals during a visitation.
 - g. Assist in the determination of the student teacher's preparedness to substitute teach during the student teaching experience and, if in agreement that substituting is appropriate, sign-off on the correct form (found in the "Student Teacher Notebook and included at the end of the handbook." (Appendix B).
 - h. Work with the cooperating/mentoring teacher and student teacher to address any problems that arise during the placement.
 - i) Inform the cooperating/mentoring teacher to complete the final evaluation of the student teacher and collect the evaluation signed and dated by the cooperating/mentoring teacher and student teacher. Check to make sure the cooperating/mentoring teacher has marked the appropriate box regarding recommendation for certification.
 - j) Prepare and submit a final evaluation for the student teachers within one week of the completion of the placement. While this evaluation is done independently, it may involve input from the mentor teacher. After completing the form and marking the appropriate box regarding recommendation for certification the university supervisor is to conference with the student teacher. The student teacher and university supervisor are required to sign and date the final evaluation.
6. Maintain continued communication with the EDU 450 Instructor providing periodic updates of the student teacher's progress.
 - a) Advise if a problem in student teaching may warrant a contract for the student teacher. Aid in the completion of the contract and coordinate a meeting to review and sign the contract with the mentor

teacher, student teacher and placement director.

- b) Advise if a change in placement, additional weeks for student teaching or other special needs regarding the placement and/or experience need to be considered. Aid in the completion of these arrangements.
 - c) Advise the need for possible removal or termination of a student teacher from her/his placement and provide written documentation of the causes for this.
7. Complete the University Supervisor Checklist and place all required student teaching artifacts in the student teacher's folder.
 8. Develop and maintain a collaborative working relationship between the host school and Spring Arbor University.

The School Administrator's Roles and Responsibilities

Setting the Tone and Climate

The school administrator sets the tone of the school and the climate of the environment in which the SAU student will learn and work. The administrator will hold a dual role as administrator and supervisor. The administrator will do the following:

1. Lead and coordinate the student teaching program in the school building, encouraging and involving the staff in constructive ways in assisting the SAU students.
2. Expect the same standards of ethical, moral and professional conduct from the SAU students that are expected of the regular staff.
3. Facilitate the friendly introduction of student teachers to all staff members and the pupils' parents/guardians/families.
4. Be available to students for consultation and offer praise as well as suggestions for improvement.
5. Provide opportunities for student teachers to attend staff meetings, in-service training programs, local conferences, and other types of professional growth experiences.
6. Be available to guide the cooperating/mentoring teacher and meet with the university supervisor as needed to keep abreast of progress by the student, and participate in evaluation conferences as requested by either the teacher or the university supervisor.
7. Maintain open communication with the mentor teacher, the university supervisor, and the EDU 450 Instructor.
8. Observe the student at work and provide feedback if possible.
9. During the student teaching experience it may be possible for a student teacher to substitute teach if the building principal, mentor teacher(s), and university supervisor all agree to allow the student teacher to do so and sign off on the Substitute Teaching Permission form (Student Teacher Notebook). Substitute teaching may only be done if the student teacher has met the district/school criteria for substitute teaching and 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. Longer periods of time beyond 4 days must be requested to the appropriate EDU 450 instructor. In situations where the student teacher shares time in more than one classroom substitute teaching is not advised.

Evaluation

Evaluation and Grading Overview

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 classroom supervisor, the student teacher, and the university supervisor participate in the evaluative process. The point of focus, of course, is the student teacher and her/his growth and progress.

The most important formative evaluations are those that involve the student teacher and mentor teacher, with the student teacher reflecting on classroom reaction to his/ her presentations. 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.

At the midpoint of the student teaching experience, the mentor teacher, student teacher, and university supervisor will evaluate the student teacher's progress using the "Teacher Candidate Midterm/Final Evaluation" form provided by the university. The cooperating/mentoring teacher and university supervisor must indicate how they would currently rate the student teacher in respect to recommending them for teacher certification.

A conference must occur between the mentor teacher, student teacher and university supervisor to review the evaluations, discuss the student teacher's strength and progress and set goals for the remainder of the student teaching placement. Student teachers are to sign all midterm evaluations and provided a copy from the cooperating/mentoring teacher and university supervisor. These will become part of the student's permanent certification record. If the student teacher wishes to respond to the evaluation or dispute parts of it they should contact the EDU 450 instructor for instructions on how to proceed.

At the end of the student teaching experience, the mentor teacher, student teacher, and university supervisor will evaluate the student teacher's progress using the "Teacher Candidate Midterm/Final Evaluation" form provided by the university. The cooperating/mentoring teacher and university supervisor must indicate how they would currently rate the student teacher in respect to recommending them for teacher certification.

A conference must occur between the mentor teacher, student teacher and university supervisor to review the evaluations. Student teachers are to sign all midterm and final evaluations and provided a copy from the cooperating/mentoring teacher and university supervisor.

Final evaluations are sometimes referred to when the university is contacted and asked to provide a references for employment and should be written so that a prospective employer is provided vital information regarding the capabilities of the student teacher. If the student teacher wishes to respond to the evaluation or dispute parts of it they should contact the appropriate EDU 450 instructor for instructions on how to proceed.

A final grade of "S" or "U" is issued by the EDU 450 instructor based on the final evaluations. Recommendation for certification, even with reservations, will result in a grade of "S." Not recommending the student teacher for certification should occur only with documented evidence supporting the decision preceded by documented conversations with the student teacher by the cooperating/mentoring teacher and/or university supervisor. Student teachers not recommended for certification will receive a grade of "U" for the student teaching experience.

In the case that a student teacher is recommended with reservations by one of the evaluators (cooperating/mentoring teacher or university supervisor) then the Dean of the School of Education in collaboration with the appropriate EDU 450 instructor and the SOE Executive Team (E-Team) will decide if the student teacher will receive a grade of "S" or "U".

The evaluation tools used in student teaching are designed to reflect performance-based outcomes related to the School of Education's conceptual framework and Professional Skills for Michigan Teachers (PMST). Samples of the evaluation forms used for student teaching are found on the related cooperating/mentoring teacher and university supervisor websites. They are also included at the back of this handbook:

1. Report of Initial Visit (Appendix D)
2. Standard Visitation Form - *Early Childhood and Special Education Initial Visit and Visitation Forms vary to reflect the unique requirements of each program.*(Appendix E)
3. Midterm/Final Evaluation (Appendix F)

Copies of these forms will be provided for the use of the SAU supervisor and mentor teacher, as necessary. All forms are revisited for possible revision. The university supervisor will address any changes in forms during the initial visit.



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Appendix A

SPRING ARBOR UNIVERSITY SCHOOL OF EDUCATION

Supervising Student Teachers at a Distance

The Spring Arbor University School of Education has developed a process for supervising student teachers who have been approved to student teach in a location too far for an SAU approved supervisor to be present. Below is an overview of the process we employ.

A. Site-based Supervision

1. In order for a student teacher to be approved in a placement where there is not an approved SAU supervisor the appropriate Coordinator of Student Teaching Placements will ensure that the following will take place:
 - a. The classroom teacher(s) will agree to conduct at least two (2) formal lesson evaluations on the student teacher. The first evaluation should occur prior to the mid-point of the placement. The second evaluation should occur prior to the ending of the placement. Formal lesson evaluations will be documented using the SAU *Report of Student Teaching Visitation Form*. As with all formal lesson observations the student teacher will be provided an opportunity to conference with the teacher as she/he goes over the lesson observation. The student teacher will sign and date the lesson observation form and be given a copy of it. A copy will be placed in the student teacher's folder and the teacher will retain a copy as well.

It is highly advised that the second lesson observation coincide with the student teacher's videotaped lesson. This allows the student teacher to draw from their videotaped analysis as part of the conference over the formal lesson observation conducted by the teacher.

- b. If possible, the school administrator or her/his designee will agree to conduct at least one formal (1) lesson observation. Ideally, this should occur shortly after the mid-point of the student teaching placement. As with all formal lesson observations, the student teacher will be provided an opportunity to conference with the administrator as she/he goes over the lesson observation. The student teacher will sign and date the lesson observation form and be given a copy of it. A copy will be placed in the student teacher's folder and the administrator will retain a copy as well.
2. The classroom teacher will be responsible for completing both a midterm and final evaluation on the student teacher. The student teacher is also advised to complete a self-assessment. Together, the midterm evaluation from the classroom teacher and supervisor provides valuable insight and guidance into developing a plan for continued success throughout the remainder of the student teaching experience. Again, it is mandatory for the teacher to discuss the midterm and final evaluation with the student teacher. The student teacher is to sign and date the form and a copy is to be provided to them, a copy placed in the student teacher's folder with the teacher retaining a copy for themselves.

B. Digital Repository (Document Housing)

1. The School of Education has developed a digital repository for distance student teachers to place important documents from the Student Teaching Notebook, weekly reports, weekly journals, and lesson and unit plans. Prior to the student teacher departing for their placement at a distance they will be given access to the repository. The Spring Arbor University supervisor will also be granted access to the repository.
 - a. It is the responsibility of the student teacher to stay current in preparing and uploading pertinent student teaching documents within the repository.
 - b. The university supervisor is advised to check the repository regularly to review uploaded materials and provide feedback to the student teacher.

C. Distance Supervision (Digital Supervision)

1. Supervisors are expected to maintain regular (weekly) communication with the student teacher, as well as communicating regularly (weekly/bi-weekly) with the mentoring teacher(s). Telephone calls, Email, Skype, WebEx, Google Talk, Google+ Hangout, etc., should become a regular part of the supervisor's communication method with the student teacher and mentoring teacher(s). The supervisor's goal is to keep their thumb on the pulse of the student teacher and their progress. Concerns regarding the student teacher should be reported immediately to the appropriate EDU 450 instructor.

2. Student teachers are expected to videotape their teaching four times for their university supervisor. Below is a guide for videotaped lessons depending on the length of the placement:

a. 15-week Elementary/Secondary Placement

- Weeks 3/4 – First videotaped lesson
- Weeks 5/6 – Second videotaped lesson
- Weeks 8/9 – Third videotaped lesson
- Weeks 11-13 – Fourth videotaped lesson

b. 10-week Elementary Placement

- Week 3 – First videotaped lesson
- Week 5 – Second videotaped lesson
- Week 7 – Third videotaped lesson
- Week 9 – Fourth videotaped lesson

c. 8-week Early Childhood Placement

- Week 2 – First videotaped lesson
- Week 4 – Second videotaped lesson
- Week 7 – Third videotaped lesson

3. The student teacher will be responsible for reducing the size of the videotape and uploading it to the digital repository (Google Drive Account). Student teachers are expected to practice and become proficient at doing this in advance of leaving for their student teaching placement.

4. The university supervisor will be advised by the student teacher that a videotaped lesson is available for their viewing. The supervisor will be responsible to view the videotaped lesson and complete a formal lesson observation using the SAU *Report of Student Teaching Visitation Form*. A copy of the formal lesson observation will be emailed to the student teacher and a digital conference set up for the supervisor to review their observation with the student teacher. Ideally, the mentoring teacher(s) should also be present in this meeting. Suggestions and goals for improvement are to be discussed and included in the observation. The student teacher is to sign and date the copy they receive from the supervisor. That document is to be placed in the student teacher's folder by the mentoring teacher(s).

5. The supervisor is also responsible for initiating and conducting midterm and final evaluation meetings with the student teacher and mentoring teacher(s). Prior to such meetings it will be important for the mentoring teacher(s) to provide a copy of their midterm/final evaluation to the supervisor for review.

D. Student Teacher Folder

1. At the end of the student teaching experience the following documents should be present in their folder:

- a. Teacher generated official lesson observations with student signature & dated.
- b. Administrator generated official lesson observation with student signature & dated (optional).
- c. Teacher generated midterm evaluation with teacher and student signatures & dated.
- d. Teacher generated final evaluation with recommended level of certification indicated and teacher and student signatures & dated.
- e. Teacher letter of recommendation.

2. The folder is to be placed into a sealed envelope and given to the student teacher who is responsible to return it to SAU.

3. The university supervisor will be responsible for providing original copies of their formal lesson observations, midterm and final evaluations (signed and dated with recommended levels of certification), a letter of recommendation to be placed in the student teachers folder along with any other pertinent information required by supervisors. These will be placed in the student teachers folder.

Note: The student teacher will not be processed for teacher certification until all materials have been received from the student teacher, school personnel, and university supervisor.

Appendix B

SPRING ARBOR UNIVERSITY SCHOOL OF EDUCATION

Permission Form to Substitute Teach During Student Teaching

It is agreed that the Spring Arbor University student teacher named below is granted permission to substitute teach for a **limited** amount of time (typically, no more than 3-5 days) during the professional student teaching semester. This permission is for relief circumstances as articulated in the Spring Arbor University Student Teacher Handbook.

The professional semester is a mentored classroom experience of at least 15 weeks. Therefore, the granting of the permission to substitute teach within that time is a privilege, and not a right. Permission, when granted, is generally for occasional substitute teaching within the assigned building. Substitute teaching is not to be given priority over the mentored classroom experience.

Occasional day-to-day substitute teaching may be done in the classroom in which the student is assigned to student teach. Return of this completed form with the proper signatures to the SAU supervisor will allow the student to substitute teach on an occasional relief basis. It is the student's responsibility to be properly registered with the substitute teaching agency or other authorizing body and have receive all the proper clearance to officially substitute.

On occasion, for an outstanding student teacher who has been in complete control of the mentored classroom, for no less than three (3) weeks, and has successfully completed 12 weeks of a 15 week placement may be allowed to fill a long term substitute teaching assignment at the request of the building principal. Similar consideration for student teachers in 10 week or 8 week student teaching placements will be determined on an individual basis but such requests are unlikely to be approved due to the limited time frame given for their student teaching. NOTE: To meet the minimal MDE Standards for initial teacher certification, student teachers in a single placement must be in a mentored classroom experience no less than 12 weeks (60 days) total. The request to reduce the length of their student teaching to undertake permanent substitute work will be considered for recommendation by the Cooperating Teacher(s), the SAU University Supervisor, the appropriate EDU 450 instructor, and by petition to the SOE Executive Team. The student will be notified of the decision from the School of Education.

A student teacher who substitutes will be expected to keep an accurate record of all substitute teaching which should be verified by the cooperating teacher. This log will be shared with the SAU University Supervisor each time they formally visit your classroom. Excessive absences or use as a substitute teacher must be reported to the appropriate EDU 450 instructor.

Permission to substitute teach may be denied or withdrawn at any time if the student is excessively used as a substitute teacher or does not demonstrate the appropriate competencies and behaviors congruent with excellence in teaching, in either the student teaching or substitute teaching classroom.

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.

Permission Form to Substitute Teach During Student Teaching

Student Teacher' Name (printed) _____

ID# _____

Home E-Mail _____ School E-Mail _____

Cell Phone: _____

Student Teacher's Signature _____

Date _____

Requesting day-to-day substitute teaching _____

Requesting extended substitute teaching _____

Cooperating Teacher's Signature _____

Date _____

Permission for day-to-day substitute teaching _____

Permission for extended substitute teaching _____

SAU's University Supervisor's

Signature _____

Date _____

Permission for day-to-day substitute teaching _____

Permission for extended substitute teaching _____

Principal's Signature _____

Date _____

Permission for day-to-day substitute teaching _____

Permission for extended substitute teaching _____

Appendix C

SPRING ARBOR UNIVERSITY SCHOOL OF EDUCATION

Videotape Guidelines

Rationale:

Videotaping is an excellent tool for self-assessment and self-evaluation. Student teachers are encouraged to videotape their teaching twice during the student teaching experience; once before the midpoint and again in the final weeks of the student teaching. This allows them the opportunity to compare lessons and to note personal growth.

All student teachers are required to complete a videotape analysis of their teaching in each student teaching placement (elementary/secondary education, special education, early childhood education). Ideally, the mentoring/classroom teacher should be present to observe the student teacher during videotaping. This will allow the teacher to complete a formal lesson evaluation using the SAU form. The student teacher is required to view the videotape and complete a written analysis on it. Together, the teacher generated lesson evaluation and the student teacher's analysis provides additional documentation of the student teacher's proficiency levels.

In addition, student teachers should proactively plan to edit their videotaped lesson and incorporate a 2-3 minutes from the videotaped lesson on their teaching on their professional website or for uploading to online teacher application sites.

Requirements:

- Check with your mentoring teacher and/or the principal to make sure videotaping is permissible. You may need to get permission slips for the students.
- In the letter of introduction you send to families you should inform them of your requirement to videotape lessons.
- Obtain a video camera. Some cameras are available at the SAU main campus through technology services. Most schools have video cameras in their media centers. Some phone or tablet cameras do a sufficient job while others do not provide the best videotaping due to their limited screen resolution and sound recording.
- Practice videotaping your class several times. This will help alleviate the “novelty” for your students.
- Choose a lesson to videotape that represents your best teaching style.
- Format your videotaped lesson to be shared as requested by SAU.
- Watch the video and analyze your lesson using the supporting documents from the Student Teacher Handbook. Share your analysis with your mentoring/classroom teacher for their feedback

Rubrics to evaluate the Videotape are found in the “Student Teacher Notebook”

Appendix D- 1
ELEMENTARY/SECONDARY INITIAL VISITATION



SCHOOL OF EDUCATION

Report of Initial Visit by the University Supervisor with the
Cooperating Teacher and/or the Student Teacher

Student/ID # _____ University Supervisor _____
 School _____ Cooperating Teacher _____
 Date of Visit _____ Time of Day _____ Grade _____ Subject _____

Visit with (Circle): Cooperating Teacher Student Teacher Both

Topic Discussed (Check):

Daily Arrival Time	_____	End of Day Time	_____
Last Day of Student Teaching assignment	_____	Attendance at Faculty Meetings	_____
Phase in of Teaching Responsibilities	_____	Notification for Absences	_____
Preparation of Lesson Plans	_____	Attendance at School Events	_____
Objectives of Student Teaching	_____	Evaluation of Student Teacher	_____
Daily Communications	_____	Mid-term/Final Dates	_____
Additional Duties and Responsibilities	_____	Attendance at Seminar	_____
Typical Daily Schedule	_____	Video/Date Due	_____
Substitute Teaching Policy	_____	Notebook Expectations	_____
Weekly Report to Supervisor	_____	Unit Plan Expectations	_____
		Cooperating Teacher E-Mail Address	_____

Other Topics (List):

Comments about the Visit:

Appendix D- 2
SPECIAL EDUCATION INITIAL VISITATION



SCHOOL OF EDUCATION

Report of Initial Visit by the University Supervisor with the
Cooperating Teacher and/or the Student Teacher - SED

Student/ID # _____ University Supervisor _____
School _____ Cooperating Teacher _____
Date of Visit _____ Time of Day _____ Grade _____ Subject _____

Visit with (Circle): Cooperating Teacher Student Teacher Both

Topic Discussed (Check):

Daily Arrival Time _____	End of Day Time _____
Last Day of Student Teaching assignment _____	Attendance at Faculty Meetings _____
Phase in of Teaching Responsibilities _____	Notification for Absences _____
Preparation of Lesson Plans _____	Attendance at School Events _____
Objectives of Student Teaching Experience _____	Evaluation of Student Teacher _____
Additional Duties and Responsibilities _____	Attendance at Seminar _____
Typical Daily Schedule _____	Video _____
Substitute Teaching Policy _____	Alignment of Instruction with IEP Goals/Objectives (Notebook) _____

Other Topics (List):

Materials for inclusion _____
Confidentiality _____
Attendance at IEP _____
Letter of introduction to parents _____

Comments about the Visit:

Appendix E- 1
Elem/Sec Report of Student Teaching Visitation



SCHOOL OF EDUCATION

REPORT OF STUDENT TEACHING VISITATION

Student/ID # _____ University Supervisor _____
School _____ Cooperating Teacher _____
Date of Visit _____ Time of Day _____ Grade _____ Subject _____

Instructions: The items below relate to the SAU Effective Teaching Model and Michigan Entry Level Standards. **Comment on each item and provide constructive feedback.**

1. Lesson Design/Presentation

- a. Adequate written lesson plan with objectives clearly stated or implied
- b. Clear signal for start of class/lesson
- c. Anticipatory Set related to students' experiences/interests, objectives
- d. Organized logically
- e. Adequate directions/explanations
- f. Effective demonstration/modeling
- g. Activities for different learning styles
- h. Sufficient time allocated
- i. Feedback sought/re-teaching as necessary
- j. Appropriate use of technology (overhead, video, PC, etc.)
- k. Instructional approach was interesting/creative/provided for all students to experience success
- l. Closure (lesson was adequately summarized, key learning re-emphasized, necessary assignments/directions given, and clear ending to the lesson)

2. Teacher Behaviors

- a. Enthusiasm
- b. Feeling tone (voice, facial expression, etc.)
- c. Eye contact (adequate scanning, awareness of students)
- d. Purposeful movement/proximity/gestures
- e. Rapport (use of student's names, acceptance of students' ideas)
- f. Appropriate grammar/vocabulary
- g. Use of small groups when appropriate
- h. Effective use of praise
- i. Well-prepared/knowledge of topic/subject
- j. Professional presence

3. Classroom Management

- a. Effective use of classroom routines
- b. Disciplinary problems handled effectively (adequate response to off-task behaviors)
- c. Academic learning time/engaged time maximized

Additional Comments/Suggestions:

Goals for next visit:

Specific recommendations are:

___Progress appears to be satisfactory at this time. ___Progress appears to be less than satisfactory

Appendix E- 2
ECE Report of Student Teaching Visitation



REPORT OF STUDENT TEACHING VISITATION – EARLY CHILDHOOD

Student _____
School _____
Date of Visit _____ Time of Day _____

University Supervisor _____
Cooperating Teacher _____
Grade _____ Subject _____

Instructions: The items below relate to the Spring Arbor University Effective Teaching Model and Michigan Entry Level Standards.
Comment on relevant items and provide constructive feedback.

1. Lesson Design/Presentation

- a. Daily lesson plan with objectives clearly stated or implied which allows for individual needs of children
- b. Clear signal for transitions
- c. Activates prior knowledge (ex: related to students' experiences)
- d. Provides routine with flexibility level/gestures
- e. Adequate directions/explanations conversations
- f. Activities use real, hands on experiences, often unstructured sentences)
- g. Techniques and activities to stimulate curiosity, problem-solving, and communication
- h. Sufficient time allocated
- i. Appropriate use of technology (overhead, video, PC, etc.)
- j. Interactive literacy activities

3. Learning Environment

- a. Creates an environment that is safe for all
- b. Has classroom set-up in advance before children arrive
- c. Provides opportunities for independence/free choice

Additional Comments/Suggestions:

Goals for next visit:

Specific recommendations are:

___Progress appears to be satisfactory at this time. ___Progress appears to be less than satisfactory

2. Teacher Behaviors

- a. Enthusiasm
- b. Feeling tone (voice, facial expressions, smiles)
- c. Eye contact (adequate scanning, awareness of all students)
- d. Purposeful movement/gets down to child's
- e. Communication: use of child's name, engages in
- f. Appropriate grammar/vocabulary (clear, simple
- g. Use of small groups when appropriate
- h. Effective use of praise
- i. Well-prepared/knowledge of topic/subject
- j. Professional presence, including positive parent contacts

4. Classroom Management

- a. Comments directly, sincerely, and positively to children about their performance and ideas.
- b. Positive guidance techniques are used
- c. Academic learning time/engaged time maximized
- d. Redirects or use of conflict resolution

Appendix E - 3
SED Report of Student Teaching Visitation



SCHOOL OF EDUCATION

REPORT OF STUDENT TEACHING VISITATION - SED

Student/ID# _____ University Supervisor _____
School _____ Cooperating Teacher _____
Date of Visit _____ Time of Day _____ Grade _____ Subject _____

Instructions: The items below relate to the Spring Arbor University Effective Teaching Model and Michigan Entry Level Standards. **Comment on relevant items and provide constructive feedback.**

1. Lesson Design/Presentation

Direct Instruction or Individual/Small Group

- a. Adequate written lesson plans with objectives clearly stated
- b. Clear signal for start of class/lesson
- c. Anticipatory Set related to students' experiences/interests, objectives
- d. Organized logically
- e. Adequate directions/explanations
etc)
- f. Effective demonstrating/modeling
- g. Activities for different learning styles
- h. Use of small groups when appropriate
- i. Sufficient time allocated
- j. Feedback sought/re-teaching as necessary
- k. Appropriate use of technology (overhead, video, PC, etc.)
- l. Instructional approach was interesting, creative/provided for all students to experience success
to
- m. Assignments adjusted for individual goals and objectives
- n. Closure (lesson was adequately summarized, key learning re-emphasized, necessary assignments/directions given, and clear ending to the lesson.)
- e. Behavior management plans followed

2. Teacher Behaviors

- a. Enthusiasm
- b. Feeling tone (voice, facial expression, etc)
- c. Eye contact (adequate scanning, awareness of all students)
- d. Purposeful movements/proximity/gestures
- e. Rapport (use of students' names, acceptance of student's ideas,
- f. Appropriate grammar/vocabulary (oral/written)
- g. Effective use of praise
- h. Well-prepared/knowledge of topic/subject/uses resources appropriately
- i. Professional presence

3. Classroom Management

- a. Effective use of classroom routines
- b. Disciplinary problems handled effectively (adequate response off-task behavior.
- c. Academic learning time/engaged time maximized
- d. Aware of all student behaviors

Additional Comments/Suggestions:

Goals for next visit:

Specific recommendations are:

___Progress appears to be satisfactory at this time. ___Progress appears to be less than satisfactory

Appendix F

TEACHER CANDIDATE MIDTERM/FINAL EVALUATION



Teacher Candidate-Midterm/Final Evaluation Evaluation **Student Teachers who took EDU 140**

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.

N/A = A student proficiency standard that was unable to be observed.

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

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) ___	

TEACHER – PROFESSIONAL			Rating	Comments
7.	Diversity	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.	a) ___ b) ___ c) ___ d) ___	
8.	Collaboration with Stakeholders	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.	a) ___ b) ___ c) ___	

TEACHER – LEADER			Rating	Comments
9.	Leadership & Scholarship	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.	a) ___ b) ___	
10.	Professional Skills & Dispositions	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.	a) ___ b) ___ c) ___ 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:

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SPRING ARBOR UNIVERSITY SCHOOL OF EDUCATION Policy Regarding Student 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 enjoyable time of growth and reflection which 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, however, 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 her/his 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.

Since there are “unknowns” or “the unexpected” that do occasionally occur during student teaching, it is 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 her/his 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 done when it becomes apparent that some challenges arise during a student teaching placement.

- **STEP 1** occurs when the challenges are of a nature that the appropriate EDU 450 instructor has been informed of the issues involved by the student teacher, university supervisor, cooperating/mentoring teacher and/or an administrator of the host school. Generally, the university supervisor, cooperating/mentoring teacher, EDU 450 instructor 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 most situations, the status of the student teacher doesn't change. However, if the EDU 450 instructor feels further action is necessary then the student teacher will be moved to Step 2 and perhaps, Step 3.

- **STEP 2** should involve a contract developed for the student teacher. Input from the student teacher, cooperating/mentoring teacher, university supervisor (and possibly from the host principal) is compiled by the appropriate EDU 450 instructor in contract form. A meeting is held involving the student teacher, university supervisor, EDU 450 instructor (and often the cooperating/mentoring teacher and Director for Undergrad Education) to discuss the expectations for the student teacher and the extra support offered by SAU. This is then presented to the cooperating/mentoring teacher (if he/she was not present for the first meeting) for her/his 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 has not quickly resolved issues identified by either Step 1 or Step 2, or when a sudden and/or major issue and/or a pattern of minor issues occur 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:
 - a. The university supervisor, cooperating/mentoring teacher and/or principal of the placement school will inform the appropriate EDU 450 instructor of difficulties.
 - b. The EDU 450 instructor *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.
 - c. **Whether the student teacher was removed or not, the Director of Student Teacher, or his designee, will immediately communicate, preferably in person, with the student teacher, cooperating/mentoring 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.**
 - d. The EDU 450 instructor will require documentation from the cooperating/mentoring teacher, university supervisor, student teacher and, as possible, the host principal.
 - e. A meeting will be called by the EDU 450 instructor in a timely manner 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 EDU 450 instructor, the Dean of the School of Education (plus the cooperating/mentoring teacher and host principal—if their presence is advisable).
 - f. The decision concerning the status of the student teacher will be a majority vote of the EDU 450 instructor, 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.

Spring Arbor University 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 her/his immediate family or the cooperating/mentoring teacher, unfortunate circumstance(s) in the school or district that unavoidably prohibits successful completion of the requirements of student teaching),

OR

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, EDU 450 instructor and director of undergraduate teacher 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 EDU 450 instructor. 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 vote 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/mentoring 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/mentoring teacher, university supervisor, student teacher and appropriate EDU 450 instructor. 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 timeline 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 her/him financially. This should involve contacts with the Registrar, Business Office and Financial Aid Office.
4. Seminar(s) are to be completed in a complementary manner to the related student teaching experience. In the event that a student teacher has their placement experience “interrupted” the EDU 450 instructor will consult with the Registrar on the best way to keep or re-register the student teacher in the next semester. Student teachers are advised that the Registrar, not the School of Education, has final say regarding course registration and timelines associated with completing courses.

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, ECE, 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 vote during a “Determination of Status” meeting.
4. The student will be withdrawn from the seminar course they are enrolled in as well as any second student teaching placement and associated seminar course.
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 the financial ramifications related to their financial aid and billing related the decision to terminate their student teaching.
6. A remediation plan may be constructed during the “Determination of Status” meeting for the student teacher. It will be required that the student teacher who wishes to have a possible second placement sign and fulfill the remediation plan under the supervision of the School of Education.

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 associated with the new student teaching placement.

Appendix H

Criminal History Record Check

Pursuant to federal law, access to fingerprint based Criminal History Report Information (CHRI) is authorized only if an institution is a governmental agency authorized by state or federal law and approved by the U.S. Attorney General to receive the CHRI directly. According to the Michigan State Police, Spring Arbor University, a private higher education institution, is NOT recognized as a governmental agency and thus **SAU is not permitted to direct students to be fingerprinted prior to their student teaching internship or observing in PK-12 classrooms.** Additionally, SAU may NOT receive access to the results of the fingerprint or discuss the contents of the results verbally with those that have received it.

The School of Education recognizes the commitment each school has to protecting the PK-12 students enrolled in their district. While we're unable to require the fingerprints or receive results, we understand that some PK-12 school districts may maintain this expectation of our student teachers.

Schools requiring student teachers to have completed some type of criminal history report prior to the start of their student teaching may select from the following options for this purpose: (A) The Child Protection Volunteer (CPV) is the proper law/fingerprinting code for student teachers, (B) the student teacher becoming eligible as a substitute teacher for the school/school district their student teaching will take place, and (C) complete an Internet Criminal History Access Tool (ICHAT) background check on the student teacher. Private and international schools may require other means of verification related to criminal history reports.

To ensure that our candidates are prepared to work with a vulnerable population (PK – 12 students), the School of Education expects student teaching candidates to fully cooperate and adhere to the school/district's background check requirements prior to the official start of their student teaching experience. Failure to do so will result in the delay of the start of their student teaching until they have satisfactorily met the requirements of the school/district.

Student teaching candidates are required to provide evidence to the School of Education that they have met the school/district's background check standards by either:

- a. Showing proof of acceptance/employment with a substitute teacher service agency and provide proof to the School of Education that the appropriate check has been done and there were no prohibitors to school employment under MCL 380.1230 and MCL 380.1230a.

OR

- b. Have a Criminal History Record Check done by the school/district where they will student teach and provide proof to the School of Education that there were no prohibitors to school employment under MCL 380.1230 and MCL 380.1230a. In this case, the student will request "red-light, green-light" letter from the school that received the CHRI report, per the attached example.

Reports are valid for a one year period through the entirety of the student teaching assignment(s).

Appendix I

Professional Liability Insurance

All student teachers are highly encouraged to obtain liability insurance by joining a professional education organization as student members. Recommended agencies include the Student Michigan Education Association (www.mea.org/smea) Christian Educators Association International (www.ceai.org) and the Association of American Educators (<http://aaeteachers.org/index.php/join-renew>). Student teaching candidates may also purchase professional liability insurance through other non-educational sources.

Appendix J

Professional Standards for Michigan Teachers (PSMT) based on the Michigan Interstate Teacher Assessment and Support Consortium (MI InTASC)

1. Subject matter knowledge-base in general and liberal education.
2. Instructional Design and Assessment..
3. Curricular and Pedagogical content knowledge aligned with state resources.
4. Effective Learning environments.
5. Responsibilities and relationships to the school, classroom, and student.
6. Responsibilities and relationships to the greater community.
7. Technology operation and concepts.

For a more complete discussion of the Michigan PSMT or InTASC Standards you can visit:

PSMT: www.michigan.gov/documents/mde/Item_S_233488_7.pdf

InTASC Standards: www.michigan.gov/mde/0,4615,7-140-6530_5683_6368-33331--,00.html

Appendix K

Social Networking/Blogging & Appropriate Teacher-Student Relationships

Becoming a professional educator elevates an individual to a public status that carries much responsibility. Student teachers represent more than just Spring Arbor University and the School of Education. They are representatives of the school and district allowing them to student teach and thus, to the greater community in which the school is located, as well as the educational profession at large.

One of the gravest errors an educational professional can commit is to blur the distinction between their personal life and professional life and/or fail to maintain appropriate professional relationships with their students. As such, student teaching candidates are expected to take seriously their role as a professional educator and the influential adult role model they are for the children in their classroom and school and greater community.

The School of Education advises student teachers that it is not in their best interest to invite or provide access of their personal social network sites to their students, parents or caregivers. Caution should also be given to inviting school colleagues into such sites. Student teachers are also advised to make sure their privacy settings are appropriately set to restrict outside individuals from viewing their sites and contain appropriate content.

Student teachers who blog their experience are further advised that they are not to mention specific names related to students, parents/caregivers, professional staff members, and the school or district they are student teaching in.

SAU will not support student teachers engaging in professionally inappropriate activity with their students or who negatively portray themselves or the profession. Any student participating in such activity may forfeit the privilege of completing their Professional Semester.



SPRING ARBOR
UNIVERSITY

106 E. Main St.
Spring Arbor, Michigan 49283 517.750.6409 | Fax: 517.750.6629

www.arbor.edu