SPRING ARBOR UNIVERSITY

SCHOOL OF EDUCATION

STUDENT TEACHER INTERNSHIP HANDBOOK

2019-20

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

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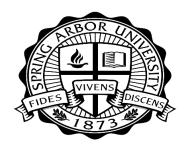

SOE WEBSITES

https://sites.arbor.edu/soe/student-teaching-information-for-initial-certification-candidates/

https://sites.arbor.edu/soe/student-teaching-information-for-university-supervisors/

https://sites.arbor.edu/soe/student-teaching-information-for-cooperating-teachers/

THE SPRING ARBOR UNIVERSITY CONCEPT

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

To our Student Teacher Internship Candidates, University Supervisors and Cooperating Teachers,

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

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

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

Professor John Williams IV
School of Education
Spring Arbor University

Phone: (517) 750-6632
Email: john.williams2@arbor.edu

Program Directors

Elementary: Prof. John Williams
john.williams@arbor.edu
(517) 750-6631

Secondary: Dr. Dale Linton
dale.linton@arbor.edu
(517) 750-6413

Early Childhood: Dr. Sharon Joplin
sharon.joplin@arbor.edu
(517) 750-6339

Special Education: Dr. Alyn Kay
alyn.kay@arbor.edu
(517) 750-6758

TESOL: Prof. Heather LaClear
Heather.laclear@arbor.edu
517-750-6480

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RESPONSIBILITY TO THE PROFESSION

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Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.

A. Demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;

2. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;

3. Holding oneself responsible for ethical conduct;

4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;

5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;

6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and

7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. Fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;

2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;

3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;

4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and

5. Cooperating fully during ethics investigations and proceedings.

C. Promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;

2. Engaging in respectful discourse regarding issues that impact the profession;

3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;

4. Actively participating in educational and professional organizations and associations; and Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

RESPONSIBILITY FOR PROFESSIONAL COMPETENCE

② Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. Demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;

2. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;

3. Advocating for equitable educational opportunities for all students;

4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;

5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and

6. Committing to ongoing professional learning.

B. Demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;

2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;

3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;

4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;

5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and

6. Using data, data sources, or findings accurately and reliably.

C. Acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;

2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and

3. Protecting students from any practice that harms or has the potential to harm students.

3

RESPONSIBILITY TO STUDENTS

A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. Respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;

2. Interacting with students with transparency and in appropriate settings;

3. Communicating with students in a clear, respectful, and culturally sensitive manner;

4. Taking into account how appearance and dress can affect one's interactions and relationships with students;

5. Considering the implication of accepting gifts from or giving gifts to students;

6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;

7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

8. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and

9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

Demonstrates an ethic of care through:

10. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background(s);

11. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

12. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

B. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;

2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

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4 ### RESPONSIBILITY TO THE SCHOOL COMMUNITY

Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

A. Promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;

2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;

3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. **Promotes effective and appropriate relationships with colleagues by:**

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;

2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;

3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;

7. Ensuring that educators are assigned to positions in accordance with their credentials, preparation, and experience in order to maximize students' opportunities and achievement; and

8. Working to ensure a workplace environment that is free from harassment.

C. **Promotes effective and appropriate relationships with the community and other stakeholders by:**

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;

2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and

3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. **Promotes effective and appropriate relationships with employers by:**

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

2. Respecting intellectual property ownership rights when sharing materials (e.g. original lesson plans, district level curricula, syllabi, grade books, etc.);

3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. Understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;

2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;

3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

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5 RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

A. Uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;

2. Staying abreast of current trends and uses of school technology;

3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

4. Knowing how to access, document, and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;

5. Understanding and abiding by the district's policy on the use of technology and communication;

6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. Ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;

2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

1. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying incidents and their potential impact on the student learning environment.

C. Maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;

2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. Promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;

2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

GLOSSARY

Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/School District:

This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.

Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for "professional educator."

Ethic of Care:

Responding with compassion to the needs of students.

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:

Materials that protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:
A learner attending a P-12 school.

Technology:
Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/ software that deliver text, audio, images, animation, and streaming video.

Transparency:
Openness and accountability with respect to one's behaviors, actions and communications as an educator.

SPRING ARBOR UNIVERSITY RESPONSIBILITIES AND ROLES

Spring Arbor University Service to Students with Disabilities

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

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

School of Education

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

SCHOOL OF EDUCATION OBJECTIVES AND EFFECTIVE TEACHING MODEL

The Professional Semester Objectives

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

The School of Education (SOE) Model for Effective Teaching

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

SAU SOE Model for Effective Teaching

The MI **InTASC** Model Core Teaching Standards

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement, and self-motivation.

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies.** The teacher understands and uses a variety of strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practices to meet the needs of each learner.

10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. SAU Model for Teacher Education Alignment with InTASC Standards

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

OVERVIEW OF THE PROFESSIONAL SEMESTER

Student Teaching Intern Placement Procedures, Weeks, and Classroom Requirements

1. Placements are the result of an agreement between the host school's administration, the classroom teacher and the SAU Placement Director. The student teacher intern may be required to arrange and complete a successful interview between him/herself and the host school's personnel before the placement is finalized. Internship placements will be sought first from schools that are partnership schools with Spring Arbor University.

2. Typical elementary and secondary placements are made for a 15-week experience. Based on their majors/minors, candidates may choose to pursue additional endorsements, which may require added student teaching internship placements, based on state requirements. Elementary candidates pursuing Elementary Special Education endorsement(s), or Early Childhood Education endorsement require an additional placement and additional weeks of student teaching.   Candidates seeking TESOL/ESL endorsement are required to intern in a setting where ELL students are present and in a school or district with a defined ESL/TESOL program. In addition to being registered for the required placements, each placement has a required graded seminar associated with it.

3. Each intern is a candidate for elementary or secondary certification, and is required to intern in the area of his or her certification. *Student teacher interns are placed in a classroom with a mentor teacher who is recognized and experienced and holds the certification/endorsement(s) that match those the candidate is pursuing.*

4. *Elementary student teacher intern candidates are required by the MDE to teach in the Language Arts, Reading and Math and conduct a classroom experience in both science and social studies.*

Secondary student teacher internship candidates must student teach in an appropriate subject area classroom related to their subject area major for at least 50% of the placement experience. It is highly recommended, but not required, that candidates teach in both their subject area major and minor and that they have at least two subject area preparations when fully in charge of the classroom. The appropriate classes for each academic area can be found at: https://web.archive.org/web/20150210211010/http://www.michigan.gov/documents/mde/Classes_Taught_396034_7.doc

5. Candidates may request to intern in a school/district where they attended as a student but they must comply with additional requirements: letter of agreement from the potential host school administration and petition approved by the SOE E-team.

Student Teaching Internship Registration and Seminar Requirements

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

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

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

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

> ➢ B*oth EDU450S and EDU430S must be passed to successfully complete the professional semester and be recommended for certification.*

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

> ➢ B*oth ECE450 and ECE430 must be successfully completed in addition to EDU450E/430E to qualify for the Early Childhood endorsement.*

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

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

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

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

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

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

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

THE STUDENT TEACHER INTERNSHIP CANDIDATE'S PREPARATIONS FOR THE PROFESSIONAL SEMESTER

Qualifying for Student Teaching Internship

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

1. Meet GPA, Dispositional, Observation Hour, Coursework and Admission to the School of Education requirements outlined in the appropriate *School of Education Handbook.* Annual meetings with the SOE student advisor will provide updated information and registration to guide the student through program process.

2. Be admitted to the School of Education and remain in good standing.

3. Attend a required *Pre-Student Teaching Internship Meeting* two semesters prior to the professional semester. This meeting will concentrate on taking the needed steps to prepare for the student teaching internship.

4. Complete a Placement Meeting at the beginning of the semester prior to the student teaching internship.
   - ➤ meet with your academic advisor to:
     - o review and sign the "Professional Semester Checklist"
     - o present your plan for completing the outstanding requirements on this document.
   - ➤ meet with the placement director or coordinator to:
     - o submit an application for the professional semester (available at https://sites.arbor.edu/soe/student-teaching-information-for-initial-certification-candidates Undergraduate Section, "Student Teaching Information."
     - o discuss the outstanding needs of the "Professional Semester Checklist"
     - o submit the final Criminal History Self Disclosure form
     - o review the liability insurance form
     - o submit any needed petitions for your student teaching internship at a distance, working or coaching during student teaching internship, taking a class during student teaching internship or other exceptions to placement protocols,
     - o discuss and complete a checklist of how to meet the additional requirements for student teaching internship as listed in #5
     - o discuss placement preferences and procedures

- o continue a checklist of professional responsibilities which must be met by the
    candidate during and after the placement process
  - o receive and read a copy of the *Student Teacher Internship Handbook*
  - o register for the professional semester
5. Meet these additional requirements before student teaching internship can begin:
  - ➢ Submit proof of passing adult and pediatric CPR and First Aid classes from
    [https://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_3 97544_7.pdf](https://www.michigan.gov/documents/mde/Approved_First_Aid_and_CPR_Providers_397544_7.pdf)
  - ➢ Be registered for substitute teaching with Edustaff, or whichever service the district where the internship will occur uses.
  - ➢ Take the appropriate MTTC test at least two months before the placement.
    - o Elementary candidates must take the Elementary MTTC test.
    - o Secondary candidates must take the MTTC test in their major.
    - o It is also highly recommended that other MTTC's that are needed to add the candidate's desired endorsements to the elementary or secondary certification be taken before student teaching begins.
  - ➢ Complete SAU's and the host school's background check requirements.
    - o Become a registered substitute teacher for the host district to meet SAU's and most school requests.
    - o Check with the administration well in advance of the placement to become aware of the specific requirements for the school where he/she is placed.
  - ➢ Petition and receive approval by a vote of the E-team for any exceptions to meeting the "typical" student experience such as:
    - o Student teaching at a distance (usually considered to be over 50 miles from campus)
    - o Working during student teaching
    - o Coaching during student teaching
    - o Taking a class during or after student teaching
    - o Asking for a temporary exception in meeting student teaching requirements
  - ➢ If necessary, arrange and complete a professional interview with the prospective cooperating teacher and/or the school administrator or personnel director once a possible placement is arranged. Present a copy of the "Student Teacher Internship Handbook*"* and a 15, 10 or 8-week overview of student teaching internship (presented at the Placement Interview)
  - ➢ Make arrangements for child care, coaching responsibilities and work hours that allow more than adequate time to be spent before and after school in order to be fully prepared to maximize student learning. (Coaching and working can only be done by petition approved by the School of Education E-team. Definite limits are placed on the time and priority given to both coaching and working.)
6. Receive written approval from their major and minor departments and from the School of Education faculty indicating their agreement that the candidate is ready to be a student teacher

intern the next semester. Any issues that could cause the lack of a department or SOE approval will be part of the approval process by the SOE E-team.

7. Receive approval from the School of Education E-team to become a student teacher intern. This approval will be based on:
   ➢ The progress the student teaching internship candidate has made in meeting all student teaching internship requirements,
   ➢ The proper remediation of any dispositions,
   ➢ Departmental and SOE faculty approvals

The Student Teacher Interns Candidate's Professional Responsibilities

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

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

<u>Contracts</u>

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 internship. A success team will formulate the contract and meet with the candidate prior to the beginning of the placement to discuss the special requirements which must be met for the candidate to continue in his/her placement. The university supervisor will be informed about the contract stipulations and inform the cooperating teacher and school administrator in keeping with the expectations listed in the contract. The student teaching intern program director will be kept informed of the candidate's performance by the university supervisor.

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

Orientation

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

1. Set up and conduct a professional interview with the cooperating teacher and school administrator once a possible placement has been determined. This interview is necessary to finalize any placement. At this time a *Student Teaching Internship Handbook* and an overview of an 8, 10 or 15-week student teaching internship placement should be presented to the cooperating teacher for discussion.

2. Visit the classroom as often as possible once the placement is finalized. During these visits the candidate should:
    ➢ Take notes and participate as an active observer
    ➢ Get as many textbooks or other classroom materials and a school handbook, if possible.
    ➢ Observe and discuss classroom procedures
    ➢ Clarify SAU's and the school's student teaching expectations, especially related to when the student teacher intern is to report.
    ➢ Exchange contact information.

3. Check with the school administration to find out what needs to be done to meet the school's background check requirements.

4. Fall student teacher interns will report to the school with the teachers to participate in the professional development, meetings, open houses and classroom set-up that takes place before students arrive to begin the school year.

Induction

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

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

1. Internalizing the daily schedule, discipline and homework policies, transition patterns, work expectations and routines.

2. Taking notes about pedagogy, students, and instruction as well as asking questions and searching student records (as allowed) for differentiated needs.

3. Discussing other needed background information about students as allowed by the school.

4. Reading the cooperating teacher's lesson plans, reviewing the subject level curriculum, and clarifying expectations for the student teacher's daily and weekly planning.

5. Correcting and handing back student work as requested.

6. Using interactions analysis to ascertain how the students relate to one another as members of a groups.

7. Reading and becoming familiar with textbooks, instructional materials, curriculum guides, and any other materials which are important for planning and instruction.

8. Reviewing technology resources available for teaching and learning.

9. Exploring the school facilities for ease in moving through transitions.

10. Checking the school's resources (library, technology/media lab) for materials and services which will enhance student learning.

11. Becoming acquainted with the other teachers at the same grade/subject level/subject area(s), other teachers who are involved with the classroom students, the principal, secretaries, and custodial staff.

12. Sharing Seminar assignments with the teacher and planning the implementation of required assignments.

13. Obtaining parent permission for collecting student work and videotaping your teaching per assessment assignment requirements.

Co-Teaching/Independent Teaching and Phasing Out

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

1. Several days of observation and assisting in routine classroom activities such as grading papers, taking roll, assisting individual students, and leading small group instruction, in addition to activities already mentioned.

2. Assumption of co-teaching/independent teaching responsibility for one class, group or subject.

3. Assumption of co-teaching/independent teaching responsibility for more than one subject or class.

4. Assumption of co-teaching/independent teaching responsibility for additional classes, groups or subjects over a period of time until the candidate is responsible for the entire day. It is the goal for the candidate to have a minimum of three weeks of being "in charge" of the classroom. Additional weeks at this level of responsibility are desirable.
   - *The definition of being "responsible for the entire day" or "in charge" means the candidate will do all of the planning and implementation of the classroom experiences based on lesson plans and student/teacher interactions approved in advance by the cooperating teacher. The cooperating teacher will use his/her judgment in determining how to best balance his/her presence and intervention in a way that allows for the best continuity of student learning and safety. The primary purpose for extensive independent practice is to prepare the candidate for his/her own classroom. Gradual reduction of full teaching responsibilities will be determined at the discretion of the cooperating teacher. In all cases the needs of the classroom students take priority.*

5. In the final week of the professional semester candidates are expected to observe one or two other teachers and classrooms to provide a well-rounded experience.

Again, please go to: https://sites.arbor.edu/soe/student-teaching-information-for-initial-certification-candidates/ to find suggested overview for 8, 10 and 15 week student teaching placements for details about each phase.

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

Formative assessments include:

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

2. The university supervisor will complete a "Report of Student Teaching Internship Visitation" during each visit to the classroom. The candidate and university supervisor will meet immediately after the observation to discuss the student teacher's strengths, areas for improvement and to set goals. The reports will be logged into VIA where the candidate will have access to them. The university supervisors will submit the report to VIA where it can be included in the final folder presented to the Program Director.

3. Interns are required to complete specific assignments related to the Seminar course they are enrolled in. These may require the intern to videotape their teaching (for self-reflection purposes) and for the cooperating teacher to complete a formal lesson observation (Report of Student Teaching Internship Visitation Form). The intern and the cooperating teacher will review and analyze the documented lesson indicating areas of strength and setting goals for areas needing improvement. *The cooperating teacher's "Report of Student Teaching Internship Visitation" form should be signed by the intern and given to the university supervisor for inclusion in the student teacher's folder.*

4. At the midpoint of the student teaching internship, the intern, cooperating teacher and university supervisor will evaluate the intern's progress using the Danielson model evaluation form provided by the university.

   ➢ The purpose of this is to openly confer in order to indicate current level of performance and discuss areas of concern or needed improvements.

   ➢ Questions about the intern's competence in unobserved areas and goals for the remainder of the placement should be discussed and decided at this time.

   ➢ Each of the three *must be signed with copies retained by each participant.* The originals of each should be collected by the university supervisor for inclusion in the final folder.

   ➢ When electronic versions are used the intern will sign **Student Teacher Evaluation Confirmations Form**

S*ummative assessments* will focus on the final evaluation and MDE and SAU survey. They include:

1. Final Evaluation

   ➢ Completed in the final week of the placement by the cooperating teacher(s) and the university supervisor using the Charlotte Danielson Framework for Teaching evalualtion in VIA. The university supervisor and cooperating teacher will conference with the candidate regarding the evaluation.

   ➢ In addition, the "Educators Disposition Assessment" form (EDA) will be filled out in VIA by both the cooperating teacher and the university supervisor to be included in the final folder for the intern's permanent records.

   ➢ Both the cooperating teacher and university supervisor will indicate their recommendation level for certification (Do not Recommend; Recommend with Reservations, Recommend

- ➢ Both the cooperating teacher's and university supervisor's evaluations will be part of the *required* final folder presented to the appropriate Program Director at the end of the placement. These forms will be part of the student teacher intern's permanent record and, thus, can be shared with outside agencies upon request.
- ➢ **The cooperating teacher's and university supervisor's final evaluations are the basis for the student teacher intern passing or failing the student teaching internship semester.**
    - o **Checking the "recommend for certification" or "recommend with reservation" box will result in the candidate receiving an "S" grade, passing the class and possibly being eligible to be recommended for certification by SAU.**
    - o **Checking the "do not recommend" class will result in the candidate receiving an "U" grade and failing student teaching with the result that he or she cannot be recommended by SAU for certification.**
- ➢ *It is <u>required</u> that the university supervisor and Director of Student Teaching Internship will work with the cooperating teacher (and school administrator, as needed) to complete the "Challenges" process (found in Appendix B) immediately upon noting or receiving any indication that the intern is having difficulty. It is hoped this will allow all those involved in the placement to make the needed adjustments that can avoid a grade of "U." However, the SOE will not shy away from failing a student teaching intern rather than allowing an unprepared teacher to be recommended for certification.*
- ➢ A conference must occur between the cooperating teacher, intern and university supervisor to review the evaluations and gather needed signatures.
    - o *<u>If the student teacher intern wishes to respond to the evaluation or dispute parts of it he/she should contact the Director of Student Teaching Internship to complete the next steps.</u>*

2. The student teaching intern is required to complete *end of placement assessments as directed by the seminar (EDU 430) professor. The professional semester is not deemed to be successfully completed until these assessments are satisfactorily completed and submitted to the seminar professor.*

***Substitute Teaching Policy for Student Teaching Interns (**See Appendix A for details.)
Interns are allowed to do limited substitute teaching in their own classroom(s) as long as:

- The school district does not object to them substitute teaching.
- They are registered to sub in their district.
- Receive signed permission from their cooperating teacher, university supervisor, school administrator and sign it themselves. These signatures indicate that the important people in the placement agree that the candidate is able to provide an effective educational experience while serving as a substitute teacher and that the district policy allows them to act in this capacity.

BECOMING A MICHIGAN CERTIFIED TEACHER

All student teaching interns are seeking either a Michigan Elementary K-5 (K-8 self-contained) or Secondary 6-12 teaching certificate.

1. An elementary certificate is valid for teaching all subjects grades K-5, all subjects grades K-8 in a self-contained classroom. Endorsement areas (optional) added to the elementary certificate are also valid for teaching in the subject area endorsement as listed on the certificate in grades 6-8.

2. A secondary certificate is valid for teaching subject area endorsements, as listed on the certificate, in grades 6-12.

3. Endorsements can be added to an elementary certificate in order to:
    ➢ Become highly qualified to teach in K-12 SED: LD classrooms
    ➢ Become highly qualified to teach in ECE classrooms
    ➢ Become highly qualified to teach subject area endorsements in grades 6-8

4. Endorsements for secondary certification are valid in the areas in which the holder is highly qualified to teach in grades 6-12 (grades K-12 for holders of the SED: LD endorsement).

5. Those seeking an endorsement in Spanish (elementary, secondary or K-12), **must take and pass the Oral Proficiency Interview at the level of Intermediate High to be allowed to participate in a student teaching internship and at the level of Advanced Low to be recommended for a Spanish endorsement.**

Certification Requirements

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

1. Final "clearance" from the Office of Academic Registration and Records for students completing bachelor's degree with SAU.   Final "clearance" from the School of Education Academic Advisor, for those completing the program as Post B.A. students.

2. A satisfactory "recommendation for certification" or "recommended with reservations" from the cooperating teacher(s) and university supervisor on the student teaching final evaluation.

3. CPR **(Child and Adult)** and **First Aid** from one of the MDE's approved providers must be valid at the time of recommendation for certification.

4. Submission of completed request form including conviction disclosure statement. A candidate for certification must answer questions regarding conviction(s) or pending conviction(s) of a misdemeanor or felony on the Certification Request Form. Inaccurate responses can be considered fraud by the MDE and may be grounds for automatic denial or revocation of certification by the MDE.

Final "clearance" of the student account from the SAU Business Office.

5. Successfully passing the appropriate subject area MTTC and receipt of official MTTC score by the School of Education. To register for the MTTC, log onto http://www.mttc.nesinc.com. See the website for a detailed schedule of dates, times, and locations for the test of interest. Test offerings vary by test site.
    ➢ Students seeking **CERTIFICATION** in **Elementary Education** must pass the Elementary Education MTTC**.** Optional tests may be taken in the appropriate subject area(s) (major or minors) and, if passed, the student will be eligible to add subject area endorsements to the K-5 Elementary Standard Certificate.

    ➢ Students seeking **CERTIFICATION** in **Secondary Education must pass the subject area test in the appropriate major.** Students who successfully complete the MTTC will be eligible for a Secondary Standard Certificate with endorsements in the appropriate subject area(s) (major or minors) for grades 6-12. Passing the MTTC subject area test in the minor is optional, but strongly recommended for increased marketability.

    ➢ Students seeking **Secondary CERTIFICATION with a Learning Disabilities major** are highly encouraged to take the Elementary Education MTTC in addition to the subject area test in the major. Passing the test in the area of the minor is optional, but is highly recommended for marketability. There may be additional requirements depending on the teaching assignment secured after completion of the program.

    ➢ MTTCs are offered online at testing centers around the state. Students who pass MTTC will receive a "passed" notification immediately after completing the test. Official scores take approximately 1 month to arrive at the university. Students must request that their score be sent to SAU at the time of test registration. The minimum passing score is 220.

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

7. A "Request Form" must be completed by the student and submitted to the Certification Officer in the School of Education.

Recommendation to Michigan Department of Education

There is a five-year window for completing the certification process without being required to complete additional coursework. The five-year clock begins ticking when the student completes their program or passes the MTTC, whichever occurs first. Endorsements that are not added at the time of initial certification are subject to the same five-year window. **Students must access the Certification PowerPoint on the SAU Blackboard site for their EDU 430 Seminar to receive specific instructions and forms for initiating the certification process. Access to this blackboard site will be provided to students during the Professional Semester.**

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

Teaching certificates may be transferred from one state to another, if the two states have completed a reciprocity agreement. The National Association of State Directors of Teacher Education and Certification (NSDTEC) has helped broker an agreement between most of the states in the US and provinces in Canada. For more information about transferring a license, please consult https://www.nasdtec.net/page/Interstate

and then contact the agency that handles teacher certification in the state or province to which you intend to move. The Michigan Department of Education will not necessarily have the latest information about transferring certificates to another state.

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

Overview

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

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

Orientation

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

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

Induction

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

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

1. Introduce the intern to students and families as a colleague who will share new ideas and approaches within your classroom.

2. Provide seating charts, various school forms (for example accident, attendance, tardy, lunch count, hall passes) emergency procedures.

3. Allow the intern to assume responsibility as soon as possible for the classroom routines, such as greeting the students and becoming acquainted with them, taking attendance and lunch counts, checking papers, mentoring reading and small groups and monitoring class movements between activities.

4. Expect the intern to know the names of all students within two weeks of the placement.

5. Model the role of a reflective professional by promoting discussions of why situations are dealt with in a certain way and possible alternative choices.

6. Encourage the student teacher intern to make comments and ask questions for continuing discussion of all aspects of teaching.

7. Model a firm, fair and friendly rapport with pupils by using growth-oriented management techniques and discuss these openly with your student teacher intern.

8. Share and analyze experiences and communications, as possible, with classroom families.

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

Increasing Independence

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

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

Student Teacher Intern Led Classroom

The intern is expected to be "in-charge" of the classroom for a minimum of three weeks during the placement.

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

During this time the cooperating teacher should:

1. Require the intern to submit complete weekly lesson plans by the Thursday night of the week before the plans are to be implemented.
   - ➢ Review these plans and suggest adjustments as needed to implement the strategies, management, curriculum and the necessary assessments that reveal daily student learning.

2. Maintain enough of a presence in the classroom to ensure student learning and safety while allowing the intern to still be independent.

3. Encourage in-depth reflection, questioning and discussions between the intern and cooperating teacher.

4. Expect *supervised* student teacher intern communication with families. Especially encourage the use of positive communication strategies.

5. Involve the intern in the day-to-day student evaluation process and the culminating student grades as possible.

6. Gradually phase the intern out of being independently in charge.

7. Provide the student teacher intern the opportunity to visit other classrooms during the student teaching experience, and especially during the final week, if possible.

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

Evaluation and Grading

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

Formative assessments include:

1. The most important formative evaluations are those that involve the student teacher intern and cooperating teacher, with the student teacher intern reflecting on classroom reaction to his/her presentations as well as the cooperating teacher's presentation.
    ➢ The student teacher intern and classroom teacher should expect to develop methods of daily and weekly communication that will give a clear evaluation of the student teacher intern's progress and suggestions for improvement.
    ➢ Goal setting during the placement is vital.

2. The university supervisor will complete a "Report of Student Teaching Internship Visitation" during each visit to the classroom. The intern and university supervisor will meet immediately after the observation to discuss the student teacher interns' strengths, areas for improvement and goals. The student teacher intern must sign and keep a copy of each report, for those who are receiving electronic copies a consent to be evaluated signature sheet will be used. A copy should be made and given to the cooperating teacher.
3. Interns are required to complete specific assignments related to the Seminar course they are enrolled in. These may require the intern to videotape their teaching (for self-reflection purposes) and for the cooperating teacher to complete a formal lesson observation (Report of Student Teaching Internship Visitation Form). The intern and the cooperating teacher will review and analyze the documented lesson indicating areas of strength and setting goals for areas needing improvement. *The cooperating teacher's "Report of Student Teaching Internship Visitation" form should be signed by the intern and given to the university supervisor for inclusion in the student teacher's folder.*
    ➢ *The cooperating teacher's "Report of Student Teaching Internship Visitation" form should be signed by the intern and provided to the university supervisor.*
4. At the midpoint of the student teaching internship, the cooperating teacher and university supervisor will evaluate the student teacher's progress using the "Student Teacher Internship Midterm/Final Evaluation" form provided by the university. (A sample is found in Appendix C.)

- ➢ The purpose of this evaluation is to openly confer in order to indicate current level of performance and discuss areas of concern or needed improvements.
- ➢ Signatures for each of these three forms will be covered under the Student Teacher Internship Evaluations Confirmations Form.
- ➢ The evaluation forms will need to be submitted to VIA for the student intern's final folder

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

1. The *final evaluation* in which both *t*he cooperating teacher and university supervisor will evaluate how the intern meets SAU and INTASC requirements using the "Teacher Intern Midterm/Final Evaluation." The final evaluation should be:
   - ➢ Completed in the final week of the placement by the cooperating teacher(s) and the university supervisor. Each must *conference with the student teacher intern to review the documents and get the intern's signature indicating he/she reviewed the document.*
   - ➢ Both forms will be submitted to VIA by the university supervisors for inclusion in the *required* final folder. These forms will be part of the permanent record of the student teacher intern and, thus, can be shared with outside agencies upon request.
   - ➢ **The cooperating teacher's and university supervisor's final evaluations are the basis for the student teacher intern passing or failing the student teaching internship semester.**
     - o **Checking the "recommend for certification" or "recommend with reservation" box will result in the intern receiving a "S" grade, passing the class and possibly being eligible to be recommended for certification by SAU.**
     - o **Checking the "do not recommend" class will result in the intern receiving a "U" grade and failing their student teaching internship with the result that he or she cannot be recommended by SAU for certification.**
   - ➢ *It is required that the university supervisor and Director of Student Teaching Internship will work with the cooperating teacher (and school administrator, as needed) to complete the "Challenges" process (found Appendix B) immediately upon noting or receiving any indication that the intern is having issues. It is hoped this will allow all those involved in the placement to make the needed adjustments that can avoid a grade of "U." However, the SOE will not shy away from failing a student teaching intern rather than allowing an unprepared teacher to be recommended for certification.*
   - ➢ *If the student teacher intern wishes to respond to the evaluation or dispute parts of it, they should contact the Director of Student Teaching Internship to complete the next steps.*

2. A Michigan Department of Education Survey. (For Secondary and Elementary only) The address for this required survey will be emailed mid-way through the placement through the semester. The survey will be completed and verification of **the cooperating teacher's participation in this very important program evaluation will be provided by the MDE. Supervisors and student teaching interns please assist in making the cooperating teacher aware of the value of this MDE required survey.**

3. An additional survey may be requested by SAU to allow the cooperating teacher to reflect on both the School of Education program and the placement experience.

Important Evaluation Notes

1. ***On both the midterm and final evaluations using a "N/A" or leaving a ratings line blank is not acceptable.***
   - ➢ *When evaluating using the Danielson Model, it is anticipated that the supervisor will be able to observe sections 1a through 4a (4a can be observed through the interns daily reflections. Sections 4b through 4 will need to be based on the cooperating teacher's observations*

2. Most SAU student teacher interns progress very well and are ready to be first year teachers by the end of the placement. However, at the first sign that a student teacher intern is not making adequate progress, the cooperating teacher should:
   - ➢ Document any observations, meetings and recommendations that reflect the issues involved. An EDA form has been given to you to help in your documentation, but your notes are equally vital in this process.
   - ➢ Communicate with the university supervisor to develop specific steps to correct deficiencies along with expected time frames for correcting these problems
   - ➢ If issues continue to exist, a complete policy for dealing with "Challenges" during student teaching internship can be found in Appendix B. The purpose of this policy is to provide a fair means of alleviating any classroom situations that can interfere with student learning.

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

Timeline for The Supervision of the Student Teacher Intern

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

1. *Conduct an initial meeting* with the student teacher intern and cooperating teacher,
   a. This meeting should happen before the placement begins or in the first week of the placement so pertinent information and forms can be provided.
   b. This meeting can be arranged through the student teaching intern or by contacting both the cooperating teacher and intern directly.
2. For 8-week placements make three visits, for 10- and 15-week placements make a minimum of four visits with five being acceptable for a 15 week placement. All supervisors should also make an initial visit to meet with the cooperating teacher and student teacher intern prior to the start of the internship, or very shortly after it has started.
   - Formal observation of the student teacher intern using the "Report of Visitation" form.
   - Conference with the student teacher intern based on the observation.
   - Conference with the cooperating teacher to answer questions and resolve issues.

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

Suggested guides for 8, 10 and 15 week placements are available at https://sites.arbor.edu/soe/student-teaching-information-for-university-supervisors/ *.*

University Supervisor as a Liaison, Mentor, Evaluator and Communicator

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

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

Serving as a Liaison

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

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

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

    - ➢ The timing and scope of the university supervisor's initial meeting with the student teacher intern and cooperating teacher makes this an extremely important aspect of serving as a liaison. During this visit the university supervisor;
        - o Introduces him/herself to the cooperating teacher and often meets the student teacher intern for the first time.
        - o Pays a protocol visit to the school administrators and other school personnel to acquaint them with the university policies, answer questions and say "thank-you."
        - o Uses the "Initial Visit Form" to guide an overview of the student teaching internship experience.
          Distributes the forms to be used during the placement at the initial visit. All forms will be provided in the supervisor's folder for each student teacher and/or gives the student teacher intern the web address for VIA to be able to access their information after the visit. Get the signature of the student teacher intern on the Permission to Substitute Teach Form, with the other required signatures due on the next scheduled visit.
        - o Reviews the "15, 10 and 8 Week" student teaching Internship overview to provide a guide to scheduling during the placement.
        - o Works with the cooperating and student teacher intern to establish daily communications and schedule expectations.
        - o Reinforces contact information and the ongoing communication that will involve the supervisor, cooperating teacher and student teacher intern throughout the placement.

2. Being available throughout the placement to answer questions or concerns of anyone involved in the placement.

3. Immediately addressing verbally and in writing any concerns the first time they become obvious and reporting these issues to the Program Director.
    - ➢ EDA assessment forms are available as a tool to discuss any concerns.
    - ➢ Anecdotal documentation is equally as valuable.

4. Working with the cooperating teacher to establish the timing of each of the major phases of the student teaching internship, i.e., orientation, induction, increasing independence, the student teacher intern led classroom and returning the classroom to the cooperating teacher.

5. Making 3-5 future visits throughout the placement at different times of the day and days of the week to be evaluate and ensure that classroom students' learning and well-being are always the focus of the placement.

Serving as a Mentor

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

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

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

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

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

Serving as an Evaluator

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

1. "Report of Student Teaching Internship Visitation" form during each classroom evaluation visit for a total of 3-5 evaluations. (now available in electronic version at https://sites.arbor.edu/soe/student-teaching-information-for-university-supervisors/
   - To be followed up by a conference with the student teaching intern who will receive a copy of this report.
   - *The Student Teacher Internship Evaluation Confirmations Form will take the place of the student teacher intern's signature on most forms.*
   - These evaluations will be part of the *required* final folder presented to the appropriate Program Director at the end of the placement.
   - The student teacher intern must also fill out

2. Mid-Term Evaluation:
   - Completed mid-way through the placement by *the student teacher intern, cooperating teacher and university supervisor* as a plan for improvement and goal setting. It is not made available to sources outside of the School of Education.
   - Followed up by conferencing with the cooperating teacher and intern to seek mutual agreement on where the intern's current strengths and weaknesses are and to set goals for improvement. The purpose of this is to openly confer in order to indicate current level of performance and discuss areas of concern or needed improvements.
   - Questions about the intern's competence in unobserved areas and goals for the remainder of the placement should be discussed and decided at this time.
   - The Intern's signature on the evaluation forms will now be replaced by their signature on the Student Teacher Intern Evaluation Confirmations Form*.*
   - All three forms will be part of the *required* final folder presented to the Program Director at the end of the placement and will be downloaded in VIA.

3. Final Evaluation
   - Completed within one week of the end of student teaching internship by the cooperating teacher(s) and the university supervisor.
   - *The university supervisor must conference with the student teacher intern to review the documents before they are downloaded to VIA.*
   - Both final evaluations will be part of the *required* final folder presented to the Program Director at the end of the placement. These forms will be part of the permanent record of the student teacher and, thus, can be shared with outside agencies upon request.

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

5. A required Michigan Department of Education exit survey any <u>elementary and secondary student teacher internship supervised only.</u> (Second placements are not part of this survey.)
   ➢ The survey's address will be provided by the SOE mid-way through the placement.
   ➢ It must be done online and proof of completion provided in the end-of-placement folder provided to the Director of Student Teaching.

6. An EDA is also required to be filled out at the end of the internship.
   ➢ The use of an EDA prior to the end of the internship to address problem area will require this information to immediately be shared with the Program Director for remediation of unprofessional behavior.

Important Evaluation Notes

1. **In using the Danielson Model Evaluation Tool leaving an area blank is not allowable on the final evaluation. For areas 4b-4f use the grading scale done by the cooperating teacher.**

2. **The cooperating teacher's and university supervisor's final evaluations are the basis for the student teacher passing or failing the student teaching internship.**
   ➢ **Checking the "recommend for certification" or "recommend with reservation" box will result in the intern receiving a "S" grade, passing the class and possibly being eligible to be recommended for certification.**
   ➢ **Checking the "do not recommend" class will result in the intern receiving an "U" grade and failing their student teaching internship with the result that he or she cannot be recommended by SAU for certification.**
   ➢ *It is <u>required</u> that the university supervisor and Director of Student Teaching will work with the cooperating teacher (and school administrator, as needed) to complete "Challenges" process (found in Appendix B) immediately upon noting or receiving any indication that the candidate is having difficulty. It is hoped this will allow all those involved in the placement to make the needed adjustments that can avoid a grade of "U." However, the SOE will not shy away from failing a student teaching intern rather than allowing an unprepared teacher to be recommended for certification.*

Serving as a Communicator

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

1. Review and clarify, if needed, the placement information and folder for all student teaching interns being supervised. This will be furnished by the Director of Student Teaching Internship.

2. Communicate with the intern and the cooperating teacher before the placement begins to reassure both of them that the university supervisor is ready to support the placement.

3. Hold an initial visit, preferably before the placement begins.

4. Introduce him/herself to the building administrator and office personnel to reflect the presence of a SAU professional representative who is available if questions or concerns arise.

5. Communicate weekly with the candidate through the "Weekly Report" or other method and to enforce the importance of his communication.

6. Be available to address concerns or questions at any time during the placement—or, if not available, make sure the Program Director is aware and ready to communicate with those involved in the placement.

7. Be very proactive in communicating any concerns immediately in order to avoid or deal with major difficulties in the placement.

8. Guide the responsible parties through the evaluation process.

9. ***Gather all the needed forms in order to present a complete folder for each student teacher intern to the Program Director as soon as possible after the placement is completed. Grades and the onset of the certification process cannot be done until this completed folder is available.***

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

Coordinating Student Teaching Internship Placements

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

1. An initial communication from the placement coordinator or director requesting a placement in the administrator's building.

2. A determination by the administrator and his/her staff if an optimal placement is available with an excellent and experienced classroom teacher who meets MDE and SAU qualifications as a cooperating teacher.

3. A reply to the placement coordinator or director regarding a decision about a possible placement.

4. Possible participation in an interview with the potential student teaching intern before a placement is finalized.

5. A formal decision that is communicated to the placement director regarding whether to accept the student teaching intern. Information about the cooperating teacher(s) should also be provided.

6. Responding to the intern's request for information about meeting the school's requirements for student teacher interns, including a background check that meets district expectations.

Providing Feedback to the Student Teaching Candidate

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

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

Monitoring the Placement

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

1. The administrator should contact the university supervisor or, if the situation requires immediate attention, the Program Director and/or the Director of Student Teaching if there is any indication from anyone in the school community of difficulty in a placement.

2. Spring Arbor University will work with the classroom teacher, student teacher intern and administrator to resolve the situation as soon and as fairly for everyone concerned based on the "Response to Challenges" policies found in Appendix B of this handbook.

Managing Substitute Teaching by The Student Teaching Intern

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

1. Substitute teaching may only be done if:
    a. The district allows student teacher interns to serve as a substitute teacher.
    b. The student teacher intern has met the district/school criteria for substitute teaching.
    c. The substitute teaching takes place in the classroom they have been assigned to and on a **limited** basis, or no more than **four times outside of the placement classroom** during the course of the student teaching internship.

2. Longer periods of time beyond four days must be requested to the appropriate Program Director. In situations where the student teacher intern shares time in more than one classroom substitute teaching is not advised.

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

A copy of the "Student Teacher Internship Handbook" is available at
https://sites.arbor.edu/soe/student-teaching-information-for-university-supervisors/

SUBSTITUTE TEACHING POLICY FOR STUDENT TEACHER INTERNS

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 internship is for the student teaching intern to be observed and mentored in the classroom by the cooperating teacher. In response to the need for student teacher interns to substitute teach, the School of Education at Spring Arbor University has developed the following policy:

1. Spring Arbor University student teacher interns 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 internship and the student teacher intern has met the district/school criteria for substitute teaching.
    a. It is required by the MDE standards that student teacher interns spend at least 12 weeks (60 days) of supervised student teaching internship. Spring Arbor University's program requires a single placement of 15 weeks (75 days) for the student teaching internship.
    b. Unless the student teacher intern has a significant history of substitute teaching in advance of their student teaching internship the SOE recommends that a reasonable period of exposure and adjustment to the student teaching internship experience is expected before occasional day-to-day substitute teaching is done. The amount of time will be determined by the cooperating teacher and the university supervisor.
    c. Substitute teaching is allowed in the classroom(s) the student teacher is assigned to. Schools are advised to use the cooperating teacher to cover substitute teaching needs elsewhere in the school.
    d. Availability for any SAU student teacher intern to substitute teach on an occasional day-to-day basis must be determined case-by-case. It will involve the approval of the SAU supervisor, the cooperating teacher at the host school, the principal of the host school, and the student teacher intern involved before substitute teaching is initiated.
    e. If all concerned parties agree, then permission can be granted to substitute teach by signing the "Permission to Substitute Teach During Student Teaching Internship" form which will be provided by the University Supervisor during the initial visit.

2.   If a student teacher intern is given permission to substitute teach on an occasional day-to-day basis, it is with the following provisions:

    a. It is assumed that the school district will operate within the laws and statutes of the state and location the student teacher intern 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 substitute teaching can be granted by having all appropriate parties sign the "Permission to Substitute Teach During Student Teaching Internship" form in the appropriate places.

c. Substitute teaching involvement is not intended to be part of the student teaching internship experience by design. Therefore, it should not be given priority of a mentored classroom experience.

d. Any substitute teaching should be done within the confines of periodic relief circumstances and priority should be given to place the student teaching intern in his/her assigned classroom or with his/her teaching team first, then to other classrooms within the campus where the student teacher intern is placed.

e. Because Spring Arbor University supervisors plan unannounced visits to their student teachers, it is important that both the supervisor and the cooperating teacher be notified in advance if a student teacher intern is scheduled to substitute teach on any given day.

f. The student teacher intern 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 Internship Semester" form the university supervisor will present during the initial visit. The cooperating teacher will be expected to validate the dates listed through his/her signature. This should be kept up to date so to make any adjustments in the length of student teaching internship necessitated by prolonged substitute teaching.

g. If at any point during the student teaching internship, the Spring Arbor University supervisor, the cooperating teacher of the host school, or the principal of the host school deems that expected student teaching intern's 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 intern will not be operating within the mentored environment intended for a student teaching internship. Therefore, the school district assumes all legal liability for a Spring Arbor University student teacher intern 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 to Substitute Teach-Required Form

Student Teacher' Name (printed)_____

ID#_____   Cell Phone: _____

Home E-Mail_____ School E-Mail_____

Student Teacher Intern's Signature_____Date_____

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

Cooperating Teacher's Signature_____Date_____

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

SAU's University Supervisor's Signature _____Date_____

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

Principal's Signature_____Date_____

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

RESPONDING TO "CHALLENGES" TO SUCCESSFUL STUDENT TEACHING INTERNSHIP 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 internship. Because of the thorough preparation and nature of SAU student teacher interns, they find this opportunity to be a professional time of growth and reflection that readies them for being a first-year teacher. Almost all student teacher interns 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 internship. Most of these can be resolved within the context of the original placement with the student teacher intern being recommended for certification. If the issues cannot be resolved, however, the student teacher intern will have his/her placement interrupted or terminated. When this happens it is the desire of the School of Education that the circumstances surrounding the situation be explored and documented so support can be offered to all the parties involved.

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

It is, therefore, necessary that a policy for the interruption or termination of student teaching internship 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 intern and classroom students, especially. The following is that policy.

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

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

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

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

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

- ▪ *Step 1* happens when the challenges are of a nature that the Director of Student Teaching Internship has been informed of the issues involved by the student teacher intern, university supervisor, cooperating teacher and/or an administrator of the host school. Generally, the university supervisor, cooperating teacher, Director of Student Teaching Internship and student teacher intern 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 intern is continued in the original placement without interruption. The results are almost always a "recommendation for certification."

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

> **Step 2** should involve a contract developed for the student teacher intern. Input from the student teacher intern, cooperating teacher, and university supervisor (and possibly from the host principal) is compiled by the Director of Student Teaching Internship in contract form. A meeting is held involving the student teacher intern, university supervisor, Director of Student Teaching Internship (and often the cooperating teacher) to discuss the expectations for the student teacher intern and the extra support offered by SAU. This is then presented to the Dean of the School of Education and cooperating teacher (if either was not present for the first meeting) for his/her approval. Signatures are required of the student teacher intern 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 intern will be recommended if other issues arise.

In this case, the status of the student teacher intern 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 intern cannot be resolved by either Step 1 or Step 2 or when a sudden and/or major issue and/or a pattern of minor issues occurs which causes one of the parties involved in the placement to request that the placement be ended. The following procedures will be followed in Step 3:

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

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

Policy Applicable to Student Teacher Interns 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 intern or of his/her immediate family or the cooperating teacher, unfortunate circumstance(s) in the school or district that unavoidably prohibits successful completion of the requirements of student teaching internship

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

Interruption will only be considered if the university supervisor, Director of Student Teaching Internships and Dean of the School of Education consider that the student teacher intern 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 intern and/or university supervisor upon request of the Director of Student Teaching Internships. This documentation must then be presented, along with other information, in a Determination of Status meeting.

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

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

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

3. **The second student teaching internship 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 the student teaching internship 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 intern to investigate how the additional time involved in their student teaching internship will affect him/her financially. This should involve contacts with the Registrar, Business Office and Financial Aid Office.
4. Seminar(s) should be completed within the semester in which it was begun, if at all possible. If not, an IP for seminar(s) might be granted so the finish of seminar(s) could coincide with the finish of the appropriate student teaching internship(s).

Spring Arbor University Policy Applicable For Student Teacher Interns Who Are "Terminated" from Their Placement

<div style="border:1px solid black; background:#cccccc; padding:10px;">

Terminated from student teaching is defined as:

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

AND

The student teacher intern 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 intern cannot be regarded as "terminated" until a "Determination of Status" meeting and vote has been held.

</div>

For any student teacher intern who is regarded as "terminated" the following circumstances will apply:

1. No credit will be applied to the student intern's transcript for the EDU 450 or SED 450 course from which he/she was removed.

2. It is highly unlikely that the student teacher intern will be placed in a second setting for another student teaching internship during the same semester due to the need for remediation.

3. The student teacher intern may be denied the opportunity for a second student teaching internship placement by decision during a "Determination of Status" meeting.

4. The student intern may continue to participate in the EDU 430, ECE 430 or SED 430 course in which he/she is currently enrolled.

5. **There will be registration and financial repercussions** which will be determined according to Spring Arbor University financial policy for tuition rebates effective on the date of course withdrawal. **Financial aid might also be affected.**

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

6. A remediation plan may be constructed during the "Determination of Status" meeting.

7. It will be required that the student teacher intern who wishes to have a possible second placement sign and fulfill the remediation plan under the tutelage of SOE faculty members.

The terminated student teacher intern 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 intern has submitted the updated documents needed for the new placement.

3. The School of Education E-Team has approved the student teacher intern for a second placement.

4. The student teacher intern, by signature, agrees to complete the second placement under contract.

5. The student teacher intern, 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 intern will pay for ALL the credits and course fees for the new student teaching internship   placement.

Appendix C

Spring Arbor University
School of Education

COURSE NAME/NUMBER:

PROFESSOR/SUPERVISOR:

MENTOR/COOPERATING TEACHER:

EVALUATED BY:
Professor/Supervisor
Mentor/Cooperating Teacher

DATE:

NAME OF CANDIDATE:

CANDIDATE STUDENT ID:

CONTEXT:
Site-Based Methods
Student Teaching Evaluation
Mid-term Evaluation
Final Evaluation

RATING SCALE:	INEFFECTIVE (1 point)	MINIMALLY EFFECTIVE (2 points)	EFFECTIVE (3 points)	HIGHLY EFFECTIVE (4 points)	TOTAL POINTS

NOTE: Click on the gray colored box of the desired rating for each item of evaluation and then type an "x" in the box and press the "ENTER" key. The points will automatically score and provide the overall rating grade at the end of the evaluation.

TOTAL EVALUATION SCORE WEIGHTING BY CATEGORY AREA

DOMAIN I, II, III, IV = SUBJECTIVE ASSESSMENT CATEGORIES	100%
	0%
Total	100%

DOMAIN 1: PLANNING AND PREPARATION

Component	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE

1 a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			
1c: Setting instructional outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)		

1e: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning..	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)		

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1f: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

	Unsatisfactory	Basic	Proficient	Distinguished
2b: **Establishing a culture for learning**	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)		
2c: **Managing classroom procedures**	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)		
2d: **Managing student behavior**	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)		

2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

DOMAIN 3: INSTRUCTION

3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

Component				
3c: **Engaging students in learning**	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			
3d: **Using assessment in instruction**	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			
3e: **Demonstrating flexibility and responsiveness**	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a: **Reflecting on teaching**	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met; citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.

Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)

4b: **Maintaining accurate records**	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.

Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)

4c: **Communicating with families**	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.

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	Unsatisfactory	Basic	Proficient	Distinguished
Evidence				
4d: **Participating in a professional community**	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			
4e: **Growing and developing professionally**	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			
4f: **Showing professionalism**	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with school/district regulations.	Teacher interactions are characterized by the highest standards of honesty, integrity and confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations.
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)			

End of SUBJECTIVE EVALUATION Categories for Sections I, II, III, and IV

TOTAL ALLOWABLE %-THIS SECTION	100%
NUMBER OF COMPONENTS RATED	0
SUBJECTIVE POINTS SUBTOTAL	0
SCORE AS % OF TOTAL EVALUATION	0.00%

OVERALL GRADE:	0.00%
	INEFFECTIVE

RATING SCALE FOR OVERALL EVALUATION		
0 - 49.99	=	INEFFECTIVE
50 - 74.99	=	MINIMALLY EFFECTIVE
75 - 90.00	=	EFFECTIVE
90.01 - 100.00	=	HIGHLY EFFECTIVE

Number of "Ineffective" Ratings: 0

Check the appropriate statement:

_____ I recommend this candidate continue in the teacher education program at SAU/for certification.

_____ I recommend with reservation this candidate continue in the teacher education program at SAU/for certification.

_____ I do not recommend this candidate continue in the teacher education program at SAU/for certification.

Mentor/Cooperating Teacher OR Professor/Supervisor Signature: _____ Date
(circle appropriate designation)

Comments:

****

Candidate's Signature: _____ Date:
(Signature verifies awareness of information in this rating instrument and does not signify agreement or disagreement with the ratings)

EDA EVALUATION TOOL

Educator Disposition Assessment

Name:_____Date:_____

Evaluator:_____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
1-Developing: some evidence of understanding and commitment to the disposition
2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
	☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	☐ Varies oral communication as evidenced by encouraging participatory behaviors
	☐ Choice of vocabulary is either too difficult or too simplistic	☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses
	☐ Demonstrates *major* spelling and grammar errors or demonstrates	☐ Demonstrates *common* errors in spelling and grammar	☐ Demonstrates precise spelling and grammar

	frequent common mistakes		

Disposition   **Associated Indicators**

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not respond to *communications* and does not submit all assignments	☐ Delayed response to *communications* and late submission of assignments	☐ Responds promptly to *communications* and submits all assignments
	☐ Fails to exhibit punctuality and/or attendance	☐ Not consistently punctual and/or has absences	☐ Consistently exhibits punctuality and attendance
	☐ Crosses *major* boundaries of ethical standards of practice	☐ Crosses *minor* boundaries of ethical standards of practice	☐ Maintains professional boundaries of ethical standards of practice
	☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others	☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum	☐ Keeps *inappropriate* personal life issues out of classroom/workplace
	☐ Functions as a group member with no participation	☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition   **Associated Indicators**

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Often complains when encountering problems and rarely offers solutions	☐ Seeks solutions to problems with prompting	☐ Actively seeks solutions to problems without prompting or complaining
	☐ Resists change and appears offended when suggestions are made to try new ideas/activities	☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	☐ Tries new ideas/activities that are suggested
	☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Overlooks opportunities to demonstrate positive affect	☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Rejects constructive feedback as evidenced by no implementation of feedback ☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve ☐ Comes to class unplanned and without needed materials ☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions ☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement ☐ Comes to class with some plans and most needed materials ☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed ☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance ☐ Comes to class planned and with all needed materials ☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Demonstrates inequitable embracement of all *diversities* ☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Goes through the *expected and superficial motions* to embrace all *diversities* ☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* ☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus ☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others ☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Demonstrates some flexibility ☐ Maintains a respectful tone in most circumstances but is not consistent ☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus ☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others ☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support ☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth ☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support ☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition   **Associated Indicators**

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	☐ Demonstrates perseverance and resilience (grit) most of the time	☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS: