



FERRIS STATE
UNIVERSITY

IMAGINE MORE

STUDENT TEACHING GUIDE

FERRIS STATE UNIVERSITY

College of Education & Human Services

School of Education- Field Placement Office

TABLE OF CONTENTS

This guide is subject to on-going revisions.

INTRODUCTION

SCHOOL OF EDUCATION DIRECTORY

PREFACE

| | |
|---|----|
| <u>Student Teaching Policies and Information</u> | 7 |
| <u>Responsibilities of Teacher Candidates</u> | 11 |
| <u>Objectives for Teacher Candidates</u> | 11 |
| <u>Responsibilities of Cooperating (Supervising) Teachers</u> | 12 |
| <u>Responsibilities of On-Site Supervisors (ETR)</u> | 13 |
| <u>Responsibilities of University Supervisors</u> | 13 |
| <u>Responsibilities of Building Principal</u> | 14 |
| <u>Teacher Candidate Evaluation Procedure</u> | 14 |
| <u>Intervention Policy & Procedure</u> | 15 |

APPENDIX

| | |
|--|----|
| <u>Assessment Analysis Rubric</u> | 19 |
| <u>Common Core Standards</u> | 20 |
| <u>Conferencing with Teacher Candidates</u> | 21 |
| <u>Dispositions (Professional)</u> | 22 |
| <u>Dress Code – Teacher Candidates</u> | 24 |
| <u>Field Experience (Teacher Candidate) Evaluation</u> | 25 |
| <u>Field Impact Survey (Classroom Students Feedback)</u> | 29 |
| <u>Instructional Notebook Rubric</u> | 20 |
| <u>Intervention-Plan of Assistance</u> | 31 |
| <u>Lesson Plan Format (FSU-School of Education)</u> | 32 |
| <u>Michigan Code of Professional Educator’s Ethics</u> | 34 |
| <u>Observation Report Format</u> | 35 |
| <u>Professional Reflections - (Weekly)</u> | 36 |
| <u>Portfolio (Professional)</u> | 39 |
| <u>InTASC Standards</u> | 40 |
| <u>Teacher Candidate Outside Employment Form</u> | 42 |
| <u>Substitute Teaching Policy</u> | 44 |
| <u>Suggestions for Supervising Teachers</u> | 46 |
| <u>Survey – Feedback from the Field</u> | 47 |

Introduction

The School of Education-Field Placement Office provides the following information as a guide for teacher candidates, cooperating teachers, administrators, and others involved in the student teaching assignment for Ferris State University. We have tried to provide an overview of the requirements and expectations during this important experience, and we recognize the time, effort, and many contributions to this content by cooperating teachers, university supervisors, faculty and staff devoted to assisting teacher candidates in making the transition from college student to professional educator. Without the commitment of master teachers, the School of Education would not be able to adequately prepare educators of tomorrow.

Our goal is to build and maintain a relationship that allows each teacher candidate to grow personally and professionally, and this requires a team effort. Collaboration between classroom teachers, university supervisors and teacher candidates is essential. Together we can provide a high quality, well-trained educator.

Prior to student teaching, our elementary and secondary course work, pre-methods and methods field experiences emphasize creative and critical thinking, content knowledge, guided practice, and performance reflection. Student teaching provides the opportunity to put into practice on a consistent basis strategies and techniques to become a reflective practitioner.

Ferris State University understands the importance of each cooperating teacher, and the School of Education has made it a major objective to provide support and guidance during this experience. Teacher candidates are encouraged to co/team-teach, assist with classroom management and control, and experience as many lead teacher responsibilities as possible. Therefore, we stand ready to assist you in this endeavor.

We appreciate the opportunity given to our students to learn, model, and teach with master teachers. While we cannot adequately express our thanks, we can acknowledge how valuable host schools are to our program. Conversely, we applaud our teacher candidates for their continued effort and dedication to learn the skills necessary to become highly qualified educators. The School of Education sincerely appreciates the participation and support of cooperating teachers in the training of new educators. We look forward to a challenging and rewarding experience for all in this most important profession!

Comments and suggestions regarding our programs are always welcome. Feedback is critical and allows the School of Education at Ferris State University to grow and develop, meeting the ever-changing demands in education. (See Appendix: Feedback from the Field)

Note: This guide is subject to on-going revisions.
2017

**Ferris State University-College of Education and Human Services
School of Education Directory**

Dean's Office: 231.591.3648

Arrick Jackson, Dean
Paula Olson, Administrative Secretary

David Darrow, Academic Affairs Director

School of Education (SOE) Department: Administrative/Staff: 231.591.3511

Liza Ing, Director-Interim Carrie Adams, Secretary Michelle Kelenske, Certification
Karen Baar, Coordinator of Student Teaching and Field Experiences

Faculty

David Alban
Patricia Edwards
Mike Ennis
Brady Flachs
Virginia Hines
Liza Ing

Amy Kavanaugh
Katherine Manley
Hikaru Murata
Colleen Myers
Cindy Todd
Vanessa Wyss

Field Placement Office Directory

| | |
|---|--------------|
| <u>Main Campus</u> (Big Rapids) | 800.433.7747 |
| Fax | 231.591.2041 |
| Karen Baar karenbaar@ferris.edu | 231.591.2689 |

| | |
|--|--------------|
| <u>Capital Region</u> (Lansing) | 866.387.9430 |
| Fax | 810.762.2513 |
| Jeff Bean jeffbean@ferris.edu | 810.407.4715 |

| | |
|--|--------------|
| <u>Grand Rapids Campus</u> | 800.998.3425 |
| Fax | 616.643.5744 |
| Debra Warwick debrawarwick@ferris.edu | 616.643.5712 |

| | |
|---|--------------|
| <u>Grand Rapids – Kendall</u> | 800.676.2787 |
| Fax | 616.451.9867 |
| Kristen Morrison kristenmorrison@ferris.edu | 616.451.1868 |

| | |
|---|--------------|
| <u>Northern Region Campus</u> (Traverse City): | 866.857.1954 |
| Fax | 231.995.1736 |
| Karen Baar karenbaar@ferris.edu | 231.591.2689 |

| | |
|--|--------------|
| <u>Southeast Region Campus</u> (Flint): | 866.387.9430 |
| Fax | 810.762.2513 |
| Jeff Bean jeffbean@ferris.edu | 810.762.0298 |
| | 810.407.4715 |

PREFACE

This **Student Teaching Guide** provides essential information about policies, procedures, and the responsibilities involved in student teaching.

The following definitions will be used throughout the guide.

NOTE: When the term “student teaching” is used in this Guide, it is a broad term that refers to either directed teaching or experienced teacher review.

Student Teaching: An experience in an approved elementary, secondary or post-secondary (excluding alternative and adult education and unapproved charter or private schools), setting during which a college student with little or no previous teaching experience learns to teach under the direct supervision of a full-time, certified and experienced teacher.

Experienced Teacher Review (ETR): An experience in an elementary, secondary or post-secondary setting during which an employed non-certified teacher teaches in his/her own classroom under the supervision of an on-site supervisor (program director, building principal) to refine his/her teaching techniques. (ETR candidates must meet MDE/FSU criteria.)

Teacher Candidate: A School of Education student who is engaged in practicing the art & methods of teaching.

Cooperating Teacher: The classroom teacher who has the responsibility of working directly with the teacher candidate. He/She guides and supervises the teacher candidate in the professional experience.

On-Site Supervisor: A building principal, department head, dean, or other person responsible for the supervision of instruction within the institution to verify the teaching skills of an ETR.

University Supervisor: The designated faculty member from Ferris State University who assumes the responsibility for supervising teacher candidates. The university supervisor provides consultative assistance to teacher candidates, cooperating teachers, and on-site supervisors.

STUDENT TEACHING POLICIES AND INFORMATION

Student Teaching Prerequisites and Eligibility

All prerequisites apply to student teaching elementary and secondary (EDUC 499) and experienced teacher review (EDUC 492).

- Completed Level II Application
- Possess cumulative GPA of 2.50 at undergraduate level and 3.0 at graduate level.
- Enrolled in the appropriate curriculum.
- Completed all general education requirements.
- Completed major and minor content area(s) with the appropriate GPA as established by each department.
- Completed the required professional education course sequence with the minimum GPA. (2.75 at undergraduate level and 3.0 at graduate level)
- Completed the work experience requirement (for Vocational /Interim Occupation Certification, includes Business majors)
- Completed Graduation Clearance/Program Review
- Passed the MTTC tests (Basic Skills Exam Law [i.e. ACT, PRE, SAT] and subject area(s) tests).
- Completed the host school's criminal background check requirement (i.e. fingerprinting, ICHAT, etc.).
- Satisfied bachelor degree residency requirement (complete 30-credit hours at FSU).
- Satisfied bachelor degree requirement (complete 40-credits of 300 and 400 level courses).

Location of Placement

All placements must be arranged through the Placement Office and at the discretion of the Placement Coordinator.

- Teacher Candidates may not arrange their own placements.
- Teacher Candidates should be placed in the appropriate subject areas and grade levels.
- Teacher Candidates are placed in an approved site: field experiences may not be done in an unapproved private, charter school, or adult education program.
- With consultation (Review Committee, Field Placement Coordinator), only teacher candidates may be placed in an alternative education program.
- Secondary Teacher Candidates may not be placed in the district from which they graduated (middle or high school), unless it has been more than eight (8) years.
- Teacher Candidates may not be placed in a school building where they have relatives employed or attending at any level. (i.e. children, parent, aunt, uncle, spouse, ex-spouse, in-laws, ex-in-laws, siblings, stepsiblings, etc.)
- Teacher Candidates may not be placed in a school district where they have relatives employed in central office or on the school board.

Length of Time Required for Directed Teaching Experience

Student teaching is a minimum of 15 full weeks in a classroom with student contact. However, the length of time required for the successful completion of student teaching requirements may also be determined by the host school's calendar and the university supervisor. Teacher candidates are

expected to remain at the school throughout the day and maintain the same daily schedule as their cooperating teacher(s).

Half-time Student Teaching Policy

Teacher candidates may complete student teaching requirements (15-weeks) on a half-time basis. Half-time student teaching is defined as no less than fifteen (15) hours per week for two (2) semesters. Half-time assignments are arranged at the Placement Coordinator's discretion.

At the end of the first semester, an "I" grade will be issued for the student teaching assignment. A grade change will be made at the end of the second semester based on the teacher candidate's overall performance during the student teaching assignment.

Attendance

Attendance is required. Two (2) excused absences are allowed during student teaching. Any absences beyond these must be made up. Make-up days due to weather will be at the discretion of university supervisors.

- Teacher candidates must notify the cooperating teacher as soon as possible regarding any absence and arrange to deliver lesson plans and material for which he/she is responsible.
- Teacher candidates must also contact their university supervisor immediately.

Absence for any reason or failure to notify the cooperating teacher and university supervisor may result in the extension or termination of the Teacher Candidate's placement.

Calendar

Teacher candidates must follow the host school's calendar NOT Ferris State University's calendar.

- **No vacation or time-off may be scheduled during the student teaching assignment.** Teacher candidates are expected to attend in-service training, professional development days, and parent teacher conferences. These days count toward the student teaching assignment.
- Fall semester teacher candidates should begin their assignment on the first day of teacher meetings and orientation, as scheduled by the district.
- Spring semester teacher candidates should contact their cooperating teacher(s) before the end of fall semester to determine the start date for their assignment.

Professionalism (Professional Dispositions/Behaviors)

All teacher candidates must have read and signed the Professional Dispositions Policy. (See Appendix: Dispositions) Teacher candidates are a **guest** in the school building and district. They are expected to dress and behave professionally in all relationships with students, parents, faculty, staff and administrators. Teacher candidates are required to demonstrate professional demeanor, including a positive and cooperative attitude. Teacher candidates must dress in compliance with the host school and university guidelines. Jeans are not appropriate for most teaching positions. (See Appendix: Dress Code) Teacher candidates are expected to adhere to the Michigan Code of Professional Educator's Ethics: service of common good; mutual respect; equity; diversity; truth and honesty. (See Appendix: Dispositions and Michigan Code of Professional Educator's Ethics)

Criminal History Disclosure – Criminal Background Check and Fingerprinting

All teacher candidates must have read Certification Rule R390.1201 and signed a statement that they understand they may be denied certification if they have been convicted, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a misdemeanor or felony involving moral turpitude. A conviction may also prohibit student teaching and program completion.

Ferris State University School of Education requires teacher candidates to complete a criminal background check according to the host school's policy and procedure. **Teacher candidates may not begin their student teaching assignment until FSU has evidence that your results are on file with the host school.**

Liability Coverage

Ferris State University's legal liability insurance includes coverage for our students during field experiences and student teaching for an academic program. The student must be registered. This coverage does not include activities outside of field experiences and student teaching, or acts that violate the law, university and school policies.

Medical Coverage

Students should have individual medical coverage during all field experiences and student teaching. In the event of an incident requiring medical attention, students are responsible for all medical costs. Ferris State University and/or the host school will not be responsible for medical costs. Students may contact Birkam Health Center for affordable medical insurance, 231.591.2614 or BirkamHC@ferris.edu.

Substitute Teaching – during Student Teaching

It is at the discretion of the school district whether teacher candidates will be hired and paid as a substitute. The substitute teacher permit process is at the teacher candidate's expense and needs to be completed with an agency that serves the district where he/she is placed.

Ferris State University will allow a teacher candidate to be employed as a substitute teacher during their student teaching experience based on the following criteria and conditions: (See Appendix: Substitute Teaching Policy for Teacher Candidates)

- Teacher candidates may substitute teach only in his/her supervising teacher's classroom(s).
- Teacher candidates must complete four (4) successful weeks of student teaching prior to any substitute teaching assignment.
- Teacher candidates may substitute a maximum of ten (10) days during their student teaching experience.
- Teacher candidates must complete the Substitute Teaching Form with the approval and appropriate signatures and submit it to the university supervisor **prior** to substitute teaching. (See Appendix: Substitute Teaching for Teacher Candidates)

Extracurricular Activities or Outside Employment during Student Teaching

Outside activities, personal needs and obligations, or employment cannot interfere with the teaching assignment.

Teacher candidates may not register for additional courses while completing student teaching and seminar.

Extracurricular activities must not interfere with the normal teaching day nor require an early dismissal

or late start. A teacher candidate may accept school related activities and positions, as long as there is not a conflict with student teaching or the necessary preparation time.

Outside Employment during Student Teaching Policy

- Full-time outside employment during student teaching is strongly discouraged.
- With the permission of the University Supervisor, teacher candidates may work Friday evening through Sunday evening.
- Teacher candidates may be asked to terminate their employment if it affects their school performance.
- A teacher Candidate who will be employed during their student teaching assignment must complete and submit the Teacher Candidate Outside Employment Form to the university supervisor. (See Appendix: Teacher Candidate Outside Employment Form)

State Standards-Michigan Department of Education (MDE)

In January 2013, the State Board of Education (SBE) received the proposal for the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards to replace the Professional Standards for Michigan Teachers (PSMT). These standards support the SBE goal to improve teacher quality and are intended to serve as the guiding document for initial preparation and ongoing professional development of teachers. The InTASC standards are a national set of standards drafted and approved by the Council of Chief State School Officers. The InTASC standards outline common principles and foundations of teaching practices necessary to improve student achievement across all grade levels. Additionally, these standards emphasize teaching and learning practices consistent with career and college ready outcomes for all students. It is recommended that the State Board of Education approve the MI-InTASC Standards to guide initial teacher preparation and ongoing professional development, as discussed in the Superintendent's Memorandum dated March 25, 2013.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Become familiar with the standards as you progress through your student teaching assignments and begin to prepare for your job search.

Common Core – State Standards Initiative

On June 15, 2010, the State Board of Education unanimously adopted the Common Core Standards. The Standards are a set of rigorous, college and career-ready K-12 curriculum standards that states utilize across the nation bringing consistency in education. (See Appendix: Common Core State Standards)

Blackboard – Student Teaching/Seminar

Student teaching/seminar is a mixed delivery course incorporating field experience, face-to-face meetings, online Blackboard 9.1. Teacher candidates are expected to thoughtfully and reflectively participate in weekly reflections and asynchronous discussions by accessing the online classroom at least one time each week. Teacher candidates are expected to attend and actively participate in each of the face-to-face Seminars scheduled this semester at each campus site. (ETR students are required to attend final session and one other of their choice.) Refer to the Student Teaching syllabus.

Teacher Candidate Responsibilities

At the elementary level, the teacher candidate is expected to teach in all content areas and with all ability levels for full days. Secondary teacher candidates are expected to teach a minimum of two (2) preparations, four (4) 45-60 minute classes or three (3) 80-90 minute blocked classes each day. Teacher candidates are encouraged to co/team-teach, while experiencing the responsibilities expected of a lead teacher, as much as possible.

Objectives for Teacher Candidates

Learning Outcomes that equate to Successful Teacher Candidates:

- Communicate high expectations to all students.
- Facilitate and document student achievement as evidenced by effective formative and summative assessment strategies.
- Model positive professional, academic, attitudinal, and behavioral outcomes for students.
- Evaluate and adapt instruction utilizing best practices and emerging technology to effectively accommodate student needs.
- Collaborate with others to ensure student success.

Suggested progression of classroom and teaching responsibilities:

- Weeks 1-2: As a co/team-teacher, teacher candidates should acquaint themselves with the cooperating teacher(s), students, curriculum, and host school. Observe and assist with planning and routine tasks (attendance, paper grading, etc.); assist in teaching parts of classes. This will facilitate acceptance by the students. This is also the time to become part of the school team and begin learning about the students in the classroom. Complete Blackboard DAD (directed synchronous discussions).
- Weeks 3-5: Teaming and preparing to teach 1-2 classes/subjects. During this stage of the assignment, teacher candidates should take on additional classes and/subjects and responsibilities. This increase in activity leads to preparing full lesson and unit plans, learning to pace, manage, assess and evaluate students and learning environment. Complete Blackboard DADs and MOMs (my own materials).
- Weeks 6-12: While co/team-teaching, teacher candidates should assume the responsibilities of a lead teacher, as much as possible. The remaining weeks should be a period of peak activity.
- Weeks 13-15: A plan needs to be developed and implemented to return the classroom solely to the cooperating teacher. So your departure will not be too abrupt or confusing to the class, the very last week(s) is usually a time of transition returning lessons and activities back to the cooperating teacher(s).

The teacher candidate will:

1. Read the contents of the Student Teaching Guide.
2. Register with FSU for student teaching EDUC 499. (Experienced Teacher Review only, EDUC 492)
3. Practice accepted professional ethics including respect for confidential information, classroom behavior, dress, mannerisms, and language. (See Appendix: Dispositions)
4. Accept the responsibility to be actively engaged in teaching six (6) hours a day, five (5) days a week.

5. Arrive thirty (30) minutes before the school begins and stay a minimum of thirty (30) minutes after school ends.
6. Develop instructional notebook(s) creating lesson plans with guidance from cooperating teachers. Students may also use Google Docs, Edmodo, Planbook, etc. (See Appendix: Instructional Notebook Rubric)
7. Seek and accept advice and help from cooperating teachers or on-site supervisors and/or university supervisor.
8. Become acquainted with and follow the host schools' educational policies and practices.
9. Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent/teacher conferences, etc.
10. Observe, analyze, and evaluate the teaching and classroom management strategies through weekly professionally written reflections and observations in a variety of classrooms. (See Appendix: Professional Reflections and Optional Observation Report)
11. Create a Professional Portfolio. (See Appendix: Portfolio)
12. Guide cooperating teacher(s) and ensure that the online Field Experience Evaluations are completed at five (5) weeks, ten (10) weeks, and fifteen (15) weeks. For Experienced Teacher Reviews, on-site supervisors should complete an evaluation at eight (8) weeks and fifteen (15) weeks. Copies should be retained by the cooperating teacher(s), teacher candidates, and university supervisors. (See Appendix: Field Experience Evaluations)
13. Teacher candidates should complete online self-evaluations at five (5), ten (10) and fifteen (15) weeks.
14. Participate in periodic and final evaluation conferences with the cooperating teachers, or on-site supervisors, and the university supervisors.
15. Complete two (2) assessment analyses. (See Appendix: Assessment Analysis Rubric)
16. Complete the Field Impact Survey and analysis.
17. Complete the Michigan Department of Education (MDE) Survey at the end of the semester.

Responsibilities of the Cooperating Teacher during Student Teaching

Qualifications: The School of Education selects cooperating teachers according to the following criteria:

- A minimum of 3 years of successful teaching experience
- Certified in the appropriate subject area(s)/Certified at the appropriate grade level
- Recommended by the building principal or other administrator

Ferris State University understands the importance of each cooperating teacher, and the School of Education has made it a major objective to provide support and guidance during this experience. Cooperating teachers are encouraged to allow teacher candidates to co/team-teach, assist with classroom management and control, and experience as many lead teacher responsibilities as possible.

The cooperating teacher will:

1. Welcome and orient the teacher candidate to the school, including physical layout, school policies, classroom/laboratory policies, and relevant rules and regulations. (See Appendix: Suggestions for Cooperating Teachers)
2. Prepare students for working with a teacher candidate. Perhaps begin by co/team-teaching.

3. Schedule weekly instructional planning sessions with the teacher candidate.
4. Discuss, with teacher candidate, the effectiveness of various teaching and learning strategies.
5. Support the teacher candidate in working effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community. (See Appendix: Conferencing with Teacher Candidates)
6. Encourage the development of professionalism and professional growth in the teacher candidate.
7. Communicate frequently with the university supervisor about the progress of the teacher candidate.
8. Submit online Field Experience Evaluations (5, 10 & 15-weeks) and discuss them with the teacher candidate. (See Appendix: Field Experience Evaluations)
9. Encourage the teacher candidate to participate in school meetings and activities.
10. Assist the teacher candidate in conducting the Field Impact Survey. (See Appendix: Field Impact Survey)
11. Complete the Michigan Department of Education (MDE) Survey at the end of the semester.

Responsibilities of the On-Site Supervisor for Experienced Teacher Review (ETR)

The On-Site Supervisor will:

Complete and discuss the Field Experience Evaluations (or school evaluation) with the experienced teacher and university supervisor (8 & 15-weeks). (See Appendix: Field Experience Evaluations)

Responsibilities of the University Supervisor

The University Supervisor will:

1. Serve as a liaison between the university, teacher candidate, and host school.
2. Visit the teacher candidate's classroom a minimum of four (4) times during the semester. An Experience Teacher Review or endorsement requires two (2) classroom observations. The first visit should take place during the first two weeks of the semester. (For experienced teacher review, visit the classroom a minimum of twice during the semester.)
3. Submit online Field Experience Evaluations (5, 10 & 15-weeks) and discuss them with the teacher candidate. (See Appendix: Field Experience Evaluations)
4. Observe and discuss the progress of the teacher candidate with the teacher candidate and the cooperating teacher(s) or on-site supervisor. (See Appendix: Field Experience Evaluations)
5. Promote the opportunities for the teacher candidate to have a variety of educational experiences.
6. Discuss the final assessment with teacher candidate and cooperating teacher regarding grade earned.
7. Maintain individual files for each teacher candidate. Files should include, the all performance evaluations, including: the 5, 10 & 15-week evaluations: by the student teacher candidate (self-evaluations); cooperating teacher(s); and university supervisor and significant documentation regarding the student teaching experience.
8. Complete the Michigan Department of Education (MDE) Survey at the end of the semester.

Responsibilities of the Building Principal/Administrator

The building Principal will:

1. Assist in determining teacher candidate placements.
2. Work with the teacher candidate, cooperating teacher and university supervisor to make the school and classroom a good place for learning.
2. Assist the teacher candidate and university supervisor in understanding local curriculum and school activities.
3. Appraise the teacher candidate and university supervisor of relevant school/district policies and procedures that have an impact on the program.
4. Give approval for the teacher candidate to substitute in their respective classroom(s).

Teacher Candidate Evaluation Procedure

Successful completion of student teaching requires a minimum grade of B- (2.75) which includes both the classroom experience and the professional seminar. For the classroom experience component, teacher candidates are expected to attain the level of "Proficient," per the Field Experience Evaluation.

The professional seminar assignments are completed through face-to-face meetings and online Blackboard submissions. The final grade and recommendation for certification is determined by the successful completion of both components.

Points earned by the teacher candidate do not serve as the main source of the grade. The overriding factor in the final grade is determined by the teacher candidate's performance in the classroom. This will be assessed by the cooperating teacher and university supervisor.

The grading standard for teacher candidates is:

| | |
|---------------|---|
| A through B- | = Academic credit, recommendation for certification. |
| C+ through D- | = Academic credit, no recommendation for certification. |
| F | = No academic credit, no recommendation for certification |

The evaluation process is a shared responsibility involving the university supervisor, cooperating teacher and teacher candidate. Successfully passing student teaching is determined by using the following procedure:

- Throughout the student teaching experience, the university supervisor will discuss the teacher candidate's general progress and classroom performance with the teacher candidate and cooperating teacher or on-site supervisor. (See Appendix: Field Experience Evaluations)
- The university supervisor will evaluate the teacher candidate's instructional notebook(s), professional reflections, and assessment analysis and may assist with the development of the professional portfolio.
- Using the above information, the university supervisor will determine the successful completion of student teaching and eligibility for certification.

Teacher candidates who do not complete a successful student teaching assignment may repeat student teaching once. Student teaching may be attempted only twice.

Teacher candidates who are removed from a placement by the host school, due to substandard or less-than professional performance, may fail the course, may/or may not be recommended for certification, and the final grade will reflect the removal.

Intervention – Plan of Assistance Policy & Procedure

When an area needing improvement is noted, we encourage cooperating teachers and university supervisors to help teacher candidates address areas that need growth through the development of a plan of assistance. (See Appendix: Intervention – Plan of Assistance)

The teacher candidate, cooperating teacher, and university supervisor will meet to discuss and write a plan of improvement. (Appropriate advisor(s)/faculty member(s), the Field Placement Coordinator and/or School of Education Director may also be included.)

The teacher candidate will complete the intervention under the direction of the university supervisor and cooperating teacher. The teacher candidate's field experience is not complete until the intervention has been successfully. Note: The student may not receive credit for previous placement experience.

A Statement of Conditions may also be written by the School of Education Director and forwarded to the teacher candidate for their signature. If a teacher candidate chooses not to sign the Statement of Conditions by the specified due date, it will be assumed that the student had elected to withdraw from the program.



APPENDIXES

ASSESSMENT ANALYSIS/RUBRIC

The teacher candidate selects one of the instruments created and administered for the purpose of assessing student achievement of instructional outcomes. After discussing the results of that assessment with the Supervising Teacher(s) and University Supervisor, the teacher candidate analyses those results noting specific changes which might need to be made in either the teaching of the lesson or the assessment of student learning. This rubric is used as a reference in evaluating two (2) assessment analyses.

COMMON CORE STATE STANDARDS

Michigan Common Core State Standards are part of a nation-wide charge to provide a consistent and clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help <http://www.corestandards.org/>

CONFERENCING WITH TEACHER CANDIDATES

This handout provides guidance during conferences with teacher candidates.

DISPOSITIONS (Professional)

All students entering the teacher education program and those engaged in field placement activities must read and sign the Dispositions Policy. Ferris State University School of Education expects its students to demonstrate professional conduct and perform professionally within the Dispositions Policy.

DRESS CODE - TEACHER CANDIDATE

Teacher candidates are expected to dress in compliance with the host school and university guidelines.

FIELD EXPERIENCE (Teacher Candidate) EVALUATION

This form is to be submitted online by the cooperating teacher, university supervisor and teacher candidate (self-evaluation) at 5-weeks, 10-weeks and 15-weeks. (An Experienced Teacher Review and endorsement requires two (2) observations/evaluations at 8 weeks and 15-weeks.)

The teacher candidate receives critical feedback regarding his/her performance from the evaluations. Achieving growth at each evaluation period, with the ultimate goal of attaining the level of "Proficient" for the final evaluation, is the objective.

FIELD IMPACT SURVEY (Classroom Students Feedback)

The purpose of this survey is to seek input, directly from the classroom students, regarding a positive impact in the classroom. The survey should be implemented during the last quarter of the field experience.

The teacher candidate will analyze the results, and write a reflection piece (1-2 pages) consisting of three sections: how the survey was implemented, a report of the results, and a reflection on the results including goal setting in response to the survey results.

INSTRUCTIONAL NOTEBOOK

This rubric is used as a reference in evaluating the instructional notebook(s).

INTERVENTION – PLAN OF ASSISTANCE

This form is designed to assist the teacher candidate whose classroom performance needs improvement and is to be completed collaboratively with the teacher candidate, cooperating teacher, and university supervisor.

LESSON PLAN (*School of Education Format utilizing Backward by Design planning*)

In advance of each observation, a detailed lesson plan is submitted to the university supervisor.

MICHIGAN CODE OF PROFESSIONAL EDUCATOR’S ETHICS

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

OBSERVATION REPORT(s)

A form used by the teacher candidate to analyze and evaluate the teaching and classroom management strategies used in a variety of classrooms. The university supervisor may assign a number of classrooms to visit, and the student teacher candidate submits the completed report to the university supervisor.

PROFESSIONAL (Weekly) REFLECTIONS

Weekly entries designed to encourage personal and professional growth through looking back, analyzing each week, identifying strengths and weaknesses, and building on the positives while reforming the negatives. This reflection lends value to mistakes and is the first step in reforming weaknesses and making positive changes.

PORTFOLIO (Professional)

The teacher candidate will create a professional portfolio. The portfolio may be hard copy, digital (using Weebly or another platform) or both.

INTASC MODEL CORE TEACHING STANDARDS (At a Glance)

In January 2013, the State Board of Education (SBE) received the proposal for the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards to replace the Professional Standards for Michigan Teachers (PSMT). These standards support the SBE goal to improve teacher quality and are intended to serve as the guiding document for initial preparation and ongoing professional development of teachers. The InTASC standards are a national set of standards drafted and approved by the Council of Chief State School Officers. The InTASC standards outline common principles and foundations of teaching practices necessary to improve student achievement across all grade levels. Additionally, these standards emphasize teaching and learning practices consistent with career and college ready outcomes for all students. It is recommended that the State Board of Education approve

the MI-InTASC Standards to guide initial teacher preparation and ongoing professional development, as discussed in the Superintendent's Memorandum dated March 25, 2013.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

TEACHER CANDIDATE OUTSIDE EMPLOYMENT FORM

This form is to be completed by the teacher candidate and submitted to the university supervisor at the first seminar session.

SUBSTITUTE TEACHING POLICY

Teacher candidates, due to liability and other concerns, must be approved in advance to be eligible to substitute teach. To be eligible, teacher candidates must hold a current substitute teacher permit, complete four (4) weeks of successful student teaching and be approved by the supervising teacher, school district administrator and university supervisor. The Substitute Teaching policy for Teacher Candidates must be completed, signed by all parties and returned to the university supervisor. The Substitute Teaching Policy for Teacher Candidates and Substitute Teacher Record are submitted to the Field Placement Office at the conclusion of the assignment.

SUGGESTIONS FOR COOPERATING TEACHERS

This handout is to assist cooperating teachers in welcoming and integrating teacher candidates into the classroom.

SURVEY (OPTIONAL) - FEEDBACK FROM THE FIELD

To assist the School of Education at Ferris State University in continuous improvement, we welcome comments from teacher candidates and cooperating teachers. Please forward suggestions regarding your experience by completing this survey.

Name **Assessment Analysis**

Description **Assessment Analysis Directions** This assignment is aligned with InTASC Content Knowledge and Instructional Practice Standards. Teacher candidates will plan for instruction based on student assessment data. They will identify and implement a formative assessment/pre-test and adjust instruction based on student performance. After instruction, teacher candidates will identify and implement a summative assessment/post-test and will compose a reflection. The assessment analysis has four components: 1) Description of the Assessment Tool, 2) Formative Assessment/Pretest, 3) Summative Assessment/Posttest, and 4) Reflection.

Rubric Detail

| Criteria | Levels of Achievement | | |
|---|--|---|--|
| | Proficient | Basic | Unsatisfactory |
| Assessment Tool InTASC 4,7 | 5 to 5 points Description of the assessment includes source, type, and rationale for administration. The assessment is aligned to stated learning objective(s). | 3 to 4 points Description of the assessment includes source and type. The rationale for administration lacks detail and is underdeveloped. The assessment is aligned to stated learning objective(s). | 0 to 2 points Description of the assessment is underdeveloped. The assessment is not aligned to stated learning objective(s). |
| Formative Assessment/Pretest: Collection and Analysis InTASC 6 | 17 to 20 points The assessment was administered and includes an organized graphic display of raw data. Central tendency data (mean, mode, median, range) is included and described. A question analysis of the data is included and described. | 12 to 16 points The assessment was administered and includes raw data, central tendency data (mean, mode, median, range), and question analysis data. | 0 to 11 points The assessment was not administered or does not include raw data or central tendency data or a question analysis. |
| Formative Assessment/Pretest: Interpretation InTASC 4, 7 | 17 to 20 points An explanation of the impact of the data analysis is described. Decisions regarding how instruction will be implemented as well as how assessments will be administered are included. | 12 to 16 points An explanation of the impact of the data analysis is described. | 0 to 11 points Interpretation is missing. |

Common Core State Standards

The Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are found at the web site below, and:

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content and application of knowledge through higher order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.

Teachers will begin to provide instruction related to the standards by the fall of 2012. Students will be assessed on the Common Core Standards beginning in 2014.

The Common Core State Standards will enable participating states to:

- Articulate to parents, teachers, and the general public expectations for students.
- Align textbooks, digital media and curricula to the internationally benchmarked standards.
- Ensure professional development for educators is based on identified need and best practices.
- Develop and implement an assessment system to measure student performance against the common core state standards.
- Evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards.

More information about the Common Core State Standards initiative including key points for both English language arts and mathematics is available at <http://www.corestandards.org/>.

June 2010

Conferencing with Teacher Candidates:

Conferencing with the Outstanding Teacher Candidate

Sometimes a supervising teacher finds it difficult to suggest areas needing improvements for teacher candidates who learn quickly, who are well organized, who have well-developed planning and instructional skills, and who show exceptional enthusiasm, competency, and empathy (sometimes from the beginning of the field experience). However, even an outstanding highly effective teacher candidate wants and needs to improve. Supervising teachers may wish to consider the following ideas when conferencing with a strong teacher candidate:

- Focus on developing the teacher candidate's self-analysis and evaluation skills.
- Be sincere in any requests that the teacher candidate demonstrate new ideas or techniques and/or encourage the teacher candidate to undertake new challenges.
- Provide support and praise (as such highly performing interns often expect too much of themselves).
- Plan innovative, team-taught or multi-disciplinary lessons and projects that require two strong teacher-leaders/shared instructional responsibilities.

Conferencing with the Teacher Candidate in Difficulty

If the teacher candidate is not making satisfactory progress, please contact the university supervisor immediately. The university supervisor will contact the Field Placement Office to officially document these concerns. The supervising teacher should also notify his/her building principal.

In such instances, it is critical that:

- The supervising teacher keeps detailed written anecdotal records with dates, describing/highlighting the areas of concern.
- The supervising teacher's five-week and/or ten-week evaluation(s) reflects his/her concerns (indication of low marks or unsatisfactory scoring in several performance competencies).

When working with a teacher candidate in difficulty, the supervising teacher should:

- Schedule specific conference time(s) beyond the normal daily prep period to "touch base" and dialogue that will note specific information to be shared and/or issues to be addressed and how such information is to be presented (try to state a concern in specific terms with supporting examples or incidents).
- Involve the university supervisor in a meeting where a collaborative effort will be made to develop a written plan for assistance.

Dispositions

| Standard | Indicator | Proficient (3) | Basic (2) | Unsatisfactory (1) |
|-----------------------|---|--|---|--|
| Participation | The teacher candidate is an active participant and contributes to a positive climate in the university setting and the greater learning community | Participates actively in class/field experience, discussions and activities; works effectively with others; shows respect of and consideration for the thoughts and feelings of others, assumes leadership roles | Is attentive in class/field experience. Participates in class/field experience discussions and activities. Involvement demonstrates positive affect and engagement. | Inattentive in class/field experience (e.g. on phone, laptop, etc.). Rarely participates in class/field experience discussions and activities unless prompted to do so by instructor/classroom teacher. Course/field experience involvement demonstrates little affect and engagement in the course. |
| Responsibility | The teacher candidate demonstrates a level of responsibility appropriate for a professional | Attends class/field experiences or meetings and is on time. Is flexible, proactive, and reliable in challenging circumstances. Proactive in utilizing the correct channels of communication. | Absences and tardiness are minimal and properly excused. Is reliable and keeps commitments. Utilizes the correct channels of communication. | Misses or is tardy for class/field experiences or meetings without informing instructor or appropriate parties. Commitments are not consistently kept. |

| | | | | |
|------------------------|--|--|--|--|
| Preparation | <p>The teacher candidate demonstrates mastery of written and spoken language for self-expression in both the academic setting and the learning community at large. They value development of critical thinking, problem solving, and demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.</p> | <p>Work is on time and completed with attention to detail. Shows evidence of thoughtful analysis of the assignment. Work shows substantial time and planning were allocated.</p> | <p>Assignments are completed correctly and with accuracy. Work shows basic grasp of the intent of the assignment. Meets assignment deadlines adequately. Is prepared for class and/or field experiences.</p> | <p>Work is completed with little attention to quality and/or fails to complete work on time. Comes unprepared to class and/or field experiences (e.g. no text or class material, hasn't read). Views work as an assignment and not as professional growth.</p> |
| Collaboration | <p>The teacher candidate initiates assistance and asks for guidance, is sensitive to community and cultural norms, and appreciates and values diversity while showing respect for others talents and perspectives.</p> | <p>Seeks and incorporates ideas of others. Initiates a plan to work with others to improve the overall environment. Provides and accepts constructive feedback.</p> | <p>Collaborates and consults with others. Accepts ideas of others. Shares information and ideas when directed to do so. Respects others' opinions and ideas.</p> | <p>Does not engage with others. Minimal contributions to group activities unless prompted to do so. Does not demonstrate ability to respect others' opinions and ideas.</p> |
| Self-Reflection | <p>The teacher candidate is a thoughtful, reflective and responsive listener who is committed to assessment and learning as an ongoing process</p> | <p>Seeks suggestions and constructive criticism. Engages in learning through self-reflection by asking self and others what he/she can do to improve.</p> | <p>Accepts critique from others and incorporates feedback and self-reflection into subsequent work.</p> | <p>Does not demonstrate reflection on personal limitations or strengths. Reflections focus on external factors. Limits reflections to surface-level connections between class content and his/her teaching practice.</p> |

Ferris State University – College of Education and Human Services
School of Education

Title: Dress Code for Teacher Candidates and Pre-Teacher Candidates

Policy:

Students will comply with the policies of Ferris State University and the host school to which they are assigned regarding dress and grooming. All School of Education students are expected to be neat, clean and professionally dressed. Blue jeans, sweat-shirts, sweat-suits, T-shirts, revealing clothing (i.e. bare midriff, cleavage, clothing too tight, etc.) caps, baggy low-slung pants, and short skirts are unacceptable for FSU students. No tennis shoes or flip-flops. Ferris State University polo shirt with a collar is an option with khaki or dress slacks that begin at the waist.

University rules and regulations may supersede any local school dress policy.

All FSU School of Education students will wear identification badges during field experiences.

Note: *Inappropriate dress and appearance may result in removal of a student from a field experience school site.*

Rationale:

- *Develop and promote a professional appearance.*
- *Aligns with the Professional dispositions policy.*
- *Assists host schools in addressing safety issues.*

Procedure:

Assistance regarding professional clothing is available for FSU students (men and women), through the First Lady's Attic.

FIELD EXPERIENCE EVALUATION

Teacher Candidate: _____ Evaluator: CT _____ Self _____ FSU _____

Date: _____

Cooperating Teacher: _____ School/District: _____

University Supervisor: _____ Subject: _____ Grade: _____

Pre-Methods Evaluation (40hr): Final _____ Additional _____

Methods Evaluation (80hr): Obs. 1 _____ Obs. 2/Final _____ Additional _____

Student Teaching Evaluation: 5wk _____ 10wk _____ Final _____ Additional _____

| Indicator: | Proficient | Basic | Unsatisfactory | Not Observed |
|--|---|--|--|--------------|
| Domain 1: Planning and Preparation | | | | |
| 1a. Demonstrates knowledge of content | The teacher candidate uses: multiple representations, communicates academic vocabulary, outlines common misconceptions, links new concepts to familiar ones, and incorporates additional resources to engage diverse learners | The teacher candidate represents concepts accurately, incorporates vocabulary, and links new concepts to familiar ones | The teacher candidate uses underdeveloped representations, little or no academic vocabulary, and does not link new concepts to familiar ones | |
| 1b. Demonstrates knowledge of students | The teacher candidate plans multiple strategies that are responsive to the varying needs of diverse learners | The teacher candidate plans a strategy that is responsive to the needs of diverse learners | The teacher candidate does not anticipate or plan for strategies that are responsive to the varying needs of diverse learners | |
| 1c. Sets instructional outcomes | The teacher candidate uses content standards, a variety of curriculum materials, and technology resources to plan instruction for diverse learners | The teacher candidate uses content standards, a variety of curriculum materials, and technology | The teacher candidate misaligns content standards, uses minimal curriculum materials or technology resources to plan | |

| | | | | |
|---|--|--|---|--|
| | | resources to plan instruction | instruction | |
| 1d. Designs coherent instruction | The teacher candidate designs and sequences instruction that is relevant to local and global themes and builds upon student performance data and student interests | The teacher candidate designs instruction that is relevant to local and global themes and builds upon student performance data | The teacher candidate designs instruction that is relevant to local and global themes | |
| 1e. Designs student assessment | The teacher candidate plans formative and summative assessments, that are aligned to learning objectives and provide students with multiple opportunities to demonstrate proficiency | The teacher candidate plans formative and summative assessments that are aligned to learning objectives | The teacher candidate plans assessments | |

Provide Examples/Evidence of Above (Domain 1):

| Indicator: | Proficient | Basic | Unsatisfactory | Not Observed |
|--|--|--|--|---------------------|
| Domain 2: Classroom Environment | | | | |
| 2a. Creates an environment of respect and rapport that establishes a culture for learning | The teacher candidate communicates, models, and facilitates clear expectations for a safe and positive learning environment that promotes mutual respect | The teacher candidate communicates and models expectations for a safe and positive learning environment that promotes mutual respect | The teacher candidate attempts to plan for a safe and positive learning environment that promotes mutual respect | |
| 2b. Manages classroom procedures | The teacher candidate communicates and uses consistent procedures | The teacher candidate attempts to communicate | The teacher candidate is inconsistent in | |

| | | | | |
|-------------------------------------|---|--|--|--|
| | to promote learner engagement and minimize loss of instructional time | and use procedures to promote learner engagement and minimize loss of instructional time | communication and use of procedures to promote learner engagement and minimize loss of instructional time | |
| 2c. Manages student behavior | The teacher candidate uses developmentally appropriate verbal and nonverbal positive strategies to manage the learning environment, promote learner engagement and mutual respect | The teacher candidate uses verbal and nonverbal strategies to manage the learning environment, promote learner engagement and mutual respect | The teacher candidate uses reactive strategies to manage the learning environment, promote learner engagement and mutual respect | |

Provide Examples/Evidence of Above (Domain 2):

| | | | | |
|--|--|--|--|---------------------|
| Indicator: | Proficient | Basic | Unsatisfactory | Not Observed |
| Domain 3: Instruction | | | | |
| 3a. Communicates with students | The teacher candidate integrates content across the disciplines to facilitate the development of critical thinking, literacy, and communication skills embedded in local and global themes | The teacher candidate introduces content from multiple disciplines while modeling critical thinking and supporting identification of local and global themes | The teacher candidate introduces content from one discipline and attempts to integrate critical thinking | |
| 3b. Uses instructional strategies | The teacher candidate analyzes learner needs to employ a variety of instructional strategies | The teacher candidate attempts to analyze learner needs to employ | The teacher candidate employs an instructional strategy to promote | |

| | | | | |
|---|---|--|---|---------------------|
| | to promote critical thinking related to content, and build academic language, and group work skills | instructional strategies to promote critical thinking related to content, and build academic language, and group work skills | critical thinking related to content, or build academic language, or group work skills | |
| 3c. Demonstrates flexibility and responsiveness | The teacher candidate implements strategies that are responsive to the varying needs of diverse learners | The teacher candidate attempts implementation of strategies that are responsive to the varying needs of diverse learners | The teacher candidate does not implement strategies that are responsive to the varying needs of diverse learners | |
| Provide Examples/Evidence of Above (Domain 3): | | | | |
| Domain 4: Professional Responsibilities | Proficient | Basic | Unsatisfactory | Not Observed |
| 4a. Shows professionalism | The teacher candidate advocates, promotes understanding of, and follows policies and laws related to student rights and professional responsibilities | The teacher candidate follows policies and laws related to student rights and professional responsibilities | The teacher candidate does not follow policies and laws related to student rights and professional responsibilities | |
| Provide Examples/Evidence of Above (Domain 4): | | | | |
| Additional Comments: | | | | |

Field Experience Impact Survey

Student Teacher's Name: _____

School/District: _____

Class/Grade Level: _____

Gender Identification: _____

Ethnicity: (circle one)

- | | |
|--|-----------------------|
| 1. American Indian or Alaska Native | 2. Asian |
| 3. Black or African American | 4. Hispanic or Latino |
| 5. Native Hawaiian or Other Pacific Islander | 6. White |

| Please rate the student teacher by circling: | | Yes | Sometimes | No |
|--|---|-----|-----------|----|
| 1. | I felt comfortable asking questions. | Yes | Sometimes | No |
| 2. | I learned a lot from the student teacher. | Yes | Sometimes | No |
| 3. | The student teacher helped me. | Yes | Sometimes | No |
| 4. | The student teacher taught lessons so that I could understand. | Yes | Sometimes | No |
| 5. | The student teacher treated me with kindness and respect. | Yes | Sometimes | No |
| 6. | The student teacher was organized and prepared. | Yes | Sometimes | No |
| 7. | The student teacher was able to answer my questions. | Yes | Sometimes | No |
| 8. | Is there anything you would like the student teacher to know that would help him/her become a great teacher? For example, I wish the student teacher would have ... Please share your thoughts! | | | |

INSTRUCTIONAL NOTEBOOK RUBRIC – 50 pts

| CRITERIA | PROFICIENT | BASIC | UNSATISFACTORY | NOT APPLICABLE NOT OBSERVED (0 pts) |
|---|--|---|--|---|
| Unit/Lesson Plans (created by the student teacher in the FSU format) | Complete and detailed plans starting with the first day of teaching to the present day were present and organized. Included were activities, instruction sheets, and reference items. (14-15 pts) | Complete and detailed plans starting with the first day of teaching to the present day were present and organized. Some ancillary materials were not included. (12-13 pts) | Unit/Lesson Plans and materials were not detailed and complete. Some Plans were not created by the student teacher. (10-11 pts) | No Unit/Lesson Plans or materials were present. |
| Quizzes, Tests, and Other Assessments (created by the student teacher) | All relevant testing and assessment documents and teacher keys were present and linked to the Unit/Lesson Plans. (14-15 pts) | Most of the testing and assessment documents and keys were present with links to Plans. (12-13 pts) | Some of the testing and assessment documents and keys were present with no links to Plans. (10-11 pts) | No testing and assessment documents were present. |
| Technology and media supportive materials/information. | A section was designated or technology/media materials/information were identified and linked to every Unit/Lesson Plan. (14-15 pts) | Mention was made to technology/media usage with every Unit/Lesson Plan. (12-13 pts) | Very little technology/media was identified to be used either in the present or in the future. (10-11 pts) | No technology or other media was mentioned or used. |
| Other Teacher Resources | A section was included describing other useful resources, ie. bulletin boards, games, Internet locations, apps, texts, periodicals, etc. for use in the present or in the future. (4-5 pts) | Mention was made of a several other teacher resources used in the present or in the future. (2-3 pts) | Very little other teacher resources were mentioned. (0-1 pts) | No additional teacher resources were identified. |

Suggested Tabs for Instructional Notebook

Unit/Lesson Plans (i.e. activities, instruction sheets, reference items, field trips, teaching strategies, goals, etc.)

Assessments (i.e. formative, summative, alternative, quizzes, tests, teacher keys, etc.)

Technology (i.e. linked in each lesson plan to enhance learning, assessments, data sharing record keeping, etc.)

Resources (i.e. Dibles, games, internet locations, apps, texts, periodicals, etc.)

Communication (i.e. letters/notices to parents, parent/student contact/log, etc.)

**Ferris State University – College of Education and Human Services
School of Education**

Intervention – Plan of Assistance for Teacher Candidates

When a teacher candidate's performance is substandard, the School of Education may intervene with a plan of assistance to facilitate and promote a successful experience

Teacher Candidate Name: _____ Student ID: _____

To be afforded the opportunity to successfully complete the program, I agree that I will work to correct and improve the areas designated by completing the assignments or directives listed: *(Based on input from the field and prior evaluation, the university supervisor will list specific areas that need improvement.)*

1. _____
2. _____
3. _____

Areas to be evaluated at the observation are listed below. *(Specific areas to be observed should be noted from the list of specific areas that need improvement above.)* Other areas of improvement necessary will be addressed during future observations and will be shared prior to the observation.

- | | |
|----------|-------------|
| 1. _____ | Date: _____ |
| 2. _____ | Date: _____ |
| 3. _____ | Date: _____ |

Ferris State University commitment to this plan:

- | | |
|----------|-------------|
| 1. _____ | Date: _____ |
| 2. _____ | Date: _____ |
| 3. _____ | Date: _____ |

I understand all assignments need to be submitted to my supervising teacher and/or university supervisor by the dates specified and failure to do so may result in failing or repeating student teaching. I understand the plan of assistance will remain in effect for the duration of my program and any change will be noted in writing.

Teacher Candidate Signature

Date

Supervising Teacher

Date

University Supervisor Signature

Date

**Ferris State School of Education
Lesson Plan Format**

| | |
|--|---------------------|
| Name: | Date: |
| Curriculum/Course: | Grade level: |
| Time/Period: | Materials: |
| Standards: <i>List the state or national standards that you are using in this unit/lesson. This section also includes technology standards.</i> | |
| Objectives (I can statements): | |
| Assessment (Formative, Summative): <i>(ie. thumbs up/down, exit ticket, quiz, chapter test, rubric (attach if appropriate), etc.)</i> | |
| | |
| Introduction/Hook/Anticipatory Set/Activating Prior Knowledge: <i>(Warm-up, review of previous day's lesson, check for understanding of previous knowledge, questions you will ask)</i> | |
| | |
| Steps in the lesson: | |
| | |
| Closure/Wrap up: <i>This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.</i> | |
| | |
| Extension Activities: | |

Assessment /Modification:**Specific Student/Group:****Differentiation:**

What will I differentiate? Content Process Product Environment

Explain:

How will I differentiate? For readiness By interest Learning profiles Ability level Affect

Explain:

Technology:**Reflection/Teacher Notes:**

Michigan Professional Educator's Code of Ethics

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

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

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

1. Service Toward Common Good

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

2. Mutual respect

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

3. Equity

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

4. Diversity

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

5. Truth and Honesty

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

Approved by State Board of Education December 3, 2003

OBSERVATION REPORT - Optional

Teacher Candidate (Observer): _____

Date: _____ Class visited: _____

Name of Teacher Observed: _____

Purpose: To analyze and evaluate the teaching strategies and classroom management strategies used in the classroom you are observing.

Observations: (Note strategies used to help students process & retain information, use of direction/student-centered instruction, how individual needs were met; describe motivational methods, classroom management strategies, etc.)

Reflections: (What strategies/methods seemed to work or not work...why?)

Summary and Application: (How your observations and reflections may relate to you and your future career as a teacher.)

6.

Weekly Professional Reflection Requirements

- One reflective entry is due each week, include your name and identify the week being covered in your reflection.
- All weekly entries are to be typewritten in a standard font and must fill one page.
- Weekly Professional reflections are submitted to university supervisors by 5:00 P.M. on Sunday using the
- Course Message tool in Blackboard.

Format Choices:

1. Free form: This style is a free-flowing narrative that reflects back over your week in the classroom
2. Question and Answer: Select three and five student teaching related “starter questions” from a list and answer in paragraph form.

Professional writing, including correct punctuation and grammar, and professional reflections on education and the classroom are expected.

PROFESSIONAL REFLECTIONS RUBRIC

| PERFORMANCE CRITERIA | PROFICIENT Target Level for Student Teachers | BASIC Target Level for Pre-Student Teachers | UNSATISFACTORY | NOT OBSERVED |
|---|--|---|---|--------------|
| Free Form: Double Spaced Minimum: Daily - One Paragraph Weekly - One Page ID: Name and Week of Due: Weekly, Sunday by 5 PM Correct Spelling, Grammar & Punctuation Professional Judgement is demonstrated in the complete and detailed self-reflection that includes: evaluating lessons, classroom activities, and happenings, personal strengths and weaknesses. Problem solving, and future expectations are included. Technology and resources used are listed. | A complete and detailed narrative of the week's teaching is submitted correctly, before the deadline. Strengths, weaknesses, and effectiveness are analyzed; positives are built on and negatives are reformed. Careful professional judgement is presented in diagnosing and solving problems and is included in future planning. Correct spelling, grammar, punctuation are evident. The narrative includes: *Activities – what worked/didn't *Rewarding/disappointing experiences *Professional concerns/difficulties *Managing behavior – what worked/didn't *Classroom Management – what worked/didn't *Evaluation – what would you do same/differently *Special issues: parent conferences, special student needs, assessments, technology used and resources listed, etc. | A double spaced, one page narrative of the week's teaching and plans is submitted on time. Strengths, weaknesses, and effectiveness are discussed. Positives and negatives are identified. Spelling, grammar, punctuation, professional judgement, problem solving and future planning are evolving. Some of the following are included in the narrative: *Activities – what worked/didn't *Rewarding/disappointing experiences *Concerns/difficulties *Managing behavior – what worked/didn't *Classroom Management – what worked/didn't *Evaluation – what would you do same/differently *Special issues: special student needs, assessments, technology used and resources listed, etc. | Weekly narrative is submitted not necessarily on time or complete. Narrative consists of rehashing lesson plans, a minute by minute accounting, complaints/blame, and/or trivia (fluff and stuff). Spelling, grammar, and punctuation are a concern as is professional judgement. Some of the following may be mentioned: *Activities *Experiences *Concerns *Behavior Issues Waits for Mentor Teacher to solve problems. Self-reflection is missing as is future planning. *Special issues are not addressed. | |

| PERFORMANCE CRITERIA | PROFICIENT Target Level for Student Teachers | BASIC Target Level for Pre-Student Teachers | UNSATISFACTORY | NOT OBSERVED |
|---|--|--|---|--------------|
| Question & Answer: Select (3-5) Questions; Single Space Answers One Page Minimum ID: Name & Week of Due: Weekly, Sunday by 5 PM Correct Spelling, Grammar & Punctuation Responses utilize observation, evaluation, and research. | A complete and detailed response to the selected 3-5 questions is submitted correctly and before the deadline. Observation, evaluation, research, and thoughtful professional judgement are evident in the complete and detailed answers related to the classroom. Correct spelling, grammar & punctuation. Answers to the prompts are related to the classroom experience. Weaknesses and strengths are noted, analyzed, and evaluated. Problem solving and future expectations or projections are reflected on and discussed. | A one page, single spaced response to at least 3 questions is submitted on time. Observation, evaluation and professional judgement are identified. Spelling, grammar, punctuation, problem solving, future planning and research are evolving. Prompts are addressed but not necessarily related to the classroom experience. Weaknesses and strengths are mentioned. | A limited response is submitted not necessarily on time or complete. Spelling, grammar and punctuation are a concern as is professional judgement. Prompts are not adequately addressed or related to the classroom experience. | |
| Professional Judgement is evident in the complete and detailed answer. Responses relate to classroom activities/happenings and include strengths, weaknesses, problem solving, projections or future expectations. Technology/resources used in the classroom is listed. Advances from Question/Answer prompts to classroom (Free Form) reflection. | Related technology and resources utilized in the classroom are present. | Related technology and resources from the classroom may or may not be present. | Related technology and resources utilized in the classroom are not present. | |

Orientation.Rubrics.Professional Reflections Rubric 15F

Professional Portfolio

1. A specific or generic employment cover letter. (Required)
2. A one-two page professional resume.(Required)
3. Educational philosophy. A brief one page position paper describing your overall philosophy of education, with specific references to your ideas about teaching and learning.
4. A one-two page professional autobiography.
5. Three letters of reference.
6. Performance evaluations-a minimum of three (3) performance evaluations.
7. Supportive materials/media/technology-include educational materials appropriate for grade level and subject level (i.e. mountings, lettering samples, overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards; photos; video streaming; manipulatives; etc.)
8. Evidence of instructional planning-include a unit plan and two (2) lesson plans (one from each subject area).
9. Evidence of instruction adapted to accommodate individual needs-include a lesson plan with specific adaptation for individual learning.
10. Evidence of alternative assessment-include an example of an alternative assessment tool.
11. Classroom management plan-include a classroom management plan that establishes routines and rules; strategies to promote learning and acceptable behavior, etc.
12. Additional suggestions: Develop a description of your beliefs or values included as a brief position paper for any of the following topics:
 - a. Multiple Instruction for Individual Needs-define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, multiple intelligences, etc.
 - b. Assessment of Student Learning-demonstrate your knowledge and implementation of alternative assessment strategies. Include examples.
 - c. Communication/Counseling Skills-describe effective communication and listening techniques for promoting successful rapport with students and parents (conducting parent conferences motivating students, addressing misbehavior, etc.
 - d. Classroom Motivation and Management Skills-explain how you will establish classroom, routines and rules; ways your classroom environment will promote warmth, learning and acceptable behavior, motivate and promote learning goals.
 - e. Knowledge of Subject Area-demonstrate that you understand the central concepts, tools of inquiry, and structure of your subject area(s) and can create learning experiences for students.
 - f. Knowledge of Human Development and Learning-demonstrate your understanding of how students learn and develop, and that you can provide learning opportunities that support students' intellectual, social, and personal development.
 - g. Professional Commitment and Responsibility-explain how you are a reflective practitioner who continually evaluates the effects of your choices and actions on others (students, parents, colleague, etc.), and actively seek out opportunities to grow professionally.
 - h. Observe, analyze, and evaluate the teaching and classroom management strategies used in a variety of classrooms.

INTASC (Interstate Teacher Assessment and Support Consortium) STANDARDS

In January 2013, the State Board of Education (SBE) received the proposal for the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards to replace the Professional Standards for Michigan Teachers (PSMT). These standards support the SBE goal to improve teacher quality and are intended to serve as the guiding document for initial preparation and ongoing professional development of teachers. The InTASC standards are a national set of standards drafted and approved by the Council of Chief State School Officers. The InTASC standards outline common principles and foundations of teaching practices necessary to improve student achievement across all grade levels. Additionally, these standards emphasize teaching and learning practices consistent with career and college ready outcomes for all students.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

The Learner and Learning

Standard #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 area, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #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.

Standard #3: Learning Environments

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.

Content Knowledge

Standard #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.

Standard #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.

Instructional Practice

Standard #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 and learner's decision-making.

Standard #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.

Standard #8: Instructional Strategies

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.

Professional Responsibility

Standard #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 practice to meet the needs of each learner.

Standard #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.

It is recommended that the State Board of Education approve the MI-InTASC Standards to guide initial teacher preparation and ongoing professional development, as discussed in the Superintendent's Memorandum dated March 25, 2013.

MDE Memorandum: March 25, 2013

Ferris State University - College of Education & Human Services
School of Education

Teacher Candidate Outside Employment

Policy:

1. Full-time outside employment during student teaching is strongly discouraged.
2. With the permission of the university supervisor, the teacher candidate may work Friday evening through Sunday evening at outside employment.
3. Teacher candidates may be asked to terminate their employment if it affects their school performance.
4. Teacher candidates who will be employed during their student teaching assignment must complete and submit the Teacher Candidate Outside Employment form to the university supervisor.

Teacher Candidates who will be employed during their student teaching experience must complete this form. Your employer will be contacted and asked to provide verification of the number of hours worked per week during your student-teaching experience. **Return this form to your university supervisor.**

Teacher Candidate : _____ Student ID #: _____

Address: _____

Phone #: _____ Email Address: _____

Place of Employment: _____

Employer's Address: _____

Employer/Supervisor's Name: _____

Phone #: _____ Email Address: _____

I hereby approve the release of the information requested on the reverse side of this form.

Teacher Candidates' Name (Print): _____

Teacher Candidate's Signature: _____

Date: _____

Reminder: Keep a copy of all materials for your records.

Side 2 -

**Outside Employment Verification
By Employer**

Teacher Candidate's Name: _____

Student Teaching Semester:

☐ Fall Dates: _____

☐ Spring Dates: _____

Employer: Please supply the requested information to verify the number of hours to be worked per week by the teacher candidate during the time period specified above. The student has approved release of this information (see reverse side).

Hours per week: _____

Duties assigned:

Employer's Name (Print): _____ Date: _____

Employer's Signature: _____

Position with Institution: _____

Submit to your university supervisor or mail to: Ferris State University
School of Education – Bishop 618
1349 Cramer Circle
Big Rapids, MI 49307-2737

At the conclusion of student teaching, university supervisor submits the Teacher Candidate Outside Employment form with Teacher Candidate Performance Evaluation to the Field Placement Office.

Substitute Teaching Policy for Teacher Candidates

School District: _____

Date: _____

Teacher Candidate: _____

Policy: Ferris State University will allow a teacher candidate to be employed as a substitute teacher during their student teaching experience based on the criteria and conditions listed below. However, it is at the discretion of the school district whether teacher candidates will be hired and paid as a substitute. The substitute teacher permit process is at the teacher candidates' expense and needs to be completed with an agency that serves the district where he/she is placed.

1. Teacher candidate may substitute teach only in his/her supervising teacher's classroom(s).
2. Teacher candidate must complete four (4) successful weeks of student teaching prior to any substitute teaching assignment.
3. Teacher candidate may substitute a maximum of ten (10) days during their student teaching experience.
4. School districts must ensure that the quality of instruction provided to teacher candidates who are allowed to substitute teach is comparable to that required in our traditional student teaching program.
5. The teacher candidate, supervising teacher, school administrator/district, and university supervisor approve of the substitute teaching.
6. The school district's record of substitute teaching dates and experiences will be available to the university supervisor.
7. The teacher candidate is responsible for maintaining the Substitute Teaching Record. (Attached)
8. Substitute teaching cannot conflict with EDUC 499/599 requirements.
9. The university supervisor must be notified of any substitute teaching assignment in a timely manner to avoid conflict with supervisory or student teaching responsibilities.

Procedure: After completion of four (4) successful weeks of student teaching and meeting the above criteria and conditions, the teacher candidate is eligible to serve as a substitute teacher, when this agreement form has been signed by all involved parties. If the district chooses to pay the teacher candidate as a substitute teacher, it is the teacher candidate's responsibility to complete the substitute teacher permit process, including fees, with the agency that serves the district.

Substitute Teaching Form

We the undersigned parties, agree that the above criteria and conditions have been met. This agreement may be rescinded at any time by any of the signing parties.

Teacher Candidate: _____

Date: _____

Supervising Teacher: _____

Date: _____

Supervising Teacher: _____

Date: _____

School District Administrator: _____

Date: _____

University Supervisor: _____

Date: _____

Ferris State University – School of Education
Substitute Teaching Record

School District: _____

Teacher Candidate: _____

The teacher candidate is responsible for recording the date and classes involved in each substitute teaching experience. They are also responsible for having the on-site supervising teacher and university supervisor sign this form.

| Date: | Class(s): | University Supervisor Signature | Supervising Teacher Signature |
|-------|----------------------------------|---------------------------------|-------------------------------|
| 1. | _____ _____ _____ _____ | | |
| 2. | _____ _____ _____ _____ | _____ | _____ |
| 3. | _____ _____ _____ _____ | _____ | _____ |
| 4. | _____ _____ _____ _____ | _____ | _____ |
| 5. | _____ _____ _____ _____ | | |
| 6. | _____ _____ _____ _____ | _____ | _____ |
| 7. | _____ _____ _____ _____ | _____ | _____ |
| 8. | _____ _____ _____ _____ | _____ | _____ |
| 9. | _____ _____ _____ _____ | _____ | _____ |
| 10. | _____ _____ _____ | _____ | _____ |

SUGGESTIONS FOR SUPERVISING TEACHERS

1. Include your teacher candidate's name on the door.
2. Include a letter from your teacher candidate with your own letter of welcome to parents.
3. Introduce your teacher candidate as a fellow teacher/colleague, as opposed to a "student" teacher.
4. Ask your teacher candidate to be involved from the beginning (i.e. Let students hear his/her voice from day one.)
5. Include your teacher candidate in all activities, so he/she experiences a sense of belonging.
6. Invite your teacher candidate to copy "everything."
7. Use your teacher candidate as a resource; he/she loves to be asked for ideas, too.
8. Role model, role model, role model for your teacher candidate!
9. Write down reflections and evaluation for discussion purposes.
10. Set time aside for reflections and feedback.
11. Share your own failures; let your teacher candidate see you are not perfect.
12. Let your teacher candidate falter and avoid "bailing" him/her out.
13. Give your teacher candidate the "whole" experience: turn over as much as possible.
14. Share the things you do automatically and explain why you do them. Think "out loud."
15. Discuss organizational strategies for room, curriculum materials, assessment, etc.
16. Review lesson plans (i.e. How are they helpful? What are the requirements? etc.)
17. Give ideas on time management (i.e. lesson planning, time fillers, etc.)
18. Allow the teacher candidate the freedom to make choices.
19. Ask your teacher candidate to keep a notebook of helpful ideas – "bag of tricks."
20. Get your teacher candidate involved with activities outside the classroom.
21. Help your teacher candidate make professional contacts during his/her experience.
22. Encourage your teacher candidate to have the principal observe him/her and have your teacher candidate do a mock interview with the principal.

Ferris State University – College of Education and Human Services
School of Education-Field Placement Office

Feedback from the Field

In a continuing effort to provide excellent teacher preparation programs, we welcome your comments and suggestions. Your feedback will assist us in promoting positive experiences for everyone involved. Please share your thoughts on topics such as, course work required for content areas and certification, as well as field experiences as a pre-teacher candidate and a teacher candidate. Feedback from the “field” is meaningful and critical to our growth. Return this sheet with your comments to the address below.

We appreciated your input ... thank you.

This information will be confidential and used for the purpose for program improvement. Questions may be directed to 231.591.2689 or email karenbaar@ferris.edu.

Campus: _____
(Big Rapids, Grand Rapids, Northern or Southeast Region)

Semester: _____
(Fall or Spring/Year)

Name (optional): _____
(Supervising teacher or student)

Mail to: Ferris State University
Karen Baar, Field Placement Office
1349 Cramer Circle-Bishop 618C
Big Rapids, MI 49307