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

## SCHOOL OF EDUCATION – CONCEPTUAL FRAMEWORK

### PREFACE

Student Teaching Policies and Information .................................................................................................................. 7  
Responsibilities of Student Teachers .......................................................................................................................... 10  
Objectives for Student Teachers ............................................................................................................................... 11  
Responsibilities of Supervising (Cooperating) Teachers ............................................................................................ 11  
Responsibilities of On-Site Supervisors (ETR) ........................................................................................................... 12  
Responsibilities of University Supervisors ............................................................................................................. 13  
Responsibilities of Building Principal ..................................................................................................................... 13  
Student Teaching Evaluation Procedure .................................................................................................................. 14  
Intervention Policy & Procedure .............................................................................................................................. 14

### APPENDIX

Assessment Analysis Rubric ....................................................................................................................................... 17  
Common Core Standards ........................................................................................................................................... 18  
Conferencing with Student Teachers ..................................................................................................................... 19  
Dress Code – Student Teaching ............................................................................................................................... 20  
Instructional Notebook Rubric .................................................................................................................................. 21  
Intervention-Plan of Assistance ............................................................................................................................... 22  
Michigan Code of Professional Educator’s Ethics ..................................................................................................... 23  
Observation Report Format ...................................................................................................................................... 24  
Professional Behaviors Policy .................................................................................................................................. 25  
InTASC Standards ................................................................................................................................................. 27  
Student Teaching Outside Employment Form ........................................................................................................ 29  
Student Teaching Performance Evaluation ............................................................................................................. 31  
Substitute Teaching Policy ....................................................................................................................................... 33  
Suggestions for Supervising Teachers .................................................................................................................... 35  
Survey – Feedback from the Field .......................................................................................................................... 36
Introduction

The School of Education-Field Placement Office provides the following information as a guide for student teachers, supervising 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 supervising teachers, university supervisors, faculty and staff devoted to assisting student teachers 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 student teacher to grow personally and professionally, and this requires a team effort. Collaboration between classroom teachers, university supervisors and student teachers is essential. Together we can provide a high-quality, well-trained educator.

Prior to student teaching, our elementary and secondary course work and pre-student teaching 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 supervising teacher, and the School of Education has made it a major objective to provide support and guidance during this experience. Student teachers 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 student teachers 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 supervising 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.
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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.)

Student Teacher: A student (teacher candidate) who is engaged in practice teaching.

Supervising (Cooperating) Teacher: The classroom teacher who has the responsibility of working directly with the student teacher. He/She guides and supervises the student teacher 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 student teachers. The university supervisor provides consultative assistance to student teachers, supervising (cooperating) teachers, and on-site supervisors.
Conceptual Framework

The conceptual framework of the School of Education is grounded in the faculty’s belief that the education of teachers must be transformative, experiential, assessment-driven, collaborative and holistic. To reflect those components, the acronym of TEACH has been adopted by the faculty.

Therefore, the teacher education program at Ferris State University is:

- **Transformative**, facilitating opportunities for students to become reflective practitioners. Transformative learning is not simply instrumental learning (Hamermas, 1984). Transformative learning includes the acquisition of knowledge bases and the skills to reflect upon action and behaviors in order to support the development of a more just and inclusive society (Belenky and Stanton, 2000). By engaging in a variety of learning experiences, teacher candidates develop understanding and efficacy in personal and professional arenas. These learning experiences allow the candidate to examine multiple perspectives, foster proactive thinking, engage in discourse, and construct new knowledge resulting in transformational learning (Perry, 2000; Belenky and Stanton, 2000; Daloz, 1990; Gilszczinski, 2007).

- **Experiential**, providing diverse experiences that actively engage stakeholders. Experience is education (Dewey, 1938, 1998) and therefore should provide an opportunity for students to transfer conceptual knowledge into dynamic action in their lives and careers. Authentic, situated, and contextualized experiences must enrich teacher education to assure the praxis of novice teachers (Goodlad, 1990; Darling-Hammond, 1986; McIntrye, Byrd, &Foxx, 1996). It is through experience, as observers and practitioners, that teacher candidates have the opportunity to develop visions of self-as-teacher and reflect upon their pathways and practices (Cole & Knowles, 1993; Ronfelt & Grossman, 2008) Program outcomes and expectations of teacher candidate engagement reflect the importance of experiential learning through collaborative inquiry, problem-posing and problem solving, service learning, practicum and field experiences.

- **Assessment-driven**, grounded in evidence-based research, resulting in data-driven decisions. Effective teachers are continuously engaged in the assessment of student learning, engagement, pedagogical practice, self action and the determinants affecting the learning environment (Darling-Hammond, 1986). An effective professional educator should possess a keen understanding of each of the factors that influence individual differences as well as those social elements which form the foundation of diversity of society.

- **Collaborative**, affirming teaching and learning as a social process which leads to better decision making. (Dillon-Peterson, 1986; DuFour, 1999, from Niles & Wildman, 1987). Students engage in numerous experiences which provide the basis for examining and affirmation of different perspectives so that students become knowledgeable, strategic, self-determined, and caring. This focus on the constructed and collective knowledge promotes a sense of shared responsibility for the success of each student (Ragland, Clubine, Constable, & Smith, 2002) and contributes to the development of teaching knowledge (Buehl & Fives, 2009).

- **Holistic**, emphasizing the importance of the whole and the interdependence of its parts. The purpose of education is to provide situated- experiences so that students can connect to and make meaning of new knowledge. Holistic education nurtures learning as an exploratory, life-long journey so that student’s have multiple opportunities and ways to connect their knowledge to their learning environments, larger community and world.
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 (Professional Readiness Exam 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 student teacher placement office and at the discretion of the Placement Coordinator.

- Students may not arrange their own placements.
- Students should be placed in the appropriate subject areas and grade levels.
- Students 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 student teachers may be placed in an alternative education program.
- Secondary students may not be placed in the district from which they graduated (middle or high school), unless it has been more than eight (8) years.
- Students 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, step-siblings, etc.)
- Students 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. Student teachers are expected to remain at the school throughout the day and maintain the same daily schedule as their supervising teacher(s).
**Half-time Student Teaching Policy**

Student teachers 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 student’s overall performance during the student teaching assignment.

**Attendance**

Attendance is required. Two (2) absences and one (1) additional absence due to school closing 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.

- Student teachers must notify the supervising teacher as soon as possible regarding any absence and make arrangements to deliver lesson plans and material for which he/she is responsible.
- Student teachers must also contact their university supervisor immediately.

**Absence for any reason or failure to notify the supervising teacher and university supervisor may result in the extension or termination of the student teaching placement.**

**Calendar**

Student teachers must follow the host school’s calendar NOT Ferris State University’s calendar. Student teachers are expected to attend in-service training, professional development days, and parent teacher conferences. These days count toward the student teaching assignment.

- Fall semester student teachers should begin their assignment on the first day of teacher meetings and orientation, as scheduled by the district.
- Spring semester student teachers should contact their supervising teacher(s) before the end of fall semester to determine the start date for their assignment.
- No vacation or time-off may be scheduled during the student teaching assignment.

**Professionalism (Professional Behaviors)**

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

**Criminal History Disclosure – Criminal Background Check and Fingerprinting**

All student teaching 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 student teachers to complete a criminal background check according to the host school’s policy and procedure. Student teachers 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, 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 student teachers will be hired and paid as a substitute. The substitute teacher permit process is at the student teacher’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 student teacher to be employed as a substitute teacher during their student teaching experience based on the following criteria and conditions: (See Appendix: Substitute Teaching during Student Teaching)

- Student teacher may substitute teach only in his/her supervising teacher’s classroom(s).
- Student teacher must complete four (4) successful weeks of student teaching prior to any substitute teaching assignment.
- Student teacher may substitute a maximum of ten (10) days during their student teaching experience.
- Student teacher 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 during Student Teaching)

**Extracurricular Activities or Outside Employment during Student Teaching**
Outside activities, personal needs and obligations, or employment cannot interfere with the teaching assignment.
Student teachers 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 student teacher 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, student teachers may work Friday evening through Sunday evening.
• Student teachers may be asked to terminate their employment if it affects their school performance.
• A student teacher who will be employed during their student teaching assignment must complete and submit the Student Teaching Outside Employment form to the university supervisor. (See Appendix: Student Teaching 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.

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. Student teachers are expected to thoughtfully and reflectively participate in weekly reflections and asynchronous discussions by accessing the online classroom at least one time each week. Students 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.

Responsibilities for Student Teachers
At the elementary level, the student teacher is expected to teach in all content areas and with all ability levels for full days. Secondary student teachers 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. Student teachers are encouraged to co/team-teach, while experiencing the responsibilities expected of a lead teacher, as much as possible.

Objectives for Student Teachers
Learning Outcomes: Successful student teachers:
• communicate high expectations of 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; and,
• collaborate with others to ensure student success.

Suggested progression of classroom and teaching responsibilities:
• Weeks 1-2: As a co/team-teacher, student teachers should acquaint themselves with the supervising teacher(s), students, curriculum, and host school. Observe and assist with routine tasks (attendance, paper grading, etc.) and 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, student teachers 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, student teachers 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 supervising 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 supervising teacher(s).

Responsibilities of Student Teachers
The student teacher will:
1. Read the contents of the Student Teaching Guide.
2. Register with FSU for student teaching EDUC 499 (for Experienced Teacher Review, EDUC 492 only)
3. Practice accepted professional ethics including respect for confidential information, classroom behavior, dress, mannerisms, and language. (See Appendix: Professional Behaviors)
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 supervising teachers. Students may also use Google Docs, Edmodo, Planbook, etc. (See Appendix: Instructional Notebook Rubric)
7. Seek and accept advice and help from supervising 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 used in a variety of classrooms. (See Appendix: Observation Report - Optional)

11. Create a Professional Portfolio. (See Appendix: Professional Portfolio)

12. Guide supervising teacher(s) and ensure that the online Student Teaching Performance 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 supervising teacher(s) and student teacher and university supervisors. (See Appendix: Student Teaching Performance Evaluation)

13. Student teachers should complete online self-evaluations at five (5), ten (10) and fifteen (15) weeks.

14. Participate in periodic and final evaluation conferences with the supervising teachers or on-site supervisors and the university supervisors.

15. Complete two (2) assessment analyses. (See Appendix: Assessment Analysis Rubric)

**Responsibilities of the Supervising (Cooperating) Teacher for Student Teaching**

**Qualifications:** The School of Education selects supervising 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 supervising teacher, and the School of Education has made it a major objective to provide support and guidance during this experience. Student teachers are encouraged to co/team-teach, assist with classroom management and control, and experience as many lead teacher responsibilities as possible.

The supervising teacher will:

1. Welcome and orient the student teacher to the school, including physical layout, school policies, classroom/laboratory policies, and relevant rules and regulations. (See Appendix: Suggestions for Supervising Teachers)

2. Prepare students for working with a student teacher. Perhaps begin by co/team-teaching.

3. Schedule weekly instructional planning sessions with the student teacher.

4. Discuss, with student teacher, the effectiveness of various teaching and learning strategies.

5. Support the student teacher in working effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community. (See Appendix: Conferencing with Student Teachers)

6. Encourage the development of professionalism and professional growth in the student teacher.

7. Communicate frequently with the university supervisor about the progress of the student teacher.

8. Submit online Student Teacher Performance Evaluations (5, 10 & 15-weeks) and discuss them with the student teacher. (See Appendix: Student Teacher Performance Evaluation)

9. Encourage the student teacher to participate in school meetings and activities.
Responsibilities of the On-Site Supervisor for Experienced Teacher Review (ETR)
The On-Site Supervisor will:
  - Complete and discuss the Student Teacher Performance Evaluation (or school evaluation) with
    the experienced teacher and university supervisor (8 & 15-weeks). (See Appendix: Student
    Teaching Performance Evaluation)

Responsibilities of the University Supervisor
The University Supervisor will:
1. Serve as a liaison between the university, student teacher and host school.
2. Visit the student teacher’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 Student Teacher Performance Evaluations (5, 10 & 15-weeks) and discuss them
   with the student teacher. (See Appendix: Student Teacher Performance Evaluation)
4. Observe and discuss the progress of the student teacher with the student teacher and the
   supervising teacher(s) or on-site supervisor. (See Appendix: Student Teaching Performance
   Evaluation)
5. Promote the opportunities for the student teacher to have a variety of educational experiences.
6. Discuss the final assessment with student teacher and supervising teacher regarding grade
   earned.
6. Maintain individual files for each student teacher. Files should include, the all performance
   evaluations, including: the 5, 10 & 15-week evaluations: by the student teacher (self-
   evaluations); supervising teacher(s); and university supervisor and significant documentation
   regarding the student teaching experience.

Responsibilities of the Building Principal/Administrator
The building Principal will:
1. Assist in determining student teacher placements.
2. Work with the student teacher, supervising teacher and university supervisor to make the school
   and classroom a good place for learning.
2. Assist the student teacher and university supervisor in understanding local curriculum and school
   activities.
3. Appraise the student teacher and university supervisor of relevant school/district policies and
   procedures that have an impact on the program.
4. Give approval for the student teacher to substitute in their respective classroom(s).
Student Teaching Evaluation Procedure

Successful completion of student teaching requires a minimum grade of B- (2.75). Additionally, student teachers are expected to attain the level of “Proficient,” per the Student Teacher Rubric. The grading standard for student teachers 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, supervising teacher and student teacher. Successfully passing student teaching is determined by using the following procedure:

- Throughout the student teaching experience, the university supervisor will discuss the student teacher’s general progress and classroom performance with the student teacher and supervising teacher or on-site supervisor. (See Appendix: Student Teaching Evaluation)
- The university supervisor will evaluate the student teacher’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.

Students who do not complete a successful student teaching assignment may repeat student teaching once. Students teaching may be attempted twice.

Students who are removed from a student teaching placement by the host school, due to substandard or less-than professional performance, may fail the course.

Intervention – Plan of Assistance Policy & Procedure

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

A meeting to discuss the plan may be arranged by the Field Placement Coordinator with the student, supervising teacher, university supervisor, appropriate advisor(s)/faculty member(s), and/or School of Education Director.

A Statement of Conditions may also be written by the School of Education Director and forwarded to the student for their signature. If a student 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.

The student completes the intervention under the direction of the university supervisor and supervising teacher. The student teacher is not eligible to complete the field experience until the intervention has been successfully completed. The student may not receive credit for previous placement experience.
APPENDIXES

ASSESSMENT ANALYSIS
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/.

CONFERENCE WITH STUDENT TEACHERS
This handout provides guidance during conferences with student teachers.

DRESS CODE – STUDENT TEACHING
Student teachers are expected to dress in compliance with the host school and university guidelines.

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 student teacher whose classroom performance needs improvement. The form is to be completed collaboratively with the student teacher, supervising teacher, and 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
This form may be used by the student teacher 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 submits the completed report to the university supervisor.

PROFESSIONAL BEHAVIORS POLICY
All students entering the teacher education program and those engaged in field placement activities must read and sign the Professional Behaviors Policy. All students are expected to demonstrate professional conduct and perform within the Professional Behaviors Policy.
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.

STUDENT TEACHING OUTSIDE EMPLOYMENT FORM
This form is completed by the student teacher and submitted to the university supervisor at the first seminar session.

STUDENT TEACHING PERFORMANCE EVALUATION
This form is to be submitted online by the supervising teacher, university supervisor and student teacher (self-evaluation) at 5-weeks, 10-weeks and 15-weeks. An Experienced Teacher Review and endorsement requires two (2) observations/evaluations, 8 & 15-weeks. The information provides critical feedback to the student teacher regarding his/her performance.

SUBSTITUTE TEACHING POLICY
Due to liability and other concerns, student teachers must be approved in advance to be eligible to substitute teach. To be eligible, student teachers 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 Student Teachers must be completed, signed by all parties and returned to the university supervisor. The Substitute Teaching Policy for Student Teachers and Substitute Teacher Record should be submitted to the Field Placement Office at the conclusion of the assignment. (See Appendix)

SUGGESTIONS FOR SUPERVISING TEACHERS
This handout is to assist supervising teachers in welcoming and integrating student teachers 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 student teachers and supervising teachers. Please forward suggestions regarding your experience by completing this survey.
### ASSESSMENT ANALYSIS RUBRIC – 50 pts

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MEETS EXPECTATIONS (46-50 pts)</th>
<th>DEVELOPING (36-42 pts)</th>
<th>NOT OBSERVED (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Materials</td>
<td>A test or other assessment created by the student teacher is attached, the instructional objective is identified, and the teacher’s key is included. (9-10 pts)</td>
<td>One or more of the key materials was either missing or incomplete. (7-8 pts)</td>
<td>Not attached or linked.</td>
</tr>
<tr>
<td>Distribution of Grades, Points or Percentages.</td>
<td>A typed distribution of the results of the grades of at least one class of students is organized and presented from highest to lowest scores. (9-10 pts)</td>
<td>A distribution of the results is presented but either not well organized or understandable. (7-8 pts)</td>
<td>No distribution was presented.</td>
</tr>
<tr>
<td>The Central Tendencies</td>
<td>The Mean, Mode, and Median of the scores are presented. (9-10 pts)</td>
<td>One or more of the central tendencies was missing or miscalculated. (7-8 pts)</td>
<td>No Central Tendency numbers present.</td>
</tr>
<tr>
<td>Alignment</td>
<td>All assessment items correlate directly with instructional outcomes. (9-10 pts)</td>
<td>Most of the assessment items correlate with instructional outcomes. (7-8 pts)</td>
<td>Few of the assessment items match instructional outcomes. (0-6 pts)</td>
</tr>
<tr>
<td>Analysis</td>
<td>A complete analysis in paragraph format is included which identifies conclusions regarding results and presents specific ideas for adjustments. (9-10 pts)</td>
<td>An incomplete analysis was presented. (7-8 pts)</td>
<td>No analysis provided.</td>
</tr>
</tbody>
</table>
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. It is anticipated that 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 Student Teachers

Conferencing with the Outstanding Student Teacher

Sometimes a supervising teacher finds it difficult to suggest areas needing improvements for student teachers 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 student teacher wants and needs to improve. Supervising teachers may wish to consider the following ideas when conferencing with a strong student teacher:

- Focus on developing the student teacher’s self-analysis and evaluation skills.
- Be sincere in any requests that the student teacher demonstrate new ideas or techniques and/or encourage the student teacher 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 Student Teacher in Difficulty

If the student teacher 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 student teacher 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.
Title: Dress Code for Student Teachers and Pre-Student Teaching

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 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.
### INSTRUCTIONAL NOTEBOOK RUBRIC – 50 pts

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCEEDS EXPECTATIONS (46-50 pts)</th>
<th>MEETS EXPECTATIONS (38-42 pts)</th>
<th>DEVELOPING (30-34 pts)</th>
<th>NOT APPLICABLE NOT OBSERVED (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Lesson Plans (created by the student teacher in the FSU format)</td>
<td>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)</td>
<td>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)</td>
<td>Unit/Lesson Plans and materials were not detailed and complete. Some Plans were not created by the student teacher. (10-11 pts)</td>
<td>No Unit/Lesson Plans or materials were present.</td>
</tr>
<tr>
<td>Quizzes, Tests, and Other Assessments (created by the student teacher)</td>
<td>All relevant testing and assessment documents and teacher keys were present and linked to the Unit/Lesson Plans. (14-15 pts)</td>
<td>Most of the testing and assessment documents and keys were present with links to Plans. (12-13 pts)</td>
<td>Some of the testing and assessment documents and keys were present with no links to Plans. (10-11 pts)</td>
<td>No testing and assessment documents were present.</td>
</tr>
<tr>
<td>Technology and media supportive materials/information.</td>
<td>A section was designated or technology/media materials/information were identified and linked to every Unit/Lesson Plan. (14-15 pts)</td>
<td>Mention was made to technology/media usage with every Unit/Lesson Plan. (12-13 pts)</td>
<td>Very little technology/media was identified to be used either in the present or in the future. (10-11 pts)</td>
<td>No technology or other media was mentioned or used.</td>
</tr>
<tr>
<td>Other Teacher Resources</td>
<td>A section was included describing other useful resources, i.e. bulletin boards, games, Internet locations, apps, texts, periodicals, etc. for use in the present or in the future. (4-5 pts)</td>
<td>Mention was made of a several other teacher resources used in the present or in the future. (2-3 pts)</td>
<td>Very little other teacher resources were mentioned. (0-1 pts)</td>
<td>No additional teacher resources were identified.</td>
</tr>
</tbody>
</table>

**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. Dibbles, games, internet locations, apps, texts, periodicals, etc.)

**Communication** (i.e. letters/notices to parents, parent/student contact/log, etc.)
Intervention – Plan of Assistance for Student Teachers

When a student’s performance is substandard, the School of Education may intervene with a plan of assistance to facilitate and promote a successful experience.

Student 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.

_____________________________ ___________________________
Student Signature Date

_____________________________ ___________________________
Supervising Teacher Date

_____________________________ ___________________________
University Supervisor Signature Date
Michigan Professional Educator’s Code of Ethics

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

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

Student Teacher (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.)
Teachers have great influence in our society as they engage with and model to future generations through pedagogical practice. In an effort to affirm and emphasize the importance of professional educators, the faculty of the School of Education has adopted a set of standards and benchmarks of professional behaviors. All students will be required to demonstrate these demeanors and ethics throughout their formal education and beyond as students and graduates of the FSU teacher education programs.

### Standards

1. The teacher education student is an active participant and contributes to a positive climate in the university setting and the greater learning community.

2. The teacher education student demonstrates mastery of written and spoken language for self-expression in both the academic setting and the learning community at large.

3. The teacher education student is a thoughtful, reflective and responsive listener.

4. The teacher education student is committed to reflection, assessment, and learning as an ongoing process.

5. The teacher education student initiates assistance and asks for guidance.

6. The teacher education student is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings.

7. The teacher education student appreciates and values human diversity and shows respect for others’ varied talents and perspectives.

8. The teacher education student values the development of critical thinking, independent problem solving, and performance capabilities in her or himself and K-12 students.

### Benchmarks

- Participates actively in class discussion and assignments; works effectively with others; shows respect of and consideration for the thoughts and feelings of others, assumes leadership roles, and demonstrates reflective behavior.

- Communicates effectively verbally; demonstrates an ability to write in a clear, organized, fluent manner; adheres to the conventions of the language when appropriate; recognizes distinctions between formal and informal communication, and demonstrates the use of appropriate language at all times.

- Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others.

- Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life; able to modify behavior and/or understanding when provided with new information or experience; demonstrates an interest in and commitment to lifelong learning.

- Volunteers to assist others in the university classroom and/or practicum setting; demonstrates an openness to assistance from others.

- Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, K-12 students, and cooperating teachers; shows an awareness of the context in which she/he is interacting.

- Listens to others’ perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.

- Demonstrates an ability to identify, analyze, and evaluate complex issues; exhibits the ability to solve problems both independently and in cooperation with others; sets and achieves high standards.
9. The teacher education student demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.

10. The teacher education student demonstrates a level of responsibility appropriate for a professional.

Identifies and analyzes important trends in education; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in education.

Attends all classes, practicum experiences, and required activities and arrives on time; dresses for practicum experiences in an appropriate manner; communicates in a professional manner regarding extenuating circumstances that may prevent attendance; comes to class prepared.

I have read the Professional Behaviors Policy developed and adopted by the School of Education at Ferris State University. I understand that these standards will be used to evaluate my performance in course work and in related field experiences. I further understand that failure to demonstrate the behaviors as outlined in the policy will affect my acceptance, retention and progression throughout the Teacher Education Program.

___________________________________________  __________________________
Signature                                      Date

____________________________________________
Print Name

____________________________________________
Student ID Number

The first nine behaviors are adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). The complete INTASC document is available at the Council of Chief State School Officers (CCSSO) website http://www.ccsso.org/intasc.html

Washington State University, School of Education www. Educ.wsu.edu/tess/pde.doc
Michigan Department of Education, Michigan Professional Educator’s Code of Ethics
Michigan Department of Education, Entry Level Standards for Michigan Teachers
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.

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’s 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
Student Teaching Outside Employment

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

Students 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.**

Student: ___________________________  Student ID #: ___________________________
Student’s 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.

Student’s Name (Print): _______________________________________________________
Student’s Signature: _________________________________________________________
Date: ______________________________________________________________________

Reminder: Keep a copy of all materials for your records.
Outside Employment Verification
By Employer

Student’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 student 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 Student Teaching Outside Employment form with Student Teaching Performance Evaluation to the Field Placement Office.
This evaluation should be submitted online. The link is available on the Field Placement Office website and Blackboard, or you may access the evaluation at: https://ferrisstateuniversity.formstack.com/forms/student_teaching_performance_evaluations

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Teacher:</th>
<th>Supervising Teacher:</th>
<th>School District and Building:</th>
<th>Subject, Grade Level, Topic:</th>
<th>Evaluator (Circle):</th>
<th>Supervising Teacher</th>
<th>FSU Observer</th>
<th>Evaluation Period (Circle):</th>
</tr>
</thead>
</table>

Evaluate the student teacher’s performance using the rating scales below.

**DOMAIN 1: Planning and Preparation**

<table>
<thead>
<tr>
<th>Proficient=3</th>
<th>Target Level for Student Teaching</th>
<th>Basic=2</th>
<th>Unsatisfactory=1</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate is consistently well-prepared. Plans are extensive, thorough and complete, giving attention to detail.</td>
<td>The teacher candidate is sufficiently prepared. Plans are complete, addressing all basic elements.</td>
<td>The teacher candidate is minimally prepared. Plans are incomplete, lacking sufficient detail.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1a. Demonstrates knowledge content & pedagogy: Understands subject & presents at appropriate level

1b. Demonstrates knowledge of students: Aware of student knowledge & progress

1c. Sets instructional outcomes: Lesson objectives align to MI Curriculum Standards/Common Core

1d. Demonstrates knowledge of resource: Teaching strategy(s) align with objectives and assessment

1e. Designs coherent instruction: Demonstrates preparation/organization

1f. Designs student assessment: Develops/utilizes multiple assessments to support higher levels of learning.

Provide examples of above:

**DOMAIN 2: Classroom Environment**

<table>
<thead>
<tr>
<th>Proficient=3</th>
<th>Target Level for Student Teaching</th>
<th>Basic=2</th>
<th>Unsatisfactory=1</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate consistently demonstrates genuine caring and respect for students. Systems and routines are well established with students assuming considerable responsibility for efficient operation.</td>
<td>The teacher candidate demonstrates care and respect for all students. Systems and routines are practiced regularly with students increasingly responsible for efficient operation.</td>
<td>The teacher candidate minimally demonstrates care and respect for students. Systems and routines are underdeveloped with students beginning to assume responsibility for efficient operation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2a. Creates an environment of respect & rapport: Ensures that relationships among and with students are positive and supportive

2b. Establishes a culture for learning: Creates an atmosphere that reflects the educational importance of the work undertaken.

2c. Manages classroom procedures: Establishes and monitors routines and procedures.

2d. Manages student behavior: Communicates clear expectations for student conduct.

Provide examples of above:
### DOMAIN 3: Instruction

<table>
<thead>
<tr>
<th></th>
<th>Proficient=3</th>
<th>Basic=2</th>
<th>Unsatisfactory=1</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate consistently implements effective strategies engaging all students. Presentation of content is appropriate and highly relevant, connecting with the knowledge and experience of all students.</td>
<td>The teacher candidate implements strategies to engage students. Presentation of content is appropriate, connecting with the knowledge and experience of most students.</td>
<td>The teacher candidate minimally seeks and/or implements strategies to engage students. Presentation of content is lacking connections with the knowledge and experience of students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3  2  1  N/O

3a. Communicates with students: Communication is clear and developmentally appropriate
- Provides specific/frequent academic feedback
- Uses correct grammar/appropriate vocabulary

3b. Uses questioning & discussion techniques: Promotes higher order thinking skills related to real world understandings
- Listens, accepts and responds appropriately to student ideas during discussions
- Encourages ‘what-if’s’ and uses questioning for deeper learning

3c. Engages students in learning: Creates a focus/activates prior knowledge/stimulates participation
- States objective(s) clearly
- Presents lesson in a logical order
- Provides clear directions for assignments/guided practice

3d. Uses assessment in instruction: Implements differentiated assessment techniques
- Checks for understanding at various levels of learning

3e. Demonstrates flexibility & responsiveness: Paces lesson appropriately
- Maximizes instructional time
- Utilizes technology to enhance learning

Provide examples of above:

### DOMAIN 4: Professional Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Proficient=3</th>
<th>Basic=2</th>
<th>Unsatisfactory=1</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate consistently demonstrates professional behaviors, is highly proactive in serving students, supports and collaborates with stake-holders, seeks out and utilizes resources as needed.</td>
<td>The teacher candidate demonstrates professional behaviors, is proactive in serving students, supports and collaborates with stake-holders and is able to identify and utilize appropriate resources.</td>
<td>The teacher candidate minimally demonstrates professional behaviors, understanding of the importance of serving students, supporting stake-holders, and the value of seeking out resources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3  2  1  N/O

4a. Reflects on teaching: Demonstrates professional reflections
- Seeks, offers, accepts and responds to constructive feedback
- Evaluates teaching: what worked and/or what didn’t work

4b. Maintains accurate records: Implements technology for record keeping and classroom management
- Uses professional technology and social media appropriately (i.e. inputs attendance & grades, utilizes Weebly’s, etc.)

4c. Communicates with families: Promotes parental involvement
- Uses technology to interact with stakeholders

4d. Participates in a professional community: Collaborates with others to ensure student success
- Participates in school-wide and greater community activities

4e. Is growing & developing professionally: Participates in professional development
- Demonstrates professional commitment (i.e. legal and ethical)

4f. Shows professionalism: Models desired behavior (i.e. punctual, confidential, ethical, etc.)
- Demonstrates professional dress and grooming
- Develops professional rapport with students/staff/community

Provide examples of above:
Ferris State University – School of Education

Substitute Teaching Policy for Student Teachers

School District: ________________________________ Date: ________________

Student Teacher: ________________________________

Policy: Ferris State University will allow a student teacher 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 student teachers will be hired and paid as a substitute. The substitute teacher permit process is at the student teacher’s expense and needs to be completed with an agency that serves the district where he/she is placed.

1. Student teacher may substitute teach only in his/her supervising teacher’s classroom(s).
2. Student teacher must complete four (4) successful weeks of student teaching prior to any substitute teaching assignment.
3. Student teacher 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 student teachers who are allowed to substitute teach is comparable to that required in our traditional student teaching program.
5. The student teacher, 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 student teacher 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 student teacher 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 student as a substitute teacher, it is the student teacher’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.

Student Teacher: ________________________________ 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: ________________________________________________________________

Student Teacher: ___________________________________________________________________________________________

The student teacher 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.

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<th>Date:</th>
<th>Class(s):</th>
<th>University Supervisor Signature</th>
<th>Supervising Teacher Signature</th>
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SUGGESTIONS FOR SUPERVISING TEACHERS

1. Include your student teacher’s name on the door.
2. Include a letter from your student teacher with your own letter of welcome to parents.
3. Introduce your student teacher as a fellow teacher/colleague, as opposed to a “student” teacher.
4. Ask your student teacher to be involved from the beginning (i.e. Let students hear his/her voice from day one.)
5. Include your student teacher in all activities, so he/she experiences a sense of belonging.
6. Invite your student teacher to copy “everything.”
7. Use your student teacher as a resource; he/she loves to be asked for ideas, too.
8. Role model, role model, role model for your student teacher!
9. Write down reflections and evaluation for discussion purposes.
10. Set time aside for reflections and feedback.
11. Share your own failures; let your student teacher see you are not perfect.
12. Let your student teacher falter and avoid “bailing” him/her out.
13. Give your student teacher 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 student teacher the freedom to make choices.
19. Ask your student teacher to keep a notebook of helpful ideas – “bag of tricks.”
20. Get your student teacher involved with activities outside the classroom.
21. Help your student teacher make professional contacts during his/her experience.
22. Encourage your student teacher to have the principal observe him/her and have your student teacher do a mock interview with the principal.

Courtesy of LSSU School of Education-Handbook
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 during pre-student teaching and student teaching. 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: ____________________________  Semester: ____________________________
(Big Rapids, Grand Rapids, Northern or Southeast Region)  (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