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.

**Directed Teaching:** An experience in an approved elementary, secondary or post-secondary (excluding alternative, charter and private schools), or post-secondary 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:** 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.)

**On-Site Supervising Teacher:** The on-site supervising teacher in a directed teaching situation is the classroom teacher who has the responsibility of working directly with the directed teacher. S/he guides and supervises the directed teacher in the professional experience.

**On-Site Supervisor:** The on-site supervisor in an experienced teacher review teaching situation is a building principal, department head, dean, or other person responsible for the supervision of instruction within the institution.

**University Supervisor:** The university supervisor is 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, on-site supervising teachers, and on-site supervisors.
STUDENT TEACHING POLICIES

POLICIES

1. **Student Teaching Prerequisites**
   All prerequisites apply to directed teaching-elementary, secondary and post-secondary (EDUC 491, 493, 495, 592 & 594) and experienced teacher review (EDUC 492, 496 & 593).

   In order to be eligible for student teaching, students must meet the following prerequisites:

   **Student teaching candidates must have completed:**
   - 1) all general education courses,
   - 2) all professional education (EDUC) courses,
   - 3) a subject major,
   - 4) a subject minor(s),
   - 5) a planned program (Elementary Education majors),
   - 6) passed all sections of the Basic Skills Test,
   - 7) passed MTTC for subject area tests, and
   - 8) criminal background check (finger printing and FBI check)

   Student teaching candidates must have at least a 2.75 GPA (undergraduate) or 3.0 (graduate) in their professional education courses and planned programs.

   Student teaching candidates must have the appropriate major/minor GPA, as established by the major/minor program departments.

   Student teaching candidates must have 2.50 cumulative GPAs.

   Student teaching candidates with business majors and vocational programs must have the 4000-hour work experience requirement documented and approved.

2. **EDUC 499/599, Professional Seminar**
   The Professional Seminar, EDUC 499/599, is a required co-requisite for all student teaching courses. Successful completion of the Professional Seminar requires a minimum 2.75 (B-) grade.

3. **Location of Placement**
   All placements must be arranged through the student teacher placement office. Students may not arrange their own placements.
Student teaching may **not** be done in an alternative education program, private school, or adult education.

Student teaching may **not** be done in the school students graduated from 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.

Students may **not** be placed in a district where they have a relative employed in the central office or on the school board.

4. **Length of Time Required for Directed Teaching Experience**

   Student teaching is a **minimum** of 15 full weeks (75 full days) 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. Students are expected to attend in-service days and parent-teacher conferences with supervising teachers.

   Student teachers are to follow the host schools’ calendar. **No** vacation or time off may be scheduled during the student teaching assignment.

   Student teachers are allowed two (2) excused absences and one (1) day due to weather. Additional absences must be made up at the discretion of the university supervisor and supervising teacher.

5. **Felony Conviction – Criminal Background Check**

   All student teaching candidates must again read Certification Rule R390.1201 and sign 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. (This felony conviction statement is part of the Student Teaching application packet.) Criminal background check (finger printing & FBI check) must be completed and submitted to the School of Education Field Placement Office before the student teacher candidate may begin his/her student teaching assignment.
6. **Substitute Teaching**
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 H)

   a. Student teacher may substitute teach only in his/her supervising teacher’s classroom(s).
   b. Student teacher must complete 4 (four) successful weeks of student teaching prior to any substitute teaching assignment.
   c. Student teacher may substitute a maximum of 10 (ten) days during their student teaching experience.
   d. Student teacher must have completed the Substitute Teaching Form with the appropriate signatures and submitted to the university supervisor prior to substitute teaching. (See Substitute Teaching Policy and Form – Appendix I)

7. **Outside Employment During Student Teaching**
   a. Full-time outside employment during student teaching is not permitted.
   b. With the permission of the University Supervisor, student teachers may work Friday evening through Sunday evening.
   c. Student teachers may be asked to terminate their employment if it affects their school performance.
   d. 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 I)

8. **Half-time Student Teaching**
   **Policy:** Student teachers may complete 15-week student teaching requirements on a half-time basis. Half-time student teaching is defined as no less than fifteen (15) hours per week for two (2) semesters.

   **Procedure:**
   a. A request for half-time student teaching must be submitted in writing to the Coordinator of Student Teaching at the time of application for student teaching.
   b. The Coordinator arranges the half-time assignment with the approval of the host school principal and on-site supervising teacher(s). The half-time student teaching schedule must be one of regular days/week and hours/day. For example: Mondays, Wednesdays and Fridays 8:00 a.m. to 3:00 p.m. 30 weeks (two semesters)
c. The student must register for six (6) credits each semester for the appropriate student teaching course and the Professional Seminar the semester the half-time student teaching assignment begins.

d. The university supervisor will be notified of the schedule for both semesters.

e. 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.
OBJECTIVES FOR STUDENT TEACHERS

Student teachers will:

1. Utilize and assess the effectiveness of various teaching and learning strategies.

2. Explore a variety of professional development activities.

3. Reflect on the role and value of the teacher participating in school meetings and activities.

4. Work effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community.

RESPONSIBILITIES OF STUDENT TEACHERS

1. Read the contents of the Student Teaching Guide.

2. Register with FSU for the appropriate student teaching course and EDUC 499 or 599, Professional Seminar.

3. Practice accepted professional ethics including respect for confidential information, classroom behavior, dress, mannerisms, and language.

4. Accept the responsibility to student teach for six (6) hours a day, five (5) days a week.

5. Create lesson plans with guidance from on-site supervising teachers or on-site supervisors.

6. Seek and accept advice and help from on-site supervising teachers or on-site supervisors and/or university supervisor.

7. Become acquainted with and follow the host schools’ educational policies and practices.

8. Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent/teacher conferences, etc.

10. Furnish Student Teaching Evaluation forms to the on-site supervising teachers or on-site supervisors and ensure that the forms are completed at five (5) weeks, ten (10) weeks and fifteen (15) weeks. Copies should be retained by the supervising teachers and student teachers and the originals should be submitted to the university supervisors. (See Appendices F.)

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

12. Review and sign the periodic and final evaluation forms.
RESPONSIBILITIES OF THE ON-SITE SUPERVISING TEACHER
for Directed Teaching

1. Orient the student teacher to the school, including physical plant, school policies, classroom/laboratory policies, and relevant rules and regulations.

2. Prepare students for working with a student teacher.

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.

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

7. Assess the readiness of the student teacher to assume required classroom responsibilities. (See Directed Teaching Syllabus – Appendix A.)

8. Communicate with the university supervisor about the progress of the Directed Teacher.

9. Prepare Student Teacher Performance Evaluation and discuss them with the student teacher. (See Directed Teaching Syllabus – Appendix A & Appendix F.)

10. Encourage the Directed Teacher to participate in school meetings and activities.
RESPONSIBILITIES OF THE ON-SITE SUPERVISOR
for Experienced Teacher Review

1. Discuss with and furnish documentation to the university supervisor regarding the effectiveness of the student teacher.

2. Complete and discuss the Student Teacher Performance Evaluation with the student teacher. (See Appendix B - Experienced Teacher Review Syllabus & Appendices F.)

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

1. Visit the directed teacher’s classroom a minimum of three (3) to four (4) times during the semester. For experienced teacher review, visit the classroom a minimum of twice during the semester. The first visit should take place during the first two weeks of the semester.

2. Discuss the progress of the student teacher with the student teacher and the on-site supervising teacher or on-site supervisor.

3. Promote the opportunity for the student teacher to have a variety of educational experiences.

4. Assign a final grade for the student teacher.

5. Maintain individual files for each student teacher. Files should include: the visitation record, the report form for evaluating performances, the periodic and final evaluation forms.

6. Write a final report on the student teacher.

RESPONSIBILITIES OF THE BUILDING PRINCIPAL

1. Assist in determining student teacher placements.

2. Work with the student teacher, supervising teacher and university supervisor to make the school a good place for learning to teach.

3. Assist the student teacher and university supervisor in understanding local curriculum and school activities.
4. Appraise the student teacher and university supervisor of relevant school/district policies and procedures that have an impact on the program.

5. 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 B- (2.75) grade. The grading standards for directed/intern teachers are:

- **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 final grade will be determined by using the following procedure:

1. Throughout the student teaching experience, the university supervisor will discuss the student teacher’s progress and performance with the on-site supervising teacher/supervisor.

2. The university supervisor will evaluate the student teacher’s instructional notebook(s), journal, observation reports and case study.

3. Using the above information and the periodic and final evaluations, the university supervisor will assign the final grade.

Students who do not successfully complete student teaching and retake the course will also be required to retake the Professional Seminar (EDUC 499 or 599).
INTERVENTION POLICY & PROCEDURE

A student, whose performance is substandard during a pre-student or student teaching field experience assignment, must satisfactorily complete an intervention experience before considered eligible for a final pre-student or student teaching experience.

Procedure:

1. A meeting will be arranged by the Coordinator of Student Teaching and Field Experience with the student, university supervisor or instructor, appropriate advisor(s)/faculty member(s), School of Education Director, and Coordinator of Student Teaching and Field Experience.

2. An intervention plan is developed and discussed with the student.

3. A Statement of Conditions is 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.

4. The student completes the intervention under the direction of the university supervisor, advisor or faculty member.

5. The pre-student or student teacher is not eligible to complete any field experience or student teaching experience until the intervention has been successfully completed.

6. The student may not receive credit for previous placement experience.
Dean’s Office: Administrative/Staff
Michelle Johnston, Dean
Paul Blake, Interim Associate Dean
Mary Cline, Education Counselor

School of Education Department: Administrative/Staff
Liza Ing, Interim Director
Karen Baar, Coordinator of Student Teacher Placement
Dan Jarzabkowski, Assistant Coordinator of Student Teacher Placement
Kelly Thompson, Certification Officer
Deb Ducat, Secretary
Marianne Pitts, Clerical

Faculty:
Christine Conley-Sowels
James Carey
Mike Ennis
Virginia Hines
Leonard Johnson
Nancy Lashaway-Bokina
Katherine Manley
Hikaru Murata
Karen Norman
Cheryl Thomas
Rick Van Sant

University Supervisors:
Nancy Dague
Patsy Eisler
Linda Eldred
Arlyce Fuller
Nancy Stephan
APPENDICES

A. Directed Teaching Syllabus

B. Experienced Teacher Review Syllabus

C. Professional Seminar Syllabus

D. Observation Report Format

E. Student Teaching Case Study Format
   AND
   Student Teaching Case Study Evaluation Criteria

F. Student Teaching Performance Evaluation

G. Student Evaluation of Instruction

H. Substitute Teaching Policy

I. Student Teaching Outside Employment Form

J. Student Competency Areas

K. Report Forms for Evaluating Student Teacher Performance
Appendix A

Ferris State University
School of Education

EDUC 491/493/495/592
DIRECTED STUDENT TEACHING

COURSE DESCRIPTION:
During this 15-week experience, student teachers receive practical experience under the guidance of supervising teachers in planning for teaching, managing classrooms, and directing learning activities of pupils. Student teachers are given increasing responsibility for directing the activities of the classroom group to the point of assuming full responsibility. Student teaching is assigned at the appropriate levels in elementary or secondary public schools or post-secondary settings.

CREDITS: 6-12 semester credits
PREREQUISITE: Co requisite with student teaching (EDUC499/599)

COURSE OBJECTIVES:
Utilize and assess the effectiveness of various teaching and learning strategies.

Explore a variety of professional development activities.

Reflect on the role and value of the teacher participating in school meetings and activities.

Work effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community.

RESPONSIBILITIES OF STUDENT TEACHERS:
Read the contents of the Student Teaching Guide.

Register with FSU for the appropriate student teaching course and EDUC 499 or 599, Professional Seminar.

Practice accepted professional ethics including respect for confidential information, classroom behavior, dress, mannerisms, and language.

Complete student teaching assignment: six (6) hours a day, five (5) days a week for a minimum of fifteen (15) weeks.

Create detailed lesson plans with guidance from on-site supervising teachers or university supervisor.
Seek and accept advice and help from on-site supervising teachers or university supervisor.

Become acquainted with and follow the cooperating schools’ educational policies and practices.

Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent/teacher conferences, etc.

Furnish Student Teaching Performance Evaluation forms to the on-site supervising teachers or on-site supervisors and ensure the forms are completed at five (5) weeks, ten (10) weeks and fifteen (15) weeks. Copies should be retained by the teachers and student teachers and the originals should be submitted to the university supervisors. (See Appendix F.)

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

Review and sign the periodic and final Student Teaching Evaluation form.

**REQUIRED MATERIALS:**
Handouts

**ATTENDANCE:**
Attendance is required. Two (2) excused absences, and one additional absence due to weather 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.

In the case of any absence, student teachers must notify the host school, supervising teacher, and university supervisor as soon as possible. Lesson plans must be available for your supervising teacher.

**VISITATIONS AND ASSIGNMENTS:**
Visitations:
Three to four (3-4) visits will be scheduled during class times. An attempt will be made to arrange the dates and times in advance, but unannounced visits may be necessary.

Have available for each visit:
The instructional notebook for each course, a copy of the lesson plan for that day, activity sample, assessment instrument, and your journal.

**Instructional (lesson plan) notebook:**
Keep all of your lesson plans, instruction sheets, reference items, activities, quizzes and tests in a notebook for each class.
Journal:
Keep a (daily/weekly) journal of observations and reflections about your experiences. Include such things as activities that seemed to work and those that didn’t, rewarding experiences and disappointing ones and any professional concerns or difficulties.

Observation Reports (Appendix D):
Three to five (3-5) observation reports are required. These should be visits to other classrooms.

Photo Release:
If you will be taking pictures and videos of your student teaching experience, you need the approval of all the students’ parents (or student(s) if over 18). Note: The school may already have a release on file.

Case Study (Appendix E):
Follow the criteria in the Student Teaching Guide.

Student Teaching Performance Evaluation (Appendix F):
Two periodic reports are required. Present these to your on-site supervising teachers for completion before the end of the fifth and tenth weeks of the semester. Be sure to dialogue with your supervising teacher about the evaluation, then give the evaluations to your university supervisor.

A final evaluation is also required. Present this to your on-site supervising teacher(s) before or during the last week of your assignment.

You and your on-site supervising teacher(s) must sign the evaluation each time and keep copies. The original form should be submitted to your university supervisor.

EDUC 499/599 Professional Seminar:
Attendance is required at all sessions for 30 documented hours.

EVALUATION PROCEDURE:
Successful completion of student teaching requires a minimum B- (2.75) grade. The grading standards for directed/intern teachers are:

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 final grade will be determined by using the following procedure:

1. Throughout the student teaching experience, the university supervisor will discuss the student teacher’s progress and performance with the on-site supervising teacher/supervisor.

2. The university supervisor will evaluate the student teacher’s instructional notebook(s), journal, observation reports and case study.
3. Using the above information and the periodic and final evaluations, the university supervisor will assign the final grade.

Students who do not successfully complete student teaching and retake the course will also be required to retake the Professional Seminar (EDUC 499 or 599).

A NOTE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University’s Disability Services Office. Staff from this office can be found in the room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).
EXPERIENCED TEACHER REVIEW STUDENT TEACHING

COURSE DESCRIPTION:
During this 15-30 week experience, the student teacher will assume all duties of his/her regular assigned classroom, under the supervision of an on-site supervisor. In addition, the experienced teacher will develop instructional notebooks, maintain a journal, observe other classrooms and complete a case study. Experienced teacher review is for students who have 3-5 years of successful teaching and are currently employed as teachers at the elementary or secondary level.

CREDITS: 1-8 semester credits

PREREQUISITE: Co requisite with student teaching (EDUC499/599)

COURSE OBJECTIVES:
Demonstrate effective various teaching and learning strategies.

Demonstrate participation in professional development activities.

Demonstrate participation in school meetings and activities.

Work effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community.

RESPONSIBILITIES OF EXPERIENCED STUDENT TEACHERS
Read the contents of the Student Teaching Guide.

Register with FSU for the appropriate student teaching course and EDUC 499 or 599, Professional Seminar.

Practice accepted professional ethics including respect for confidential information, classroom behavior, dress, mannerisms, and language.

Complete student teaching assignment: six (6) hours a day five (5) days a week for a minimum of fifteen (15) weeks.

Create detailed lesson plans with guidance from the on-site supervising teacher(s), on-site supervisors, and/or university supervisor.

Seek and accept advice and help from on-site supervising teacher(s), on-site supervisor, and/or university supervisor.
Become acquainted with and follow the cooperating schools’ educational policies and practices.

Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent/teacher conferences, etc.

Furnish Student Teaching Performance Evaluation forms to the on-site supervising teacher(s) or on-site supervisor(s) and ensure the forms are completed at eight (8) weeks and fifteen (15) weeks. Copies should be retained by the on-site supervisor(s) and the student teacher. The originals should be submitted to the university supervisor. (See Appendices F.)

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

Review and sign the periodic and final Student Teaching Evaluation form.

REQUIRED MATERIALS:

Handouts

ATTENDANCE:
Attendance is required. Two (2) excused absences and one additional day due to weather 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.

In the case of any absence, student teachers must notify the host schools and university supervisors as soon as possible. Lesson plans must be available for your substituting teacher.

VISITATIONS AND ASSIGNMENTS:
Two (2) visits will be scheduled during class times. An attempt will be made to arrange the dates and times in advance, but unannounced visits may be necessary.

Have available for each visit:
Instructional notebook for each course; a copy of the lesson plan for that day; activity sample; assessment instrument; and your journal.

For the second visit have available:
Student evaluations, administrative evaluations, example lesson plans, exams, tests, quizzes, and alternative assessment instruments and media from the last 3-5 years, as well as evidence of professional development from the past 3-5 years.
Instructional Notebook:
Keep all of your lesson plans, instruction sheets, reference items, activities, quizzes and tests in a notebook for each class.

Journal:
Keep a (daily/weekly) journal of observations and reflections about your experiences. Include such things as: activities that seemed to work and those that didn’t, rewarding experiences and disappointing ones, and any professional concerns or difficulties.

Photo Release:
If you will be taking pictures and videos of your student teaching experience, you need the approval of all the students’ parents (or students if over 18). Note: The school may already have a release on file.

Observation Reports (Appendix D):
Three to five (3-5) observation reports are required. These should be visits to other classrooms.

Case Study (Appendix E):
Follow the criteria in the Student Teaching Guide.

Student Teaching Performance Evaluation (Appendix F):
One periodic report is required. Present this to your on-site supervisor for completion before the end of the eighth week of the semester, dialoguing with them about the report.

A final evaluation is also required. Present this to your on-site supervisor before or during the last week of your assignment.

You and your on-site supervisor must sign the evaluation each time and keep copies. The original form should be submitted to your university supervisor.

EDUC 499/599 Professional Seminar:
Attendance is required at all sessions for 30 documented hours.

EVALUATION PROCEDURE:
Successful completion of student teaching requires a minimum B- (2.75) grade. The grading standards for directed/intern teachers are:

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 final grade will be determined at by using the following procedure:

1. Throughout the student teaching experience, the university supervisor will discuss the student teacher’s progress and performance with the on-site supervisor.
2. The university supervisor will evaluate the experienced teacher’s instructional notebook(s), journal, observation reports, case study, portfolio, and administrative evaluations.

3. Using the above information and the periodic and final evaluations, the university supervisor will assign the final grade.

Students who do not successfully complete student teaching and retake the course will also be required to retake the Professional Seminar (EDUC 499 or 599).

A NOTE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University’s Disability Services Office. Staff from this office can be found in the room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).
COURSE DESCRIPTION:
This course focuses on the role of the student teacher and the art of teaching. Group discussions, projects, and activities will be designed by students to aid conceptualization of the teaching and learning process. This seminar will provide additional classroom management techniques, effective communication in the teaching and learning, sharing innovative instruction and assessment methods, as well as discussing major topics of interest in general education, subject area, and pedagogy. The student will prepare a professional portfolio. Successful completion of this seminar is required for final achievement of the student teaching experience.

CREDITS: 2 semester credits

PREREQUISITE: Co requisite with student teaching EDUC491/492/493/495/496 – 592/593)

COURSE CONTENT:
Student Teaching Orientation:
• Student Teaching Requirements/Expectations
• University Supervisor Role/Responsibilities
• Implementing Classroom Management and Discipline
• Teacher Certification Application /Requirements

Student Teaching Seminar Topics:
• Evaluate Effective Planning, Assessment & Evaluation
• Promote Active Learning: Higher Order Thinking Skills, Questioning Levels, Cooperative Learning
• Implement Pro-Active Classroom Management-Routine Procedures
• Provide Conflict Management and Resolution: Difficult Discipline
• Discuss Motivation: Feedback & Praising
• Assess Effective Communication: Student/Parent Counseling
• Review Integrated Curriculum: Interdisciplinary/Thematic Planning and Implementation
• Discuss Diversity in the Classroom: Multiple Intelligences/Learning Styles: Special Education
• Introduce Michigan Framework: Core Curriculum Teaching and Learning Standards: MEAPs
• Implement technology in the classroom

**Student Teaching Semester Wrap-up**

• The Interview Process/Professional educator
• Portfolio Sharing
• Last Minute Certification Information
• Career Services: Job Search Information

**REQUIRED MATERIALS:**

Handouts

**ATTENDANCE:**
This class requires attendance at all sessions and active participation by the student. Since students who do not attend class lose out on class participation, those who miss more than two hours of class will lose ten (10) points from their total score for each hour of class missed after the first two- (2) absences. Cancellations due to weather will be determined by 10:00 a.m., and students will be notified by telephone.

**ASSIGNMENTS:**
Discussion and Participation:

Time will be devoted to group participation and discussion. We may group according to subject area and/or whole class participation. Bring your problems, questions, concerns and ideas to share, support and collaborate with others.

Parent Letter:
An introductory letter to the students’ parents the first week of your assignment. This should include an explanation of who you are and why you are in the classroom, length of stay, how to contact you, your goals, etc. The letter should be approved by your supervising teacher and university supervisor.

Assumption of Responsibilities:
This is a calendar of weeks written with your supervising teacher indicating when you are to assume the responsibilities of your classroom. You must have complete control of the classroom for the full day, all periods, for a minimum of four (4) weeks up to the norm of six (6) weeks. Usually lead teaching begins by the sixth (6th) week and goes through the twelfth (12th) week. It is a gradual progression of assuming responsibilities and then letting go of responsibilities.
**Classroom Schedule:**
Present your university supervisor, as soon as possible, with a complete schedule of your day and week.

**Prepare a Professional Portfolio: Due date:**
Create a professional portfolio. Portfolio must be in a 3-ring binder, with index dividers for each section, in the sequence listed on the criteria sheet or an electronic portfolio.

**Create a professional portfolio.** Include the following:
   A. **Cover letter:**
      May be specific or generic
   B. **Resume:**
      Limit to one or two (1-2) pages
   C. **Educational Philosophy:**
      A brief position paper of your philosophy of teaching/education (minimum 1 page)
   D. **Autobiography (Anecdotal):**
      A minimum of one typed page
   E. **Letters of reference:**
      Include two (2) letters
   F. **Performance evaluation(s):**
      One or two (1-2)-performance appraisal from related to teaching experience (EDUC330/430/491/492/495/496/592/593).
   G. **Media:**
      Include two (2) pieces of educational media (mountings; lettering samples; overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards and/or media) appropriate for your subject area.
   H. **Instructional Planning:**
      Include two (2) lesson plans: one from major and one from minor subject areas.
   I. **Include any four (4) of the following topics:**
      These may be in the form of actual work or a position paper that describes your beliefs or values regarding each educational topic (refer to handout, “How to Develop a Professional Portfolio”):

1. **Multiple Instructional Strategies:**
   Include/Design an experiential/cooperative/interactive learning activity.

2. **Adapting Instruction for Individual Needs:**
   Define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, etc.
3. **Assessment of Student Learning:**
   Alternative Assessment: Demonstrate your knowledge and implementation of alternative assessment strategies. Include examples.

4. **Communication/Counseling Skills:**
   Describe effective communication and listening techniques for successful rapport with students and parents. (Conducting parent conferences, motivating students and addressing misbehavior, etc...)

5. **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 intrinsic learning. How will you handle misbehavior with the least disruption of the flow of a lesson?

6. **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.

7. **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.

8. **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, colleagues, etc...), and actively seek out opportunities to grow professionally.

**SCORING AND GRADING:**
Successful completion of student teaching requires a minimum B- (2.75) grade. The grading standards for Professional Seminar are:

Grading scale: 100 - 96 = A  
95 - 90 = A-  
94 - 89 = B+  
89 - 88 = B  
88 - 83 = B-  
82 - 80 = C+  
79 - 77 = C  
76 - 73 = C-  
72 - 70 = D+  
69 - 67 = D  
66 - 63 = D-  
60 - 59 = F
The final grade will be determined by using the following procedure:
1. Demonstration of participation
2. Scores on assignments
3. Attendance

A NOTE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University’s Disability Services Office. Staff from this office can be found in the room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).
Appendix D

OBSERVATION REPORT

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.)
Appendix E

STUDENT TEACHING CASE STUDY FORMAT

The purpose of this assignment is to familiarize student teachers with student records and their interpretation, practice in student observation techniques, and an opportunity to improve insight into student behavior and academic performance.

With your on-site supervising teacher/supervisor, select a student in one of your classes as a subject for this study. Selection of a student should be done by the 3rd or 4th week of your student teaching experience. Any student may be selected; however, those with learning difficulties or social adjustment problems may provide a greater challenge for the report preparation. The student selected should not be aware of the study and his/her name should not be used in the report. The report should be a minimum of five pages, double-spaced.

The first part of the report should include a physical description of the student, demographic information, academic achievement, test scores, IQ scores, interest inventory results, and any other information of significance.

The second part of the report should deal with observations and/or comments of counselors and instructors who have worked with or dealt with the student in some form of instructional or advisory capacity.

The third essential part of the study should deal with your own observations of the student's behavior. It is important that these observations be simple statements of observable behavior.

An analysis and interpretation of the observation should be dealt with in the fourth part of the study where all assignments are reviewed and a composite description of the student is prepared. This description should be based on background information and observations that have been collected during the duration of the study. Your analysis and interpretation should be completed no later than the 13th week of your student teaching experience.

The final part of the study should include a description of your action or actions in utilizing the information gathered through the study. Specifically, describe what you did to aid the student as a result of your case study, and what the result of your action was.

The report is due no later than one week prior to the end of the student teaching assignment.

Your university supervisor will use the criteria on the next page to evaluate your report.
CASE STUDY EVALUATION CRITERIA

Name of Student Teacher_____________________________________Date______________________

<table>
<thead>
<tr>
<th>Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper was in prescribed form:</td>
<td></td>
</tr>
<tr>
<td>1. Minimum of 5 typewritten, double-spaced pages.</td>
<td>5 (Yes) 4 (Partial) 3 (No)</td>
</tr>
<tr>
<td>2. Contained a title page.</td>
<td>4 (Yes) 0 (No)</td>
</tr>
<tr>
<td>3. Used good English mechanics (grammar, punctuation, sentence structure, spelling, etc.).</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>4. Presented information in an organized, logical sequence, with smooth transitions between paragraphs and ideas.</td>
<td>7 (Yes) 5 (Partial) 3 (No) 1 (No) 0 (No)</td>
</tr>
<tr>
<td>The paper included:</td>
<td></td>
</tr>
<tr>
<td>5. A description of the student (physical, personality, health, behavior, etc.).</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>6. Demographic data (family, home, environment, etc.).</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>7. Test scores (aptitude, interest, achievement, etc.).</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>8. Observations and comments of instructors, counselors, special ed. Personnel, etc.).</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>9. Personal observations.</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>10. An analysis/interpretation of findings.</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
<tr>
<td>11. Your plan to be of assistance to the student.</td>
<td>8 (Yes) 6 (Partial) 4 (No) 2 (No) 0 (No)</td>
</tr>
</tbody>
</table>

Total Points____
Appendix F

Ferris State University-School of Education

Student Teaching Performance Evaluation –
Basic Competency Form for Teaching Effectiveness

Name of Student Teacher: ________________________________________________________

Name of Supervising Teacher: ____________________________________________________

Building and School System Name: ________________________________________________

Semester and Year: _____________________________________________________________

Instructions for Completion

Please mark the box that corresponds with the appropriate competency level.

E = Exemplary (superior mastery of concepts in a consistent manner)
S = Satisfactory (demonstrates an understanding of basic concepts frequently)
P = Progress (acceptable growth)
U = Unsatisfactory (performance needs improvement)
N = No evidence/Not applicable

NOTE: Students need not achieve exemplary in the first two marking periods. The main goal is to work towards higher levels competency by the end of the fifteen weeks of student teaching. Also, not all areas may apply each marking period as indicated by the no evidence (N).

By completing Student Teaching, the Ferris State University teacher candidate must have addressed each of the six student competency areas as reflected in the School of Education’s Conceptual Framework.

The student teacher’s performance should be evaluated at five (5) weeks, ten (10) weeks and the final evaluation at fifteen (15) weeks. Your student teacher will provide you with a copy of the form, and each time you have completed it your student teacher will make copies (which you each keep). The student teacher should submit the original to the university supervisor after each evaluation period.

Please use each evaluation period as an opportunity to discuss the student’s progress. You and your student teacher should sign the “General Comments” page to verify that his/her performance was evaluated. Feel free to contact the university supervisor if you have any questions or concerns.

Notes: ____________________________________________________________

________________________________________________________________________
### PLANNING

1. Demonstrates preparation and organization
2. Creates and follows written lesson plans
3. Demonstrates knowledge and understanding of the subject matter
4. Plans for ALL students to experience success
5. Identifies “big picture” and frames worthwhile goals & objectives based on knowledge of students, standards and curriculum expectations
6. Incorporates technology when appropriate

### DELIVERY OF INSTRUCTION

1. Creates a focus (anticipatory set) and activates prior knowledge
2. States objective(s) clearly
3. Uses a variety of teaching strategies
4. Presents lesson in a logical/sequential order
5. Checks for understanding in a variety of ways
6. Paces lesson appropriately
7. Adjusts lesson to meet student’s needs
8. Maintains smooth transitions
9. Presents closure and/or signals end of instruction
10. Provides clear directions for assignments

### STUDENT ASSESSMENT

1. Monitors and assesses student growth (record keeping)
2. Provides specific and frequent feedback
3. Adjusts assessment to meet students’ needs
4. Implements a variety of formal and informal techniques to evaluate student performance

### CLASSROOM MANAGEMENT

1. Establishes and maintains a safe, positive classroom climate conducive to learning
2. Uses verbal/non-verbal discipline techniques effectively
3. Implements and maintains classroom routines
4. Uses multiple strategies to manage behavior and keeps students engaged in learning
5. Is consistent and fair when dealing with students
### WEEK 5

<table>
<thead>
<tr>
<th><strong>COMMUNICATION SKILLS</strong></th>
<th><strong>WEEK 10</strong></th>
<th><strong>FINAL WEEK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops professional rapport with students/staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses correct grammar and appropriate volume levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Fosters responsibility and high expectations for student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exhibits enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses a variety of praise effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Accepts and utilizes student’s ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Writes clearly using proper grammar, spelling, and penmanship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONALISM

<table>
<thead>
<tr>
<th><strong>WEEK 5</strong></th>
<th><strong>WEEK 10</strong></th>
<th><strong>FINAL WEEK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Models desired behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Groomed in an appropriate manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Offers and accepts constructive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participates in school activities &amp; professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Relates professionally with other staff/faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates honesty and integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Works collaboratively with families to support student learning and keeps them informed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Familiar with &amp; follows school and district’s policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrates dependability and punctuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Reacts appropriately in stressful situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Conveys a sense of satisfaction about his/her decision to become a teacher &amp; displays a genuine love of teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS:

**5th Week**

---

**Supervising Teacher’s Signature** ____________________________  **Student Teacher’s Signature** ____________________________  **Date** ____________________________
<table>
<thead>
<tr>
<th>Supervising Teacher’s Signature</th>
<th>Student Teacher’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Final Week**

<table>
<thead>
<tr>
<th>Supervising Teacher’s Signature</th>
<th>Student Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Copies to:  
School of Education  
Student Teacher
Appendix G

STUDENT EVALUATION OF INSTRUCTION
(Optional)
(To be completed by students for evaluation of student teacher.)

1. Organization of course

____ a. Well organized
____ b. Adequate, could be better
____ c. Inadequate organization detracts from course
____ d. Confused and unsystematic

2. Speaking ability

____ a. Skilled, voice and presentation excellent
____ b. Adequate, does not detract from course
____ c. Poor speaker, detracts from course
____ d. Poor speaking techniques serious handicap in course

3. Ability to explain

____ a. Explanations clear and to the point
____ b. Explanations usually adequate
____ c. Explanations often inadequate
____ d. Explanations seldom given or usually inadequate

4. Encouragement of thinking

____ a. Has great ability to make you think for yourself
____ b. Considerable stimulation to thinking
____ c. Not much stimulus to thinking

5. Attitude toward students

____ a. Sympathetic, helpful, actively concerned
____ b. Moderately sympathetic
____ c. Routine in attitude, avoids individual contact
____ d. Distant, aloof, cold

(continued...)
6. Knowledge of subject
   _____ a. Very well informed in subject matter
   _____ b. Adequately informed
   _____ c. Not well informed
   _____ d. Inadequately informed

7. Attitude toward subject
   _____ a. Enthusiastic, enjoys teaching
   _____ b. Seems interested in the subject matter
   _____ c. Rather bored, routine interest
   _____ d. Not interested, doesn't seem to care

8. Fairness in examinations
   _____ a. Testing fair and very well done
   _____ b. Testing is satisfactory
   _____ c. Testing sometimes unfair
   _____ d. Testing mostly unfair

9. Tolerance of disagreement
   _____ a. Acknowledges and values reasonable disagreement
   _____ b. Accepts disagreement fairly well
   _____ c. Discourages disagreement
   _____ d. Dogmatic, intolerant of disagreement

10. Instructor as "human being"
    _____ a. Good personality, would like to know him/her better
    _____ b. Satisfactory personality
    _____ c. Rather unattractive personality
    _____ d. Not the kind of person I would want to know better
Appendix H

Ferris State University
Substitute Teaching Policy for Student Teachers

School District: ___________________________ Date: ____________
Student Teacher: ___________________________ Date: ____________

Policy: 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:

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.
10. The student teacher will become a paid employee as a regular substitute teacher and meet the school district’s requirements for substitute teaching.

Procedure: After completion of four (4) successful weeks of student teaching and meeting the above criteria and conditions, the student teacher is eligible to be hired as a substitute teacher, when this agreement form has been signed by all involved parties.

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: ______
Appendix H

Ferris State University
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.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class(s):</th>
<th>Supervising Teacher Signature</th>
<th>University Supervisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

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

Student Teaching Outside Employment

Policy:
1. Full-time outside employment during student teaching is not permitted.
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________________________________________________SS#____________________________
Student’s Address_____________________________________________________________________
Phone # ___________________________ Email Address ________________________________
Street/Apt.#__________________________________________________________________________
City     State Zip

Place of Employment______________________________________________________________

Employer’s Address____________________________________________________________________
Street______________________________________________________________________________
City     State   Zip Code

Name of Supervisor__________________________________________Phone#____________________________

******************************************************************************

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

Student’s Signature: __________________________________________
Date: ________________________________________________________

- Side 1 -
Outside Employment Verification
By Employer

Student’s Name: ____________________________

Student Teaching Semester:

☐ Fall Dates: ____________________________

☐ Winter 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 Signature: ____________________________ Date: __________

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 Student Teaching Outside Employment form with Student Teaching Performance Evaluation to the Field Placement Office.
Appendix J

STUDENT COMPETENCY AREAS FOR STUDENT TEACHING

Student teachers will be observed and evaluated in the following competency areas:

1. Planning for instruction
   - Plans and organizes content, supplies, materials, and students to accomplish appropriate goals and objectives
   - Generates visible evidence of pre-planning efforts.
   - Develops instructional goals based on students and resources available.
   - Develops objectives to address both lower and higher level thinking skills.
   - Implements objectives at appropriate level of difficulty to accommodate individual differences of students.
   - Selects and implements appropriate instructional strategies.
   - Prepares and arranges for needed supplies, materials, equipment, etc.
   - Generates lesson plans according to established format.
   - Incorporates technology into the lessons.
   - Reviews and incorporates state and district standards.
   - Plans instruction to accommodate diversity (ex. cultural, racial & social diversity).

2. Delivery of instructional strategies
   Uses teaching strategies and procedures appropriate to content, objectives and students.
   - Begins instruction with an introduction that motivates all students.
   - Provides a clear, accurate description of the learning task and its content.
   - Presents current information correctly.
   - Provides precise directions/explanations related to lesson content/concepts.
   - Maintains appropriate pace.
   - Sustains simultaneously more than one activity.
   - Teaches for cognitive, affective, and/or psychomotor learning and transfer.
   - Uses multiple approaches to appropriately assess student abilities and adjust learning accordingly.
   - Utilizes a variety of support materials.
   - Implements logical sequence of activities.
   - Incorporates higher level thinking skills
   Provides opportunities for students to participate actively and successfully.
   - Uses strategies to challenge and motivate all students.
   - Provides positive reinforcement and encouragement.
   - Provides for elaboration by extending students’ responses/contributions.
   - Provides ample time for students to respond.
   - Gives examples of how task is to be completed.
   - Provides students with supervised practice.
   - Provides seatwork/homework for independent practice.
   - Summarizes instruction, restating major points of the lesson objective(s).

3. Classroom management
   Establishes and maintains a classroom climate conducive to learning.
   - Promotes courtesy and respect in the classroom.
   - Sets rules and procedures for students to follow.
   - Applies rules fairly and consistently.
   - Holds students accountable.
   - Controls situations in which inappropriate behavior is likely to occur.
   - Uses approaches/strategies to efficiently/effectively stop disruptive or inappropriate behavior.
   - Reinforces desired behavior as appropriate.
   - Provides praise for specific performance.
   - Uses verbal and non-verbal classroom management techniques effectively.
   - Uses administrative behavior (procedures and routines) which facilitates instruction.
   - Indicates confidence that all students can and will learn.
- Encourages effort and progress.
- Promotes learning excellence and achievement.
- Interacts with every student every day.

**Establishes and maintains appropriate learning behavior.**
- Secures student attention.
- Keeps students on task; uses techniques to redirect persistent off-task behavior.
- Provides feedback to students about their behavior.
- Provides guidelines for student behavior.
- Applies specific and reasonable sanctions for disruptive inappropriate behavior in a consistent manner.

**Organizes facility, furniture, equipment, tools, supplies, materials, media and students for maximum efficiency and effectiveness.**
- Has items outlined ready for use and under control
- Enforces safety practices.
- Maintains appropriate seating arrangement.
- Maximizes available learning time.
- Begins promptly, avoids wasting time at end of period.
- Keeps records visible and up-to-date.

4. **Assessment**

**Promotes and assesses student growth.**
- Establishes student performance criteria.
- Communicates learning expectations.
- Monitors student performance/reinforces correct responses.
- Solicits responses or demonstrations for assessment purposes.
- Clarifies student misunderstandings/re-teaches as needed.
- Provides feedback/correction or errors during supervised practice.
- Explains grading/scoring standards to learners.
- Returns corrected seatwork/homework promptly.
- Provides specific information for improvement of work.

**Uses information about learner performance to improve the instructional process.**
- Ascertains student abilities, learning styles, characteristics, and achievement levels.
- Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information on student progress.
- Uses learner performance data for diagnosis/remediation of learner needs.
- Uses learner performance data for improving instructional content/curriculum.
- Creates, selects and/or modifies instructional plans and materials to accommodate learner performance.

- **Maintains visual, accurate, up-to-date records of student progress.**

5. **Communication skills**

**Interacts and communicates effectively and appropriately.**

**Writes clearly and correctly.**
- Handwrites or prints legibly.
- Uses correct grammar and mechanics.
- Uses vocabulary and style appropriate to the level of the audience.

**Communicates oral information effectively.**
- Speaks clearly (pronounces words correctly) at an appropriate pace and volume.
- Uses correct grammar, accurate language and appropriate vocabulary for the level of the audience.

**Non-Verbal Communication.**
- Demonstrates positive/appropriate non-verbal behavior.
- Demonstrates acceptable and appropriately professional human relations skills/behavior/conduct.
- Is an effective listener.
6. Professionalism

Plans for, engages in, and initiates professional development activities to improve as a teacher.
- Attends presentations/workshops/seminars/conferences/conventions.
- Participates in presentations/workshops/seminars/conferences/conventions.
- Is involved in local, state, and national civic and professional organizations.
- Reads professional publications relative to content, equipment, facilities, supplies, materials and instructional methodology.

Demonstrate professional behavior and conduct.
- Is current in content, equipment, facilities, supplies, materials, and instructional methodology in area of specialization.
- Contributes positively to staff effort.
- Assists and supports colleagues.
- Offers and accepts constructive suggestions and criticism.
- Maintains confidentiality.
- Is groomed in an appropriate, respectable manner and projects acceptable professional teacher behavior and mannerisms.
- Adheres to high moral and ethical standards for the profession (See NFA Code of Ethics and Bill of Rights).
- Evaluates self realistically, seeks ways to improve and sets personal and professional goals.
- Demonstrates sensitivity to and understands multicultural and gender issues.

Attends, reports promptly and interacts positively at all professional activities, scheduled meetings, and classes.

Participates in activities for promoting positive school/community relations.
- Uses community and home resources to enhance school programs.
- Interacts with parents to maximize the learning of students at home, school and in the local community.
- Designs learning activities that involve representatives of volunteer groups, civic and social organizations and public service agencies.
## Appendix K

**Ferris State University-School of Education**

**Report Form for Evaluating Student Teacher Performance Activities**

<table>
<thead>
<tr>
<th>Student:</th>
<th>University Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School and City:</th>
<th>On-Site Supervising Teacher(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Visit # (Circle): 1 2 3 4 5 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period:</th>
<th>Subject/Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Guide for Behaviors to Observe:

**Planning Instruction**
- Demonstrates preparation/organization
- Creates/follows written lesson plans
- Demonstrates knowledge of subject
- Plans for all students to experience success
- MI Curriculum Benchmark/Standard
- Incorporates use of technology

**Delivery of Instruction**
- Signals the start of class/instruction
- Presents an anticipatory set
- Creates a focus and activates prior knowledge
- States clear objective(s)
- Presents lesson in logical order
- Checks for understanding
- Paces lesson appropriately
- Maintains smooth transitions
- Provides closure, signals end of discussion
- Incorporates higher level thinking skills

**Classroom Management**
- Provides clear directions for assignments
- Uses verbal/non-verbal discipline techniques
- Implements classroom procedures effectively
- Maintains on-task student behavior
- Responds to off-task behavior
- Aware of all students in class/scans the room

### Student Evaluation/Assessment

**Student Evaluation/Assessment**
- Monitors/assesses student growth
- Evaluates student learning
- Provides specific/frequent feedback
- Implements alternative assessment techniques

### Communication Skills

- Develops rapport with students/faculty/staff
- Calls students by name
- Maintains eye contact
- Uses correct grammar/appropriate vocabulary level
- Writes clearly using proper grammar and spelling
- Good penmanship
- Provides clear explanations/directions
- Exhibits enthusiasm
- Uses good feeling tone
- Uses praise effectively
- Accepts/utilizes student ideas

### Professionalism

- Models desired behavior
- Groomed in an appropriate manner
- Professional dress
- Participates in professional growth & development
- Relates professionally with other faculty/staff
- Maintains confidentiality
- Contributes & supports colleagues

---

Please check one or more of the following statements that you believe are appropriate:

- Progress appears to be satisfactory at this time.
- Student should seek special help in the areas noted above.
- I will request a visit by another university supervisor.
- I will arrange a conference involving the student teacher and on-site supervising teacher.

---

06

White Copy: School of Education  Pink Copy: Coordinator of Student Teacher Placement  Yellow Copy: Student Teacher
Student: ___________________  University Supervisor: ________________
School and City: _______________  On-Site Supervising Teacher(s): ________________
Date: ______________________  Visit # (Circle): 1  2  3  4  5  6
Period: ______________________  Subject/Grade: ________________
Activity/Lesson Observed: _______________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Comments/Suggestions: _________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Please check one or more of the following statements that you believe are appropriate:
_____ Progress appears to be satisfactory at this time.
_____ Student should seek special help in the areas noted above.
_____ I will request a visit by another university supervisor.
_____ I will arrange a conference involving the student teacher and on-site
teaching supervisor.